

## Pupil Premium 2020-21 Strategic Summary

### PUPIL PREMIUM IMPACT AT WESTHOUGHTON HIGH SCHOOL

#### What is the Pupil Premium Grant (PPG)?

Schools receive an additional income called the *Pupil Premium Grant*. This money is allocated by the Government to help schools support children from lower income families and children in care. The amount of additional funding schools receive is based on the number of children who are entitled to receive free school meals or have been in the past 6 years, or are looked after children. The purpose of the PPG is to support students and engage students within learning, to ensure no barrier prevent learning for all.

#### Why does the Pupil Premium Grant exist?

Nationally, students within the pupil premium strand attain less and make slower rates of progress when compared to other students. In 2017, when the new GCSE specifications and progress measures were introduced, the national gap was 0.48 points, with students within the pupil premium strand under-performing by almost half a GCSE grade compared to other students (Education Policy Institute, 2017). The purpose of the PPG is to help all schools narrow this gap and ensure that all students are provided with equal opportunities to thrive in education.

#### The Pupil Premium Grant provides support for students who:

1. Were registered as eligible for free school meals at any point within the last 6 years (FSM)
2. Have been looked after for 1 day or more (CLA)
3. Were adopted from care on, or after, 30<sup>th</sup> December 2005, or left care under:
  - a special guardianship order
  - a child arrangements order (CLA)

The Pupil Premium Grant that schools receive is higher for CLA than FSM. It is £935 per secondary student and £2300 per students who are CLA.

How much do we receive?

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students (Ever 6 January census)	270 (7 CLA)	259 (5 CLA)	279 (6 CLA)	294 (8 CLA)	337 (16 CLA)	338 (14 CLA)	357 (12 CLA)
Total	£260,933	£237,214	£221,353	£230,610	£261,489	£279,485	£314,765

#### The main barriers to educational achievement faced by pupil premium (PP) students:

The Government has published independent research to demonstrate the barriers to attainment faced by students within the PP strand. Principally, these include students with lower prior attainment, especially difficulties with literacy and numeracy, and issues relating to attendance and behaviour.

At Westhoughton, we are proud of our LEARN ethos. To achieve this, we ensure that we view all students as individuals and we never assume that students within a particular group face similar barriers or that they have less potential to succeed. Our job is to treat everybody as an individual, with individual needs to support and champion to succeed. Our primary strategy is to provide quality-first teaching for all students at all times, with bespoke and personalised intervention and support, to ensure that all students succeed. Where specific additional needs are identified, we offer additional targeted support and alternative approaches wherever possible.

## **What we spent our funding on during the 2020-2021 academic year and will spend it on in 2021-22:**

- Personalise the timetable to ensure that each student follows an appropriate curriculum
- Full-time staffing to provide dedicated literacy support to enable all students to access the curriculum – literacy support can either be 1-1 or in small groups
- Full-time staffing to provide additional numeracy support across KS3
- Provide extra support for English and maths for KS4, including booster classes and targeted intervention, ensuring all pupil premium students have relevant resources, including revision guides and all examination texts
- Additional staff deployed in literacy and numeracy to facilitate intervention, notably with low prior attaining students or those with SEND needs
- Employ SSLs (Student Support Leader) as non-teaching staff dedicated to each year group, to ensure swift communication with families
- Employ SPLs (Student Progress Leader) as teaching staff dedicated to raising the progress within their year group
- Deputy Head Teacher close monitoring of pupil premium students, notably those with predicted negative P8 scores at the end of Year 10
- Provide external mentoring programmes for students with Behaviour Support
- Ensure students are able to access appropriate resources and opportunities/experiences for students (cultural capital)
- ICT equipment provided to aid learning at home
- Support staff coaching to ensure maximised positive engagement in school
- Whole school teaching and learning strategies to ensure all teaching staff prioritise the attainment of pupil premium students
- Additional financial support offered to parents to ensure wider support from the school community
- PiXL Build Up cohort identified to ensure pupil premium low prior attaining students receive resilience and character intervention.

## **How do will we measure impact?**

- Systematic use of data to monitor the progress of students including tracking student participation in enrichment activities and trips
- Leadership and management structures that ensure continual monitoring of initiatives/interventions
- Regular consultations with stakeholders, including students, parents/carers, Governors and external visitors to ensure accurate and rigorous intervention leads to significant improvements in our bid to narrow the gap between our pupil premium cohort and non-pupil premium students.