

## Pupil premium strategy statement for The Westgate School (All Through)

Please note that this is a 'live' working document.

1. Summary information					
<b>School</b>	The Westgate School (All Through)	<b>Strategy start date</b>	Sep 2019	<b>Strategy end date</b>	September 2021
<b>Total number of pupils</b>	1568	<b>Number of PP pupils</b>	144 (LS 20 / US 124)	<b>Total PP budget</b>	£173,445

2. Upper School attainment & Progress	2018/19 Validated						2020/21 GCSE Results					
	Pupil premium			Disadvantaged			Pupil premium			Disadvantaged		
	True	False	Difference (gap)	True	False	Difference (gap)	True	False	Difference (gap)	True	False	Difference (gap)
Upper school GCSE results												
% Achieving Basics in English and Maths (Grade 4-9)	67.7%	90%	<b>-22.3%</b>	57%	89.5%	<b>-32.5%</b>	77.4	93.3	<b>15.9</b>	70.8	93.5	<b>22.7</b>
% Achieving Basics in English and Maths (Grade 5-9)	41.9%	72.4%	<b>-30.5%</b>	43%	70.8%	<b>27.8%</b>	48.8	79.5	<b>31.1</b>	37.5	97.7	<b>42.2</b>
Progress 8 score average	0.12	0.56	<b>-0.44</b>	-0.27	0.58	<b>-0.85</b>	0.48	0.77	<b>0.29</b>	0.2	0.79	<b>0.59</b>
Attainment 8 score average	45.9	61.76	<b>-15.86</b>	43.76	61.27	<b>17.51</b>	51.76	67.24	<b>15.48</b>	46.4	67.33	<b>20.89</b>

3. Lower school attainment & Progress		2018/19 validated						2020/21 Dis/ PP Numbers Yr R = 2 Dis / 3 PP pupils Yr 1 3 Dis/ PP pupils Yr 6 1 Dis/ PP pupil					
Lower School Results		Pupil premium			Disadvantaged			Pupil premium			Disadvantaged		
		True	False	Difference (gap)	True	False	Difference (gap)	True	False	Difference (gap)	True	False	Difference (gap)
<b>Year R</b>	EYFS GLD	33.3%	86%	-52.7%	33.3%	86%	-52.7%	66%	82.5%	-16.5%	50%	82.8%	-32.8%
<b>Year 1</b>	Phonics	100%	91.1%	+8.9%	100%	91.1%	+8.9%	66%	95%	-29%	66%	95%	-29%
<b>Year 2 (end of KS1)</b>	Reading	85.7%	90.6%	-4.9%	85.7%	90.6%	-4.9%	33.33%	89.47%	-56.14%	33.33%	89.47%	-56.14%
	Writing	57.1%	86.8%	-29.7%	57.1%	86.8%	-29.7%	33.33%	77.19%	-43.86%	33.33%	77.19%	-43.86%
	Maths	71.4%	94.3%	-22.9%	71.4%	94.3%	-22.9%	33.33%	87.72%	-54.39%	33.33%	87.72%	-54.39%
<b>Year 6 (end of KS2)</b>	Reading							100%	89.83%	10.17%	100%	89.83%	10.17%
	Writing							0%	72.88%	-72.88%	0%	72.88%	-72.88%
	Maths							0%	81.36%	-81.36%	0%	81.36%	-81.36%

4. Barriers to future attainment	Desired outcomes	Success criteria	Evidence of impact																								
<b>In-school barriers (issues to be addressed in school, such as poor literacy skills)</b>																											
<b>A.</b>	Disadvantaged pupils with baseline data below Age related expectations make less progress than their peers at GCSE.	Disadvantaged 'below' and 'developing' pupils in all year groups will make better progress than nationally	<p>The gap between the progress of disadvantaged pupils and non-disadvantaged is closing in all Year groups and progress in Year 11 shows a positive residual.</p> <p><b>Unvalidated GCSE data July 2021</b> Disadvantaged P8 0.20 ( non-disadvantaged 0.79)</p> <p><b>Current yr 11 October 2021</b></p> <table border="1" data-bbox="1554 504 2047 820"> <thead> <tr> <th>Westgate scale</th> <th>On/Above Track %</th> <th>Progress 8</th> </tr> </thead> <tbody> <tr> <td>All Dis</td> <td>54.5</td> <td>0.37</td> </tr> <tr> <td>B</td> <td>52.9</td> <td>1.31</td> </tr> <tr> <td>C</td> <td>56.9</td> <td>0.04</td> </tr> <tr> <td>M</td> <td>67.7</td> <td>0.73</td> </tr> <tr> <td>S</td> <td>35.6</td> <td>-0.03</td> </tr> </tbody> </table> <p>Our current Yr 11 pupils who came to Westgate 'below' or 'meeting' are making better progress than all pupils nationally.</p>	Westgate scale	On/Above Track %	Progress 8	All Dis	54.5	0.37	B	52.9	1.31	C	56.9	0.04	M	67.7	0.73	S	35.6	-0.03						
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<b>B.</b>	The outcomes for PPG pupils with SEMH needs are lower than disadvantaged without SEMH pupils	Disadvantaged pupils with SEMH will make progress in line with their peers;	<p>The gap between the progress of disadvantaged SEMH pupils and disadvantaged is closing in all Year groups and progress in Year 11 shows a positive residual.</p> <p>% of pupils on/above track end of Summer 2021:</p> <table border="1" data-bbox="1525 1051 2114 1257"> <thead> <tr> <th></th> <th>SEMH Disadvantaged</th> <th>Non disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>88.6</td> <td>82.3</td> <td>+6.3</td> </tr> <tr> <td>Yr8</td> <td>62.9</td> <td>81.7</td> <td>-18.8</td> </tr> <tr> <td>Yr9</td> <td>37.8</td> <td>71.8</td> <td>-34</td> </tr> <tr> <td>Yr10</td> <td>15.4</td> <td>54.9</td> <td>-39.5</td> </tr> <tr> <td>Yr11</td> <td>27.1</td> <td>51.7</td> <td>-24.6</td> </tr> </tbody> </table>		SEMH Disadvantaged	Non disadvantaged	Gap	Yr7	88.6	82.3	+6.3	Yr8	62.9	81.7	-18.8	Yr9	37.8	71.8	-34	Yr10	15.4	54.9	-39.5	Yr11	27.1	51.7	-24.6
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<b>C.</b>	Disadvantaged pupils continue to do less well in Maths than English Language GCSE Grade 9-5 although the gap is closing	The gap between Maths GCSE and English Language GCSE will continue to close so that Maths results are comparable to 2019 figure for English Language	<p>Outcomes for disadvantaged pupils will improve in Maths so that it is more in line with progress in English.</p> <table border="1" data-bbox="1525 1267 1973 1437"> <thead> <tr> <th>DIS Grades %2021 (% 2019)</th> <th>9-7</th> <th>9-5</th> <th>9-4</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>16.7 (15)</td> <td>41.7 (50.0)</td> <td>75.0 (70.0)</td> </tr> </tbody> </table>	DIS Grades %2021 (% 2019)	9-7	9-5	9-4	Maths	16.7 (15)	41.7 (50.0)	75.0 (70.0)																
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<b>D.</b>	Numeracy and Literacy skills, particularly writing, below "all pupils" from entry. Gap in writing remains across EYFS and KS1	EYFS and Key Stage 1 PPG pupils will make better progress than their peers so that the attainment gap is closed in reading, writing and maths.	Attainment gap is closed as rapidly as possible.	<p>Numbers of Disadvantaged pupils is small in primary phase. They often have other complex needs.</p> <p>Yr R = 2 Dis / 3 PP pupils Yr 1 3 Dis/ PP pupils Yr 6 1 Dis/ PP pupil</p> <p>These pupils continue to do less well than their peers.</p>																																				
<b>E.</b>	Pupils from disadvantaged backgrounds don't always engage with careers guidance and would benefit from extra support in exploring career options	Careers guidance for disadvantaged pupils in Year 8 -11 will improve and tracking shows engagement of PPG in all areas of the Gatsby benchmarks	Gatsby benchmark tracking shows PPG pupils engaged in all areas of careers guidance. PPG pupils in Year 11 have suitable post 16 placements.	<ul style="list-style-type: none"> <li>All Yr 11 disadvantaged pupils have had at least one careers advice interview</li> <li>Half termly programme of experiences of work organised for disadvantaged pupils in Yt 8 /9 Compass + to monitor</li> <li>Main focus for new Careers Lead</li> <li>Destination data 2020 0% NEET new data to follow in January 2020</li> </ul>																																				
<b>F.</b>	The % of external and internal exclusions for disadvantaged pupils remains higher than non PPG	External exclusions for disadvantaged pupils decrease	The percentage of external exclusions for disadvantaged pupils will decrease	17.2% of exclusions in the last academic year were received by disadvantaged pupils. The previous year 30.8% of exclusions were received by disadvantaged pupils.																																				
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>																																								
<b>G</b>	Attendance rates for pupils eligible for FSM is lower than their peers – though the gap is closing	Increase the attendance for disadvantaged pupils.	Disadvantaged pupils' attendance will be 94% or above.	September 2021: disadvantaged attendance was 91.12%																																				
<b>H</b>	Parental engagement for pupils eligible for PPG is lower than for other pupils;	Increase in attendance of PPG parents at partners in learning evenings and parents evening.	The % of PPG parents at these events. .	Data is not available for this statistic. We will improve our data collection of parents attendance at virtual and live parents' evenings and Partners in Learning events.																																				
<b>I</b>	The cultural capital of those from disadvantaged backgrounds remains less than those from non and the % of disadvantaged pupils engaged in extra curricular is lower than non disadvantaged.	Increase in the % of pupils taking part in extra-curricular activities in school.	The % of pupils who take part in clubs, groups and are prefects.	<table border="1"> <thead> <tr> <th></th> <th colspan="5">Year groups</th> </tr> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>total pupils</td> <td>217</td> <td>168</td> <td>131</td> <td>106</td> <td>153</td> </tr> <tr> <td>%age</td> <td>90%</td> <td>70%</td> <td>55%</td> <td>44%</td> <td>64%</td> </tr> <tr> <td>Disadvantaged</td> <td>18</td> <td>16</td> <td>15</td> <td>7</td> <td>17</td> </tr> <tr> <td>%age</td> <td>78%</td> <td>67%</td> <td>52%</td> <td>30%</td> <td>59%</td> </tr> </tbody> </table>		Year groups						7	8	9	10	11	total pupils	217	168	131	106	153	%age	90%	70%	55%	44%	64%	Disadvantaged	18	16	15	7	17	%age	78%	67%	52%	30%	59%
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<b>J</b>	Supporting disadvantaged pupils returning to school following a significant period of lockdown, as a result of COVID.	Pupils attendance and wellbeing is strong as they return.	Disadvantaged attendance returns to previous attendance levels and continues to improve.																																					

5. Planned expenditure													
Objective A	Action (how)	Who	Funding	Success measures	Evaluation								
Disadvantaged Low and Mid band pupils in all year groups will make progress in line with their peers	Progress of this key group an objective on all Year team TIPS and venn diagrams used in all meetings in order to improve awareness and planning	SLT/YLs/SOB/CSE/FLs	Colleague time	The progress of disadvantaged low and mid band pupils compared to the progress of their peers									
	Structured academic mentoring in place for all disadvantaged pupils in Yr 11 and regularly reviewed <ul style="list-style-type: none"> <li>All disadvantaged 7-11 pupils prioritised in one to one tutor mentoring sessions</li> </ul>	SLT/SLs / YLs/AYLs	Colleague time	The % of year 11 disadvantaged pupils who receive regular academic mentoring sessions	100% disadvantaged pupils prioritised in one to one mentoring.								
	Quality assurance book checks of identified pupils: <ul style="list-style-type: none"> <li>SDT book check June 2021</li> <li>Faculty book checks June 2021</li> <li>SEF day 27/09/21 received curriculum and book conferencing</li> <li>Part of Review Week foci 2021-22</li> <li>Year Leaders and AYIs complete book looks for disadvantaged pupils</li> </ul>	SLT/YLs/AYLs	Colleague time	The % of year teams and subject teams who conducted a book review of PPG children.	Book looks carried out for dis pupils. This information has informed the strategies being set out on pupil Plans.								
	PPG pupils in Year 11 to have their revision guides purchased for them	DHO/STE	Revision guides	All disadvantaged pupils will have equal access to revision materials									
Objective B	Action (how)	Who	Funding	Success measures	Evaluation								
Disadvantaged pupils with SEMH will make progress in line with their peers.	Pupil support team proactively support disadvantaged pupils in order to improve attendance.	CSE/AHI	Pupil support time	The attendance % for SEMH pupils will be 94%	September 2021: 88. 80%								
	External counsellors to be used to support SEMH pupils' wellbeing	AHI	Cost of 2x counsellors	The attendance % and progress data for these pupils									
	Lead family support and Thrive practitioner to focus support on key SEMH pupils	CSE/KYO	Cost of role	Thrive evaluation shows improvement of impact for SEMH pupils	100% of pupils made improvement as a result of thrive assessments and interventions.								
	Appointment of member of extended leadership team with responsibility for SEMH progress	CSE	Cost of TLR	The progress 8 score for all Disadvantaged SEMH pupils	<table border="1"> <thead> <tr> <th>Exams</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>-1.1</td> </tr> <tr> <td>2020</td> <td>-1.21</td> </tr> <tr> <td>2019</td> <td>-1.51</td> </tr> </tbody> </table>	Exams	P8	2021	-1.1	2020	-1.21	2019	-1.51
	Exams	P8											
2021	-1.1												
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Whole school professional development programme based on inclusive classroom practice	CSE/KYO	Cost of INSET time.											
Objective C	Action (how)	Who	Funding	Success measures	Evaluation								

The gap between Maths GCSE and English Language GCSE will continue to close so that Maths results are comparable to 2019 figure for English Language	Extra support for pupils in maths lessons with the funding of additional teaching to support pupils struggling to achieve Grade 4 / 5 in Maths GCSE	HJ/BP/ MBR	Overstaff costs in Maths  UQT costings for £25000	Progress 8 for disadvantaged pupils will improve in Maths so that it is more in line with progress in English	See data above. Maths GCSE data for 2021 more in line with English. Gap is closing.	
<b>Objective D</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>	
EYFS and Key Stage 1 PPG pupils will make better progress in Reading, Writing and Maths so that the attainment gap closes.	Intervention and support groups run by TAs and class teachers, evidenced on year provision maps.	LW/SOB	£1000	Attainment gap is closed as rapidly as possible	Please see data at beginning of document	
	Regular PPR meetings track PPG pupil's progress with forensic monitoring, including quality assurance book looks.	LWO/BP	Meeting time	The progress of PPG pupils in EYFS and KS1		
	Specific spelling programmes used with pupils to support their progress.	SOB/CLU		Spelling scores for this identified group		
<b>Objective E</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>	
Careers guidance for disadvantaged pupils in Year 8 -11 will improve and tracking shows engagement of PPG in all areas of the Gatsby benchmarks.	Increase opportunities for disadvantaged pupils to engage with the world of work through targeted visiting speakers and workshops	JED	Careers time/transport costs	% of disadvantaged pupils who take part in a world of work workshop or presentation	100% pupils in Yr 8 planned workshop ( disrupted due to Covid)	
	Ensure all disadvantaged pupils have access to the careers advisor at least twice during their time at Westgate	JED/SBA		% of pupils who receive a 1:1 careers meeting	100% by end of Yr 11  100% Yr 10 Dis pupils to receive workshop on interview techniques – (disrupted due to Covid)	
	Use the Gatsby tracking documents to ensure that disadvantaged pupils engagement with the benchmarks is clearly tracked and accounted	JED			% of disadvantaged pupils engaged careers guidance, using the Gatsby benchmark tracker	Compass + now used to track Careers experience of disadvantaged pupils
	Provide transport for disadvantaged pupils wanting to visit open events for colleges	JED			% of PPG pupils in Year 11 who have suitable post 16 placements	0% NEET data 20202
	Provide CV / letter of application workshop is provided for Year 11 – targeted at PPG pupils	JED			% of PPG pupils who attend workshop	90% attendance

<b>Objective F</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>
External exclusions for disadvantaged pupils decrease	Ensure all pupils receive a restorative session following poor behaviour (which may lead to further Poor behaviour and exclusion) Extra transition sessions for year 6-7 vulnerable pupils at risk of potential exclusions in Yr 7 Increase the amount of middle and senior leaders on duty at break and lunch, in order to proactively ensure good behaviour (which may have led to exclusion)	YL/ Pupils support team CFR/KYO CFR/MJA	Pupils support sessions Transition sessions  Cost of summer camp placement for PPG pupils	% of disadvantaged exclusions will be reduced	17.2% of exclusions in the last academic year were received by disadvantaged pupils. The previous year 30.8% of exclusions were received by disadvantaged pupils.
<b>Objective G</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>
Attendance of disadvantaged pupils will continue to improve	Use attendance tracker at each YL line management meeting to track and intervene with any disadvantaged pupils with Attendance below 85%.	SLT/ YL / AYL	Pupil support team	Disadvantaged pupils' attendance will be 94% or above	Weekly check on individual pupils to reflect on the support given to all pupils below 85%
	Use individualised attendance incentives for disadvantaged pupils who are at risk of being PA	AYL	Incentive awards	% attendance increase of pupils involved in the incentive	Incentives not used, other strategies were felt to be more beneficial.
	Use of gallery for breakfast club for disadvantaged pupils with poor punctuality and attendance	AHI / DBI	Breakfast club	Attendance % of disadvantaged pupils	
	Extra transition sessions for year 6-7 vulnerable pupils at risk of low attendance	CFR / AHI / KYO	Cost of sessions	Attendance % of pupil invited to sessions	100% of pupils were invited to these sessions.
	Summer camp paid for disadvantaged pupils who are unable pay themselves.	CFR	Cost of Summer camp	% of disadvantaged pupils who attend Summer Camp.	
<b>Objective H</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>
% of disadvantaged parents at parental engagement evenings	Tutors to call PPG parents prior to any key partners in learning evening	YLS/ AYLs / Tutors		% of PPG parents at parental engagement evenings	Tutors contacted parents of pupils on the Engage programme. We need to improve the data we collect on attendance at these events.
	Pre book appointments for PPG pupils at parents evenings	YLS/ AYLs/ SBU		% of PPG parents who attend parent evening	

<b>Objective I</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>
There will be a significant increase in participation in extracurricular/enrichment and revision events by pupils from disadvantaged backgrounds	All YL to have a target in TIP re uptake of extra curricular	YLs / AYLS / all colleagues		% of disadvantaged pupils taking part in extra-curricular clubs.	September 2021 78% ( 90% all pupils) Dis pupils signed up for a club reducing to 59% ( 64% all pupils) in Yr 11.
	Fresher's Fair to ensure all pupils aware of extracurricular on offer	JED			
	Half-termly tracking and analysis of engagement with enrichments and leadership opportunities	PHU			
	1-1 mentoring to focus on enrichment engagement	Tutors		% of disadvantaged pupils who attended 1:1 mentoring sessions	All pupils prioritised first half term September 2021
	Target uptake of disadvantaged pupils on curricular trips	FLs / MJA		% of disadvantaged pupils who attend curricular trips.	N/ A ( Covid )
<b>Objective J</b>	<b>Action (how)</b>	<b>Who</b>	<b>Funding</b>	<b>Success measures</b>	<b>Evaluation</b>
Supporting Disadvantaged pupils returning to school following a significant period of lockdown, as a result of COVID.	Support the rebuilding of friendships and social engagement	All colleagues		Minimal friendship fallouts and all pupils to be part of a friendship group at break and lunch.	There were minimal friendship fall outs and no pupils were isolated at break or lunch on their own.
	Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issue, so that attendance remains good.	YLS/AYLS/Tutors/AHI/KYO		% attendance of PPG pupils	Attendance was 91.12% in September 2021