

Pupil Premium Strategy

Draft 2019-20



#TransformingLives

Summary information					
Academy	Westbourne Academy				
SLT Lead	Mark Bouckley				
Link Governor	Natasha Duerhing				
Date of most recent PP Review:	June 2019				
Date of next PP Review:	December 2019				
Academic Year	2019-2020	Total PP budget £297,330	Pupil Premium £ 935 per child Look After Child £ 2,300 Forces £ 300 per child	Total number of pupils on roll:	998 (30/6/19)
				Total PP:	325
				Ever 6 PP:	296
				LAC PP:	6
				Refugee:	4
				Forces:	5

Contextual/Additional information:

Westbourne Academy is an average sized comprehensive school, which has 993 pupils (Oct. 2019). Over a third of the population speak English as an additional language which is above the national average and shows that Westbourne is serving a truly diverse community.

Three hundred and eighteen students are eligible for Pupil Premium which equates to 31.7% of the population and is above the national average.

Ipswich has been designated as an Opportunity Area by the DFE with the aim of promoting social mobility. We are fortunate to be involved in a number of projects linked to the Opportunity Area.

We pride ourselves on being an inclusive academy and will ensure that we support and cater for pupil's individual needs and this was evidenced in our recent OFSTED Report in March 2019.

Our vision underlines this, which states that Westbourne Academy is an inclusive academy, allowing all students to achieve no matter what their starting points.

Our values to support our vision is STAR – Being Safe, Being Thoughtful, Being Accountable and Being Respectful.

Historic Performance Indicators								
	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
Progress 8	-0.03	-0.02		-0.24	-0.4	-0.44	-0.51	-0.5
E – Baccalaureate	24%	24%	12%	17%	11.70%	12.10%	5%	5%
Basics Grade 4 (English and Maths at Grade 4+)	58.50%	71%	58%	60%	44.30%	44.50%	48%	43%
Basics Grade 5 (English and Maths at Grade 5+)	39.10%	50%	37%	44%	24.50%	24.90%	20%	26%
Basics Grade 4 HAPs (Higher Ability Pupils)	96%	93%	95%	93%			100%	100%
Basics Grade 4 MAPs (Middle Ability Pupils)	54%	56%	61%	51%			44%	32%
Basics Grade 4 LAPs (Lower Ability Pupils)	9%	10%	7%	14%			0%	14%
Basics Grade 5 HAPs	76%	77%	83%	85%			78%	93%
Basics Grade 5 MAPs	24%	24%	28%	24%			7%	7%
Basics Grade 5 LAPs	2%	2%	4%	4%			0%	0%
Attainment 8	4.42	4.43	4.2	4.3	3.7	3.7	3.6	3.5
Average Grade	C	C	C	C/4	D+	D+	D+	D/3
Attendance	95.20%	94.60%	94.90%	93.60%			92.48	90.27

Current Performance Indicators					
	National all	Academy 2019	National PP 2019	Academy PP	Variation
Progress 8	National Data 2019 not yet available	0.19		0.09	
E – Baccalaureate		24%		13%	
Basics Grade 4 (English and Maths at Grade 4+)		61%		59%	
Basics Grade 5 (English and Maths at Grade 5+)		41%		33%	
Basics Grade 4 HAPs (Higher Ability Pupils)		93%		100%	
Basics Grade 4 MAPs (Middle Ability Pupils)		58%		58%	
Basics Grade 4 LAPs (Lower Ability Pupils)		14%		0%	
Basics Grade 5 HAPs		85%		80%	
Basics Grade 5 MAPs		24%		21%	
Basics Grade 5 LAPs		0%		0%	
Attainment 8		4.7		4.3	
Average Grade		4		4	
Attendance		94		91.3	

Barriers to future attainment and progress (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Quality First Teaching with a focus on questioning and metacognition.
B.	Low levels of literacy.
C.	Boys' achievement
D.	Social, Emotional and Mental Health.
E.	Intrinsic motivation in school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	In some cases, poor attendance and persistent absence are a major issue.
G.	In some cases, parental engagement.

H.	In some cases, students are 'unprepared' to learn, this includes home learning, having the correct equipment, eating breakfast regularly.
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Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Quality First Teaching is crucial to students' success.	<p>% of good and outstanding lessons increases.</p> <p>Staff are encouraged to take ownership of their own CPD.</p> <p>Whole staff CPD focusing on key elements such as metacognition and questioning.</p> <p>Lesson observations/learning walks highlight good practice in metacognition and questioning.</p> <p>Gap between disadvantaged and non disadvantaged decreases in History, Drama, English and Spanish.</p> <p>Middle Leaders are upskilled further through regular CPD delivered by the Vice Principal.</p> <p>Implement</p> <p>Whole staff CPD programme on Wednesday.</p> <p>Enable staff to take ownership of their own CPD.</p> <p>Establishment of focus groups to look at key areas of improvement.</p> <p>Regular learning walks focusing on key groups or key developmental areas.</p> <p>Establishment of a Teaching and Learning Journal for staff to make purposeful contributions.</p>

B	To improve students' literacy in terms of reading and vocabulary.	<p>Termly testing will show an increase in the percentage of students having a reading age, which is in line with their chronological age. Staff CPD on the development of vocabulary. Lesson observations and learning walks will show best practice. Appropriate interventions implemented and tracked.</p> <p>Implement Whole staff training on vocabulary. Dedicated library lesson to be implemented and delivered by the LRC manager to ensure there is a consistent approach. Termly testing of reading ages to track progress. Implement interventions to support those students who are struggling. Trial the use of vocabulary books with a target group.</p>
C	To increase the Progress Eight Score for boys across the academy.	<p>CLASH data will be looked at on a termly basis to identify students and see whether any progress has been made. CPD delivered by external training company. Appropriate interventions implemented and tracked.</p> <p>Implement Assertive Mentoring for boys who are at risk of underperformance. Whole staff training on strategies to raise the attainment of boys. Focus CPD group looking at boys' achievement. 'Progress Board' with VP/SENDSCO looking at the boys and what can be implemented. Pastoral Team, Heads of Houses and Pastoral Leaders, supports identifying barriers and supporting students in their time at Westbourne Academy.</p>

<p>D</p>	<p>To ensure that students' social, emotional and mental health is supported as much as possible.</p>	<p>CLASH data will identify students who need the extra support. Student of concern panel will meet on a regular basis. SWIM room in operation. Interventions implemented to support students.</p> <p>Implement Thrive to be implemented across the academy. SWIM room to be up and running and fully functional. Further training for Mental Health First Aiders. Outdoor Learning interventions to be implemented. Pastoral Team, Heads of Houses and Pastoral Leaders, supports identifying barriers and supporting students in their time at Westbourne Academy.</p>
<p>E</p>	<p>To provide students with opportunities for leadership.</p>	<p>Devise a whole school leadership strategy. Students to have different opportunities to make a difference in the academy.</p> <p>Implement Peer Mentor System. Opportunities for Leadership within the academy. Termly report.</p>

F	To improve the attendance and persistent absence of disadvantaged students	<p>Attendance percentage improves on a termly basis. CLASH highlights students who are at risk and appropriate interventions implemented.</p> <p>Implement All students aware of their attendance. Meetings with the Attendance Manager for students whose attendance is below. Pastoral Team to have identified Year Eleven students to monitor. Pastoral meetings to focus on attendance.</p>
G	To increase parental engagement in the academy through improving the attendance at key parental events and offering parents workshops etc.	<p>Between 70% and 80% of parents will attend a parents' evening. Parents, who do not attend, will be picked up by HOH. Parental engagement at other events is 70% or above.</p> <p>Implement Clear communication for parent evenings. Achievement Clinics on a half termly basis. Targeted parents evenings. Run different parent events. Each HoH to take responsibility for year group events</p>
H	To ensure that students are prepared to learn.	<p>Decrease in number of incidents logged for lack of equipment, reading books or lack of homework. CLASH data will highlight students who need extra support and appropriate interventions implemented.</p> <p>Implement Target PP students for breakfast club. Use of after school homework club to support students. HOH to intervene early using CLASH data.</p>

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A	To ensure that all students have access to quality first teaching	<p>Research suggests that quality first teaching is crucial to getting the best outcomes for all students.</p> <p>The EEF Pupil Premium Guidance 2019 states that ‘good teaching is the most improved lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium’.</p>	<p>Lesson observations will show that the quality of teaching across the academy is good. At least 80% of lessons will be judged as good and above.</p> <p>Drop ins focusing on key elements.</p> <p>Book Looks.</p> <p>Coaching programme for staff.</p> <p>Use of IRIS across the academy to share best practice.</p>	MWd AOx	Ongoing review as part of Teaching and Learning strategy.

<p>A</p>	<p>To improve questioning within lessons so that students are challenged.</p>	<p>OFSTED Report March 2019 highlighted questioning as an area of development.</p> <p>Professor John Hattie highlights that ‘the opportunity to respond to challenging questions posed to them, as being integral to accelerating students’ learning’.</p>	<p>Staff CPD sessions on questioning.</p> <p>Learning walks and lesson observations will show if questioning is being used effectively.</p> <p>Use of IRIS across the academy to share best practice.</p>	<p>MWd AOx</p>	<p>Ongoing review as part of Teaching and Learning strategy.</p>
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A	To implement metacognition strategies throughout the academy.	EEF Guidance highlights the importance of metacognition – ‘Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress’	<p>Staff CPD sessions on metacognition.</p> <p>Establishment of a working party to look at metacognition. The working party will trial different strategies and share best practice. For example, the use of knowledge organisers etc,</p> <p>Learning walks and lesson observations will show if metacognition is being implemented.</p> <p>Use of IRIS across the academy to share best practice.</p>	MWd AOx	Ongoing as part of Teaching and Learning strategy.
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A	To redevelop the staff CPD programme to ensure that CPD is meaningful and productive	John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement of 0.62, in the top 20 of all the practices analysed.	<p>CPD schedule to be devised which links to areas of development. Every Wednesday, there will be a designated whole staff CPD meeting.</p> <p>Encourage staff to take ownership of own professional development.</p> <p>Establishment of a Teaching and Learning Journal to share best practice.</p>	MWd AOx	December 2019, April 2020, July 2020.
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A/B	To embed literacy approaches throughout the academy.	<p>EEF KS3/KS4 Literacy Guidance highlights that 'Literacy is key to learning across all subjects and a strong predictor of outcomes in later life.'</p> <p>Save the Children 2016 ' The size of a pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment in later schooling and of success in life.'</p>	<p>Marking and feedback policy has clear literacy guidelines and book looks will show that this is being implemented</p> <p>External training for all staff on reading strategies and strategies on how to teach vocabulary.</p> <p>Lesson observations and book looks will show good practice in literacy.</p>	MWd ASm	December 2019, April 2020 and July 2020.
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A/C	To look at the issue of boys underachievement across the academy and implement strategies to support learning.	Internal data shows that the progress of boys is still an issue as the Progress Eight score is still .	<p>Whole Staff CPD training on teaching boys.</p> <p>Disadvantaged boys to be monitored closely and appropriate interventions implemented.</p> <p>Boys' achievement will be a focus group for CPD.</p> <p>Progress Board on a half termly basis.</p> <p>Learning walks/lesson observations will highlight best practice which then can be shared across the academy.</p>	MBo MAb	December 2019, February 2019, April 2020, May 2019 and July 2020.
ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date

<p>B</p>	<p>To ensure Accelerated Reader is embedded throughout KS3</p>	<p>OFSTED Report March 2019 highlighted reading as a developmental area – ‘Low reading ability of some pupils is a barrier to their learning’.</p> <p>Reading Agency – ‘There is strong evidence linking reading for pleasure and educational outcomes. We know that academic attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person’s life.’</p>	<p>All students in Years Seven to Nine to have a designated library lesson.</p> <p>All lessons to be delivered by the LRC Manager with a TA to ensure consistency.</p> <p>Reward scheme to be put in place.</p> <p>Regular reading homeworks set on ‘Show My Homework’.</p> <p>% of students reading at their chronological age will improve on a termly basis.</p>	<p>ASm LTs MAb</p>	<p>December 2019, April 2020 and July 2020.</p>
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B	To implement interventions to support literacy	EEF KS3/4 Literacy Guidance states that schools need to ‘provide high quality literacy interventions for struggling students – schools should expect and proactively plan to support students with the weakest levels of literacy.’	<p>Students will be identified through data from Accelerated Reader.</p> <p>Appropriate interventions implemented using guidance from the EEF.</p> <p>7X4 and 7Y4 will include students who are not secondary ready and they will follow the Fresh Start Phonics programme.</p> <p>Interventions to be fully tracked with clear entry and exit criteria.</p> <p>TA to trial new approach to using vocabulary through the use of booklets.</p>	MAB	December 2019, April 2020, July 2020
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D	To implement outdoor learning to support students who are struggling with SEMH issues.	<p>EEF Toolkit states that outdoor learning can have an impact of four months on a students' attainment.</p> <p>EEF also highlights that this is beneficial because it involves collaborative learning experiences and practical problem solving.</p> <p>Evidence of impact on 'non cognitive outcomes such as self confidence.'</p>	<p>Students to be identified via CLASH data.</p> <p>Gardening Club has weekly sessions for Year Seven and Year Eight.</p> <p>Forest School will run for Year Seven.</p> <p>Interventions to be tracked.</p>	MAB AJo IHi	December 2019, April 2020, July 2020.
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D	To implement the 'Thrive approach' across the academy.	With Ofsted now proposing to look at both the personal development and behaviour of students as separate judgements during inspection, the impact of the Thrive Approach could not be more relevant.	<p>Establishing a Thrive Room within the academy.</p> <p>Students identified by SENDCO and Assistant Principal.</p> <p>Students assessed at the start of the programme and assessed throughout which will highlight improvement.</p> <p>Resources bought for the programme.</p>	CCh MAb	December 2019, April 2020 and July 2020.
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E	To develop a leadership model across the academy.	EEF Toolkit states that peer tutoring in different guises can have an impact of five months on a students' attainment.	Devise a peer tutoring scheme. Identify mentors. Identify students via CLASH data. Implement programme. Evaluate on a termly basis. Identify further opportunities for student leadership[RHa MAb	On a termly basis.
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iii. Other approaches

Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
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F	To improve attendance and persistent absence of disadvantaged students.	OFSTED 2019 stated that ‘too many disadvantaged pupils are persistently absent from school.’	<p>Funding used to support the restructure of Student Services Team 2018-2019 due to previous not being fit for the demands and needs of the Academy. Leading to enhanced provision:</p> <ul style="list-style-type: none"> -Admissions and Attendance Manager (AAM) recruited at higher grade point. -Non-teacher appointed to Head of House role to enable greater capacity to support with home visits. -External support from former Senior Welfare Attendance Officer from Suffolk County Council. <p>AAM coordinates:</p> <ul style="list-style-type: none"> -Attendance data used to identify students with historical poor attendance. -Target students monitored daily and info shared with PLs and SLT. PP focus. -Home visits planned to identify barriers for all students in y 8-11 with historical low attendance. PP focus. -Attendance officer makes house calls to students with historical low attendance when absent. PP focus. -Regular meetings between attendance officer and PLs to identify attendance actions. Set targets for each year group based on previous year. PP focus. 	RWi CCo	December 2019. April 2020 and July 2020.
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<p>G</p>	<p>To increase the engagement of parents within the academy.</p>	<p>EEF Parental Engagement report states that 'Communication should be two way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.'</p>	<p>Clear communication about parents' evenings.</p> <p>Mop up parents evenings by HOH for students who do not attend.</p> <p>Run other parental events including success fayres.</p> <p>Achievement Clinics on a half termly basis.</p> <p>Launch Parent workshops starting with Maths.</p>	<p>MBo RHa HOH MAb</p>	<p>December 2019, April 2020 and July 2020.</p>
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<p>H</p>	<p>To implement strategies to support homework across the academy.</p>	<p>EEF Toolkit states that homework can have an impact of five months on academic attainment.</p>	<p>HOH to forensically track the completion of homework within their house and intervene where necessary.</p> <p>Parents Evenings to have displays showing how the different homework sites work.</p> <p>After school club which runs every evening Monday to Thursday and will be staffed.</p> <p>Each half term should see an increase in the percentage of homework completion.</p>	<p>RHA HOH</p>	<p>December 2019, February 2020, April 2020, May 2020 and July 2020.</p>
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H	To establish a breakfast club,	EEF trial of breakfast clubs within the primary sector highlights that this can have an impact of two months on a students' attainment but can also have other positive effects including behaviour etc.	Breakfast Club to run every day. Registers taken. Case studies written to show impact. CLASH data for individual students to show an improvement after regular attendance.	MAb HSe	December 2019, April 2020 and July 2020
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	Total budgeted £297,330
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