

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 20221 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Westleigh School
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	47.9% Y7 – 48.08% Y8 – 47.25% Y9 – 47.54% Y10 – 49.13% Y11 – 47.17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Carlton Bramwell
Pupil premium lead	Jo Coleman
Governor / Trustee lead	Jon Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£413381
Recovery premium funding allocation this academic year School Led Tutoring	£115644
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£529025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This pupil premium strategy works towards achieving those objectives by focussing on narrowing the gaps, including those because of Covid-19, in order to diminish the difference between our disadvantaged and non-disadvantaged students.

One of our main challenges is reading ability, and therefore one of the key principles of this strategy plan is to improve the reading habits and reading ages in all year groups. We have focussed heavily on this area and will ensure our disadvantaged students have access to the most appropriate reading material, participate in reading schemes and develop a love for reading in order to allow them to access all areas of their curriculum.

This plan also provides support for disadvantaged students who display problem behaviours to raise their aspirations and keep them in education. This also includes improving the attendance gap by exploring the barriers and enabling good attendance.

We also value the benefits of students experiences outside of the classroom and the provided curriculum and as such, this plan focuses on improving students' experiences by broadening their curriculum offer which develops students' character and aspirations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Current Reading Ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4. Culture of reading at home is not embedded
2	The difference is diminishing, however, PP students make less progress than non-PP students this will then have a negative impact on their performance overall.
3	Attitude to learning, resilience and engagement in class is lower with disadvantaged students which is linked to lower progress.
4	Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 90.8% at the end of

2018/19 and 91.64% at the point of lockdown for 2019/20, 86.74% in 2020/21 during a very disruptive year (Covid-related lockdown) and 86.68% in 2021/22. This is below the target for all students of 95%. This reduces their school hours and causes them to fall behind on average

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																																																																										
<p>To diminish the difference between chronological age and reading age by:</p> <ul style="list-style-type: none"> Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year. Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and 'word counts'. Utilising the AccessIt online library system to provide a variety of reading platforms, challenges, competitions with fiction/non-fiction texts. Ensuring all KS3 students have an effective fortnightly library lesson and reading homework is set and followed up on. Rewarding 3 students weekly per year group for reading engagement – measured by word count and quiz completion. Targeting 'Reading Champions' for enrichment reading club. Utilising Soundwrite (phonics) with catch-up groups to accelerate reading progress. Monitoring paired reading intervention deployed at form time for KS3 students who make less than average progress in reading. Monitoring Group and Guided intervention deployed during lesson time for those students who require urgent intervention with reading. Using reading ages to effectively inform lesson planning across the school. Using shared reading strategies to effectively support and stretch students in lessons across the curriculum – number 10 of whole-school T&L foci. Ensuring all CPD (inset, literacy twilight, half-termly calendared optional sessions and form time modelling from English staff) up-skills teachers on increasing effective reading opportunities e.g. DARTS. Improving the culture of reading for pleasure through a calendar of enrichments and rewards. 	<p>• Reading growth in literacy improves based on 20/21 measures:</p> <table border="1" data-bbox="754 689 1158 1473"> <thead> <tr> <th>2022 COHORT</th> <th colspan="4">Outcomes 21/22</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Y7</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>10.2</td> <td>10.8</td> <td>10.10</td> </tr> <tr> <td>PP</td> <td>9.11</td> <td>10.4</td> <td>10.7</td> </tr> <tr> <td rowspan="4">Y8</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>10.11</td> <td>11.2</td> <td>11.4</td> </tr> <tr> <td>PP</td> <td>10.7</td> <td>10.9</td> <td>11.1</td> </tr> <tr> <td rowspan="4">Y9</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>11.5</td> <td>11.10</td> <td>12</td> </tr> <tr> <td>PP</td> <td>11.1</td> <td>11.6</td> <td>11.5</td> </tr> <tr> <td rowspan="4">Y10</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td colspan="2">T2</td> </tr> <tr> <td>ALL</td> <td>11.8</td> <td colspan="2">12.1</td> </tr> <tr> <td>PP</td> <td>11</td> <td colspan="2">11.5</td> </tr> <tr> <td rowspan="4">Y11</td> <td colspan="4">READING AGES *From 1 NGRT paper test</td> </tr> <tr> <td></td> <td colspan="3">T1</td> </tr> <tr> <td>ALL</td> <td colspan="3">12.5</td> </tr> <tr> <td>PP</td> <td colspan="3">11.9</td> </tr> </tbody> </table> <p>22/23 Expected Progress</p> <ul style="list-style-type: none"> Target of +8 months in a 4 month period to accelerate learning and close the gap Vs. chronological age. 	2022 COHORT	Outcomes 21/22				Y7	READING AGES					T1	T2	T3	ALL	10.2	10.8	10.10	PP	9.11	10.4	10.7	Y8	READING AGES					T1	T2	T3	ALL	10.11	11.2	11.4	PP	10.7	10.9	11.1	Y9	READING AGES					T1	T2	T3	ALL	11.5	11.10	12	PP	11.1	11.6	11.5	Y10	READING AGES					T1	T2		ALL	11.8	12.1		PP	11	11.5		Y11	READING AGES *From 1 NGRT paper test					T1			ALL	12.5			PP	11.9		
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<ul style="list-style-type: none"> Implementing an effective Choral reading programme at form time to increase effective reading opportunities for all pupils. Implementing an effective 'Word of the Week' strategy to increase students' tier 2 vocabulary – taught in English lessons and form time. Implementing the Frayer model to teach tier 3 vocabulary explicitly in lessons across the curriculum – number 9 of whole-school T&L foci. <p>Measured by:</p> <ol style="list-style-type: none"> Quality assurance in line with school Fixed Line Management Agenda: Learning walks, lesson observations, work scrutiny and student voice rounds. Star assessments calendared as follows: <table border="1" data-bbox="92 763 485 840"> <tr> <td>KS3</td> <td>Week 3, 15 & 25</td> </tr> <tr> <td>KS4</td> <td>Week 3 & 25</td> </tr> </table>	KS3	Week 3, 15 & 25	KS4	Week 3 & 25	
KS3	Week 3, 15 & 25				
KS4	Week 3 & 25				
<p>Diminish the difference between Year 11 PP students and their peers nationally</p> <ul style="list-style-type: none"> Data tracked and measured at each data collection throughout the year. Students not making expected progress will be identified and intervention, initially at subject level, will be put in place. <p>Measured by: internal data analysis, intervention impact evidence</p>	<p>Diminish the difference in outcomes for Year 11 PP student when compared to nonPP students by ensuring at least 24% of PP students achieve level 5+ in ME.</p>				
<p>Raise aspirations for students.</p> <ul style="list-style-type: none"> Identify PP students who are disengaged/disaffected Mentoring programme to improve ATL Rewards system for PP students with raised ATL. Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion <p>Measured by: AtL data, rewards analysis, exclusion data, internal exclusion data, staff and student voice.</p>	<ul style="list-style-type: none"> ATL improved resulting in fewer behaviour logs and increased progress. The average ATL for PP students in each year group is 3+ Students indicate mentoring has improved their attitude to learning. Staff voice indicates that PP students have increased aspirations over the programme. <p>There has been a reduction in the number of exclusions for PP students across all year groups when compared to previous years, and exclusion rates for non-PP.</p>				
<p>Improved attendance rates of PP students by:</p> <ul style="list-style-type: none"> Reducing the number persistent absentees among PP students Improving the overall attendance among PP students to be at least in-line with non-PP students. <p>Measured by: Attendance data monitored half termly</p>	<ul style="list-style-type: none"> Diminish the difference of attendance rates of PP students to be more in line with non-PP students 				

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £196407

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
Provide extra support in maths, English and science by reducing class sizes to ensure high attainment.	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p>	1, 2, 3																				
<p>Establish LTPs that shows how the learning journey will be configured to address the knowledge gaps identified as part of term 3</p> <p>Consistent use of Quality First Teaching strategies, based on our T&L foci will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets</p> <p>T&L emphasis – honing into and sharing of best practice.</p>	<p>Students education has been disrupted since 23rd March 2020 until 1st September 2020 due to national lockdown. A further lockdown was enforced on 5th January 2021 to 8th March 2021. LTPs, catch up and mentoring plans will support the filling of gaps.</p> <p>Covid continues to cause disruption to education whereby online, remote learning may still be necessary for the continuation of education. Data collection for current Y11 shows PP students are behind in the majority of measures.</p> <p>Whilst the difference is diminishing and improved from the previous year, there is still a gap</p> <table border="1"> <thead> <tr> <th colspan="4">2021/22</th> </tr> <tr> <th></th> <th>PP</th> <th>nonPP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>% 9 – 5 EM</td> <td>28.4%</td> <td>46.8%</td> <td>-18.4%</td> </tr> <tr> <td>P8</td> <td>N/A (TAGs)</td> <td>N/A (TAGs)</td> <td>-</td> </tr> <tr> <td>A8</td> <td>37.91</td> <td>47.68</td> <td>-9.77</td> </tr> </tbody> </table>	2021/22					PP	nonPP	Difference	% 9 – 5 EM	28.4%	46.8%	-18.4%	P8	N/A (TAGs)	N/A (TAGs)	-	A8	37.91	47.68	-9.77	1, 2, 3
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Target and support greater attendance at parents evenings	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 3, 4																				

<p>Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year group.</p> <p>Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and 'word counts'.</p> <p>Utilising Accelerated Reader recommendations postSTAR test to ensure all students loan a book within their ZPD (Zone of Proximal Development).</p>	<p>Accelerated Reader has had a positive impact on PP students' reading habits and ages over time at Westleigh. Utilising online reading tests for all year groups allows for effective trends, comparison and targeted intervention.</p> <p>Westleigh students and parents think positively of the Accelerated Reader online articles and book quizzes that inform rewards (KS3 student voice March 2021). KS4 students prefer the electronic reading tests opposed to paper tests used previously (KS4 student voice 2021).</p>	1
<p>Continue to replenish the library</p> <p>A variety of fiction/non-fiction.</p> <p>Group & Guided 'Rollercoaster' short reads for intervention groups.</p>	<p>Staff and student voice reflects that the library requires up the most up to date texts for PP students to engage in reading for pleasure.</p> <p>Reading age has a considerable impact on the ability for a student to access examination material at the end of key stage 4.</p> <p>EEF evidence shows that paired/shared reading alongside comprehension strategies are effective way to improve attainment.</p> <p>(EEF, 2019)</p>	1
<p>Use 'Just Write – Let them Loose' creative writing books fortnightly in Y7 English (mastery writing) lessons.</p>	<p>Y7 PP students expressed a desire for more creative writing opportunities as part of their English Mastery curriculum.</p> <p>Regular extended, original pieces will ensure increased stamina in writing across Y7.</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Design and deliver a comprehensive programme of careers guidance and support using the Gatsby benchmarks</p> <p>Provide enhanced 1:1 careers guidance with a trained careers advisor</p> <p>Plan for college experiences with a wide range of pathways.</p> <p>Focus experiences at those most disadvantaged to raise aspirations and engagement</p>	<p>EEF toolkit shows that opportunities to engage in enrichment activities can be effective in improving attainment</p> <p>Some of our students don't have access to a variety of enrichment opportunities and cultural experiences; this can limit their aspirations post 16.</p> <p>Education, Employment and Training data evidences:</p> <table border="1" data-bbox="528 398 1015 622"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93.9%</td> <td>95.7%</td> </tr> <tr> <td>2017</td> <td>96.6%</td> <td>96.4%</td> </tr> <tr> <td>2018</td> <td>95.1%</td> <td>95.4%</td> </tr> <tr> <td>2019</td> <td>97.2%</td> <td>95.7%</td> </tr> <tr> <td>2020</td> <td>97.5%</td> <td>96.7%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		School	LA	2016	93.9%	95.7%	2017	96.6%	96.4%	2018	95.1%	95.4%	2019	97.2%	95.7%	2020	97.5%	96.7%				<p>1, 2, 3, 4</p>
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<p>Provide 1 years musical instrument tuition to disadvantaged students who have opted for Music</p>	<p>Some of our students are not in a position to fund musical instrument tuition that will have an impact on their ability to secure higher grades at key stage 4 music.</p>	<p>1, 2, 3, 4</p>																					
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>Tutoring to be provided to students are as follows:</p> <ul style="list-style-type: none"> In-school catch-up tutoring for numeracy and literacy across the core subjects in Y7-10 Tutoring targeted after school online/face to face to address gaps in learning (blended approach) for KS3/KS4. Holiday intervention programme. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>																					
<p>Intervention through curriculum areas to take place during school holidays.</p>																							
<p>Literacy intervention, attendance and behaviour strategies implemented through the SEND team.</p>	<p>The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments.</p>	<p>1, 2, 4</p>																					

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £201716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive pastoral and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ol style="list-style-type: none"> 1. Pastoral support staff allocated caseloads to meet the specific individual needs of students 2. Use pastoral staff to engage with parents before intervention begins. 3. Academic support via bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLs and reducing risk of NEET 4. HLTA to provide bespoke 1 to 1 and small group intervention packages focussing on learning support and behaviour management specific to PP students who are also SEND 5. Provide external alternative provision for PP students 6. Team around the child approaches to intervention 7. Sharper reintegration following exclusion <p>Improved rewards system providing increased opportunities for more regular and wider variety of awards for PP students – linked to values, ATLs and attendance</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>The NFER also states that focussing on behaviour (as well as attendance and QFT) contributes to improvement</p> <p>The gap between PP and nonPP students receiving a Fixed Term Exclusion remains</p> <p>ATL scores for PP students are broadly in line with non-PP however this continues to be a focus point to monitor</p> <p>The vast majority of Orchard students last year were PP students</p> <p>67.7% of SEND students are also PP students</p> <p>Safeguarding is our utmost priority and would always be given the attention required. Greater social/welfare issues arise with our PP students. The ratio of PP to nonPP students receiving safeguarding support remains at around 3:1</p>	<p>3</p>
<p>Track and monitor attendance weekly and implement bespoke support in a timely manner. This will include attendance clinics for families of PP students on a case-by case basis.</p>	<p>DfE research states that there is a clear link between poor attendance and lower academic achievement</p> <p>Advice from National Strategies says</p> <ul style="list-style-type: none"> • the link between attendance and achievement are strong 	<p>4</p>

<p>The attendance policy (post Covid) is relaunched and embedded consistently.</p> <p>Provide intervention and rewards to promote and encourage good attendance.</p> <p>Request AET support for ingrained poor attendance</p>	<ul style="list-style-type: none"> Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years. <p>Focussing on attendance (as well as behaviour and QFT) contributes to improvement.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Whilst the gap is narrowing and attendance has improved, the attendance of PP students is still lower than nonPP.</p>	
<p>Deliver a programme of extra-curricular activities ranging from, but not limited to, sporting activities, IT Clubs, drama clubs, homework support, reading initiatives and games clubs</p>	<p>Improving attitudes and aspirations cause higher levels of attainment</p> <p>Providing structure to unstructured times reduces poor behaviour and attitude.</p> <p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour</p>	2, 3, 4
<p>Deliver a programme of enrichment experiences. All students experience at least 5 additional experiences from the Westleigh Curriculum Pledge, such as:</p> <ul style="list-style-type: none"> Participate in a careers event Have an Arts experience Support a school charity fund-raising event Experience the natural world. <p>Enrichment Tracker in place</p>	<p>EEF research evidences that enriching education has intrinsic benefits. They state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</p>	2, 3, 4
<p>Tailored parental engagement strategy which puts communication to disadvantaged families first, supports parents and guardian through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.</p>	<p>Parental engagement has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship:</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	3, 4

Total budgeted cost: £529,025

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

1. Review of expenditure																											
Previous Academic Year		2021/22																									
i. Quality of teaching for all																											
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																							
To diminish the difference between chronological age and reading age	<p>6.6% of the funding was provided to improve the reading experience for our students. This included re-stocking the library with new, interesting and exciting reading material and licences for reading assessment tools.</p> <p>Other actions included:</p> <ul style="list-style-type: none"> Utilise Accelerated Reader STAR reading assessments, quizzes and online library AccessIT in and out of school. Utilise Soundwrite (phonics) to accelerate reading progress in struggling readers. Promote reading engagement through competition and rewards 	<p>The breakdown below displays the reading growth of Westleigh students at the end of the 2021-22 academic year. This compares the growth of students against peers nationally.</p> <p>By the end year 9 (2021/22) over 36% of students made above average progress in reading when compared to the national profile, with 25% above average in year 8 and 31% in year 7.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>SGP Group</th> <th>No. of pupils</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7 (167)</td> <td>Average SGP</td> <td>49</td> <td>23</td> <td>26</td> </tr> <tr> <td>High SGP</td> <td>35</td> <td>20</td> <td>15</td> </tr> <tr> <td rowspan="2">Y8 (166)</td> <td>Average SGP</td> <td>45</td> <td>25</td> <td>20</td> </tr> <tr> <td>High SGP</td> <td>41</td> <td>22</td> <td>19</td> </tr> </tbody> </table>	Year Group	SGP Group	No. of pupils	PP	Non PP	Y7 (167)	Average SGP	49	23	26	High SGP	35	20	15	Y8 (166)	Average SGP	45	25	20	High SGP	41	22	19	<p>Accelerated Reader logbooks were too complicated so have been simplified to Reading Records with stickers and rewards as certificates.</p>	<p>Reading Resources</p> <p>Accelerated Reader - £6143.50</p> <p>AccessIT Library - £1663.00</p> <p>Wheelers eBooks - £690.00</p>
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	<p>using English teachers and KS3 FTs.</p> <ul style="list-style-type: none"> Paired reading intervention deployed In Y7 for those students who make less than average progress in reading. Group and Guided intervention deployed in Y8 and 9 for those students who make less than average progress in reading. Improve the culture of reading for pleasure through a calendar of enrichments and rewards. Implement an effective Choral reading programme at form time to increase reading opportunities for all pupils. Implement an effective Summer transition reading programme with Y6/7 including gifting a free book and engaging parents before the Summer. 	<table border="1" data-bbox="1010 161 1592 244"> <tr> <td>Y9 (160)</td> <td>Average SGP</td> <td>45</td> <td>21</td> <td>21</td> </tr> <tr> <td></td> <td>High SGP</td> <td>59</td> <td>27</td> <td>32</td> </tr> </table>	Y9 (160)	Average SGP	45	21	21		High SGP	59	27	32		<p>ePlatform extended borrowing - £495.00</p> <p>Book Buzz - £1077.00</p> <p>English Media Centre – £1017.50</p> <p>New Library Books - £4000</p> <p>Towards a Reading TA - £8809.00</p> <p>Reading Rewards - £150.00</p> <p>Y7 individual books - £955</p>
Y9 (160)	Average SGP	45	21	21										
	High SGP	59	27	32										
<p>Diminish the difference between Year 11 PP students and their peers nationally</p>	<p>To provide extra support in maths, English and science by reducing class sizes to ensure high attainment</p> <p>Quality First Teaching, based on the Teaching and learning foci, to provide students with the support they need to make progress. QFT evidenced via</p>	<p>PP performance 2021/22 – Headline statements</p> <p>Compared to the 2019 results:</p> <ul style="list-style-type: none"> the projected P8 figure in English and Maths for disadvantaged students has improved more disadvantaged students achieved elite 9-7 grades in English including disadvantaged SEND more disadvantaged students achieved 9-5 grades in Maths 	<p>Reducing class sizes in core subjects is still necessary although difficult to evidence due to the impact of Covid.</p>	<p>£167928 – salaries for Maths, English, Science teachers</p> <p>£5000 towards 1:1 devices</p>										

	<p>lesson drop-ins, detailed work scrutiny targets.</p> <p>Create Long Term Plans for each subject in each year group, together with adapted schemes of work designed to rapidly plug educational gaps following the impact of Covid.</p> <p>Provide Y7's with a 1:1 device to support learning</p> <p>Provide a mentor for all Y11PP students to keep track of progress and support them to improve.</p>	<ul style="list-style-type: none"> the average points score in Science has improved <p>Comparing DC1 to DC3 from last year's 7 to 10 disadvantaged students</p> <ul style="list-style-type: none"> A8 has improved since the start of the year More Y10 students are on track to achieve a 9-4 in Maths and English The Average Points Score for Y10 science students has increased More KS3 students are on or above target across all subjects on average <p>0.57% of the funding was spent on the PP Promise to provide to Y11 disadvantaged students with a mentoring service and access to learning and revision materials.</p> <p>1.3% of the funding was provided to Y11 disadvantaged students of Music for additional instrument or singing lessons. Target grades of L2M were achieved</p>	<p>The impact of Covid, including lockdown and student absence due to isolation is evident.</p> <p>The PP mentor process has proved to work in the previous years but also been negatively impacted due to Covid lockdown and isolations.</p>	<p>£2164 towards the PP Promise</p> <p>£7000 towards IE Provision</p> <p>£4896 for Musical Instrument Tuition</p>						
<p>Raise aspirations for students.</p>	<p>Intensive pastoral, therapeutic and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ul style="list-style-type: none"> Pastoral support staff allocated case-loads to meet the specific individual needs of students Academic support via bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLS. Small group intervention packages fo- 	<p>Outcomes See detail in 2nd intended outcome "Diminish the difference between Year 11 PP students and their peers nationally "</p> <p>ATLS It is difficult to compare ATL against the year before due to the disruption caused by Covid. However, in all year groups, the ATL scores in 2022 compared to 2021 are broadly in line with each other, averaging 3.0.</p> <p>Internal Exclusions IE data for PP students remains broadly the same compared to the previous years</p> <table border="1" data-bbox="1010 1358 1330 1406"> <thead> <tr> <th>IE</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>65%</td> <td>35%</td> </tr> </tbody> </table>	IE	PP	nPP	19/20	65%	35%	<p>The regular tracking of progress, ATLS and attendance are helpful. The effects of the pandemic made it difficult to carry this out effectively. However, for the new academic year, regular and consistent tracking must take place, together with</p>	<p>£105497 – funding towards salaries for Asst SENCO, LSC Co-Ordinator, Orchard Manager, Orchard TA and CP Assistant</p> <p>£10000 assigned for PP/SEND Therapeutic Services</p>
IE	PP	nPP								
19/20	65%	35%								

	<p>cussing on learning support an behaviour management specific to PP students who are also SEND</p> <ul style="list-style-type: none"> • External alternative provision for PP students • 1 years musical instrument tuition to all PP students who have opted for Music • Covid-safe Curriculum Pledge rolled out • Employ careers advisor to meet with every student and support next steps. 	<table border="1" data-bbox="1010 161 1332 212"> <tr> <td>20/21</td> <td>61.6%</td> <td>38.4%</td> </tr> <tr> <td>21/22</td> <td>65.1%</td> <td>34.9%</td> </tr> </table> <p>Suspensions An increased emphasis on standards impacted negatively on Suspension data. As a result, the percentage of FTEs increased for PP students</p> <table border="1" data-bbox="1010 395 1406 496"> <tr> <td></td> <td>19/20</td> <td>20/21</td> <td>21/22</td> </tr> <tr> <td>PP FTEs</td> <td>64</td> <td>129</td> <td>217</td> </tr> <tr> <td># PP Students</td> <td>329</td> <td>423</td> <td>422</td> </tr> <tr> <td>% FTEs</td> <td>19.5%</td> <td>30.5%</td> <td>51.4%</td> </tr> </table> <p>Education, Employment and Training data : The percentage of students in post-16 education, employment or training continues to be above the LA picture, showing students at our school aspire to achieve.</p> <table border="1" data-bbox="1010 679 1491 847"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>96.6%</td> <td>96.4%</td> </tr> <tr> <td>2018</td> <td>95.1%</td> <td>95.4%</td> </tr> <tr> <td>2019</td> <td>97.2%</td> <td>95.7%</td> </tr> <tr> <td>2020</td> <td>96.8%</td> <td>95.7%</td> </tr> <tr> <td>2021</td> <td>96.1%</td> <td>95.7%</td> </tr> </tbody> </table> <p>Despite the pandemic, considerable work was carried out to ensure students received appropriate careers education. Following an external Gatsby Benchmark review via CompassPlus in Summer 2022, we were 81.63% compliant compared to a national average of 43.75%</p> <p>In addition to this, the CAST Tracker evidences 15498 enrichment experiences have been provided to students so far, with both PP and nonPP students experiencing an average of 17</p> <p>Safeguarding data shows that the majority of students in need of support were disadvantaged</p> <table border="1" data-bbox="1115 1342 1597 1398"> <tr> <td></td> <td>PP</td> <td>nonPP</td> </tr> <tr> <td>CLA</td> <td>78.6%</td> <td>21.4%</td> </tr> </table>	20/21	61.6%	38.4%	21/22	65.1%	34.9%		19/20	20/21	21/22	PP FTEs	64	129	217	# PP Students	329	423	422	% FTEs	19.5%	30.5%	51.4%		School	LA	2017	96.6%	96.4%	2018	95.1%	95.4%	2019	97.2%	95.7%	2020	96.8%	95.7%	2021	96.1%	95.7%		PP	nonPP	CLA	78.6%	21.4%	<p>appropriate therapies.</p>	<p>£2500 towards Uniform, shoes and Equipment for PP students</p> <p>£4250 towards ATL incentives</p> <p>£5000 towards Educational Visits</p> <p>£10000 towards enrichment experiences</p>
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Improved attendance rates of PP students	<p>7.85% of the funding was spent on Attendance salaries, incentives and rewards.</p> <p>A greater focus on attendance of PP students specifically including identified case loads and priority calls.</p>	<p>Accurate national and local attendance data is unavailable due to the pandemic. Attendance at Westleigh was affected during the pandemic, across both PP and nonPP, but the gap was comparable against previous years.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NonPP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>90.8%</td> <td>95%</td> <td>-4.2%</td> </tr> <tr> <td>2019/20</td> <td>91.64%</td> <td>94.95%</td> <td>-3.3%</td> </tr> <tr> <td>2020/21</td> <td>86.74%</td> <td>90.44%</td> <td>-3.7%</td> </tr> <tr> <td>2021/22</td> <td>86.68%</td> <td>90.24%</td> <td>-3.5%</td> </tr> </tbody> </table> <p>National attendance at the end of the academic year was reported as 80.8%. Attendance statistics at Westleigh for disadvantaged students was finalised at 86.68%</p>		PP	NonPP	Diff	2018/19	90.8%	95%	-4.2%	2019/20	91.64%	94.95%	-3.3%	2020/21	86.74%	90.44%	-3.7%	2021/22	86.68%	90.24%	-3.5%	<p>Short-term rewards strategies focussing on attendance have an impact on attendance.</p> <p>Prioritising PP students by ensuring they are the first to be contacted in the event of absence has been positive.</p> <p>Implement a graduated approach</p>	<p>£16,214 – funding towards attendance manager salary</p> <p>£9,612 – funding towards attendance and behaviour admin</p> <p>£4250 for attendance strategy rewards</p>
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