

# Pupil Premium Strategy – Draft Review



#TransformingLives

Summary information					
<b>Academy</b>	Westbourne Academy				
<b>SLT Lead</b>	Mark Bouckley				
<b>Link Governor</b>	Natasha Duerhing				
<b>Date of most recent PP Review:</b>	June 2019				
<b>Date of next PP Review:</b>	December 2019				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>  £296,863	Pupil Premium £ 935 per child Look After Child £ 2,300 Forces £ 300 per child	<b>Total number of pupils on roll:</b>	998 (30/6/19)
				<b>Total PP:</b>	325
				<b>Ever 6 PP:</b>	296
				<b>LAC PP:</b>	6
				<b>Refugee:</b>	4
				<b>Forces:</b>	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.

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

## 2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	998 (June 2019)
Total number of pupils eligible	310
Amount PPG received per pupil	
Total amount of PPG received	£282,370
Total amount of PPG spent	£282,370

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	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 ensure disadvantaged students receive high quality teaching	<p>Use of magpie walks to share best practice and allow staff to visit each other.</p> <p>SLT Teaching and Learning Team identify areas for development.</p> <p>Twilight CPD focuses on key areas for development within teaching and learning.</p> <p>Lesson observations/ Learning Walks and Book Scrutinies will show good practice.</p>	<p><b>Medium/High</b></p> <p>All staff have participated in the magpie walks where they have shared best practice and implemented different ideas.</p> <p>Last academic year, the percentage for good and outstanding teaching observed was over 80% which was a major improvement from the previous academic year.</p> <p>SLT Teaching and Learning team have delivered twilight CPD sessions on Literacy, Stretch and Challenge etc for all staff.</p>	<p>This approach will continue as quality first teaching is the key ingredient in order to improve the performance of disadvantaged students.</p> <p>However, there does need to be focus will on subject areas where the performance of disadvantaged students is an issue, especially in Spanish, History and Drama.</p> <p>CPD will be developed further in an opportunity to empower all staff to take on responsibility for CPD. This could be in terms of leading a group with a specific focus or trialling different approaches.</p>	

		<p>In the OFSTED March 2019, the academy was commended for ' Robust systems have been introduced to monitor the provision and staff appreciate the high-quality training available to improve their teaching'.</p>		
<p>To further develop and refine a coaching programme to support staff in terms of teaching and learning.</p>	<p>Staff identified either through lesson observations/book scrutinies etc or through personal choice e.g. a staff member may want coaching for the more able.</p> <p>Staff to be paired up with a coach.</p> <p>Coach and teacher to meet regularly.</p> <p>Coaching log to be updated regularly.</p> <p>Coaching focus on supporting disadvantaged learners from January 2018 and focusing on subject areas where PP achievement is a priority.</p>			

<p>To use IRIS Connect to support development of teaching and learning to ensure that all students have quality first teaching.</p>	<p>All staff to have training on IRIS Connect.</p> <p>Staff to be encouraged to use IRIS Connect as a reflection tool and to share good practice</p>	<p><b>Medium</b></p> <p>All staff have received initial training on IRIS Connect.</p> <p>Each departmental area had a day where they could trial the software and an opportunity to upload their clips.</p> <p>IRIS Connect has initially been trialled with new teachers in the school (Teach First and NQTs) and a working party was established.</p> <p>The purpose of the working party is to collaborate and share best practice so that the online platform has a series of clips on different aspects of teaching and learning e.g use of plenary, differentiation etc.</p>	<p>This approach will continue as there is still work which needs to be completed in order to embed IRIS across the whole academy. This work will include establishing an online library of best practice and encouraging more staff to be involved in the process and also in terms of accessing the resources.</p>	
<p>To ensure the core subjects make progress with disadvantaged students at KS4, especially within English, Science, History and Modern Foreign Languages (MFL).</p>	<p>Establishment of raising achievement group led by Vice Principal/SENDCO in charge of achievement.</p> <p>Quality Assurance of assessment with a view to focusing on gaps.</p> <p>Use of PIXL resources for targeted intervention. This can be used within the period six sessions after school or as part of home learning.</p>	<p><b>Medium</b></p> <p>Progress in Science has improved to 0.09 which is a major improvement and disadvantaged students outperformed non disadvantaged students.</p> <p>Progress in English is still a focus area. Progress Eight score is -0.25. Although disadvantaged girls performed well with a Progress Eight Score of +0.22, boys are performing below expectations and their score was -0.70.</p> <p>Progress in History and Spanish is also still a cause for concern.</p> <p>The progress of disadvantaged boys generally is still an issue. Disadvantaged</p>	<p>This approach needs to be more forensic as History, MFL and English are still key focus areas. This still needs to be a focus area for History, MFL and English.</p> <p>There needs to be more forensic approach in terms of tracking these students across Year Eleven and looking at interventions which are implemented to support these students.</p> <p>We need to look closely at staff predictions as within some of these subject areas, there were high predictions which did not translate into results.</p>	

		girls progress eight score was 0.46 in comparison to disadvantaged boys where the score is -0.18.		
Staff are fully familiar with and engaging with Wave One classroom interventions and are aware of individual students barriers and how to overcome them through the three different SIMS marksheets and CLASH data (CLASH summarises and analyses student performance in terms of C – commitment to learning / L – measures the numbers of concerns logged / A - attendance / S – safeguarding concerns / H – homelearning).	<p>PD/Twilight reminders and training surrounding marksheets and the CLASH</p> <p>Identification of students after each data drop where there is an issue.</p> <p>VP/AP/SENDSCO to decide on appropriate interventions for student – either academic or pastoral.</p> <p>Next data drop will show an improvement in terms of CLASH data. Quality</p>	<p><b>High</b></p> <p>Staff have had regular updates on the use of CLASH data and updating SIMS with Wave One Interventions.</p> <p>The Vice Principal Achievement has produced a laminated guide for all staff on CLASH.</p> <p>Subject staff are regularly updating their Wave One Interventions in their SIMS marksheets. This document is live and new teachers of students can see all the strategies which have been successfully used by other members of staff.</p> <p>Interventions have been targeted at the right students.</p> <p>There has also been the addition of the SOC panel (Students of Concern) which meet on a fortnightly basis. The panel consists of the Assistant Principal in charge of behaviour, SENDSCO and the Senior Assistant Head of House. The Principal also attends when possible. The introduction of this panel has been crucial in supporting some of our more vulnerable PP students.</p>	This approach is embedded and will continue. We will ensure that it is revisited on a half termly basis and also promote examples of best practice.	



		This was validated by our OFSTED inspection in March 2019 'regular assessment takes place so that both teachers and pupils know how well pupils are doing and targeted intervention strategies can be implemented to improve the progress of pupils who are falling behind.'		
<b>ii. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To develop a Nurture Curriculum in Year Seven for our most vulnerable students.</p>	<p>The most vulnerable and needy students in terms of KS2 data</p> <p>Students will have English, Maths, PE, DT and Art with their normal form group. All other lessons will be in the Nurture room and delivered by a team of staff. There will be a focus on literacy and numeracy.</p> <p>Students will be reintegrated back into mainstream depending on their progress.</p>	<p><b>Medium/High</b></p> <p>This intervention was targeted at students who were incredibly vulnerable in terms of academic ability but also in terms of their engagement and attendance in school.</p> <p>Students had extra literacy and numeracy sessions and a focus on project based learning.</p> <p>With the exception of one student, who now attends specialist provision, 95% of the students made good progress.</p> <p>Attendance of the group on average was 94% which was excellent considering some students had poor attendance at primary schools.</p> <p>When students were reintegrated into mainstream lessons, there were no issues and students settled in well. This was evidenced in the fact that there were no behavioural incidents logged on SIMS.</p>	<p>Although this is a worthwhile intervention, it is expensive in terms of staffing costs. From September 2019, we will change the programme and will be upskilling Teaching Assistants to deliver key components. The programme will be as follows:</p> <ul style="list-style-type: none"> <li>• Fresh Start Phonics for students who are below expected standard.</li> <li>• Study Plus intervention focusing on development of literacy/numeracy.</li> <li>• Bespoke interventions depending on need – Gym Trail, Gardening, Forest School and Westbourne Cookery School.</li> <li>• Nurture Group and Thrive.</li> </ul>	
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<p>To develop a robust mentoring scheme</p>	<p>HOH's role to be focused on mentoring and removed from pastoral hub to focus on achievement.</p> <p>Pupil Premium Champions in KS3.</p> <p>SLT Mentoring.</p> <p>Students will be selected for mentoring based on CLASH data.</p> <p>Mentoring will be on a fortnightly basis.</p>	<p><b>Medium/Low</b></p> <p>In terms of the HOH, they were given several students who had been identified via CLASH data.</p> <p>Mentoring is difficult to quantify as evidenced through research. HOH had several students to mentor and with high teaching commitments, this started to prove problematic.</p> <p>The Pupil Premium Champions were working with Years Seven to Nine. Some students really benefited from this intervention.</p> <p>Additionally, as with any form of mentoring, consistency is an issue and there needed to be some quality assurance around the whole mentoring process.</p>	<p>This approach needs adapting and whilst, we will continue with some form of mentoring , we need to look at different approaches to see which approach will work best for our students.</p> <p>We will also be looking at more schematic ways of working in terms of supporting our disadvantaged students. This could be in terms of looking at performance within different lessons and finding what works well and what could be further improved/developed.</p>	
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<p>To relaunch the Accelerated Reader Programme in order to raise the profile of reading ages across the academy.</p>	<p>Students in Years Seven and Eight will be tested on the programme at regular intervals.</p> <p>Based on results, appropriate interventions will be implemented.</p>	<p><b>Medium</b></p> <p>With the introduction of a new librarian, we could relaunch the Accelerated Reader programme for KS3. Students were tested on a termly basis and a reward culture started to be implemented where classes competed against each other in terms of the number of books read and quizzes passed. The winning class would receive doughnuts.</p> <p>We also used the Accelerated Reader programme to test the reading ages in Years Ten and Eleven as an attempt for them to read more and improve their reading age.</p> <p>Based on last year's data, there is only approximately 20% of disadvantaged students with reading ages in line with her chronological age.</p>	<p>This approach will continue but consistency is crucial here.</p> <p>From September 2019, the LRC manager will be running all Library lessons so that a consistent message is sent out to all students about the importance of reading.</p> <p>We will also be carrying out more forensic tracking in order to intervene earlier.</p>	
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<p>To launch the SWIM programme to support students' mental health.</p>	<p>SWIM programme will be launched across the whole school.</p> <p>Identified students will receive an appropriate intervention linked to the three waves. AP, SENDCO and SWIM Team will identify students.</p> <p>Intervention will be tracked on a half termly basis.</p> <p>Parental workshops on Mental Health.</p>	<p><b>Medium</b></p> <p>All staff have had initial training on the SWIM programme led by the Assistant Principal and the SENDCO.</p> <p>Assistant Principal, SENDCO, Senior Pastoral Lead and the Exams Officer have had training to be Mental Health First Aiders.</p> <p>There is interventions in place for students including Nurture Group, Nurture 1:1 etc. This is tracked by looking at data on SIMS.</p> <p>Exam stress/anxiety has become a major issue and this is something which we need to focus on next academic year.</p> <p>OFSTED 2019 - 'The school is active in promoting pupils' welfare. Mental health training for parents, pupils and staff, including around issues such as self-harm, helps to raise awareness of the issues. Leaders report that staff note and pass on their concerns more readily as a result, which means that pupils can get the help that they need.</p>	<p>This approach will continue and be further developed throughout next academic year.</p> <p>We need to develop the parental workshops further in order to ensure that they know how best to support their son/daughter with issues such as exam stress etc.</p> <p>We will also be starting the Thrive programme.</p>	
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<p>To further develop the home learning culture.</p>	<p>Continued investment in online platforms to support home learning across the academy.</p> <p>Tracking of home learning.</p> <p>Provision provided for students who do not have internet access at home. The LRC will be open and staffed until 4pm to support our learners.</p>	<p><b>Medium</b></p> <p>We are using more online platforms to support home learning including Doodle for Science and English, Quizlet/Active Learn for MFL, Maths Watch for Maths. The use of online platforms as well is having a positive impact on the completion of homework.</p> <p>In the OFSTED Report March 2019, the following comment was made 'Teachers regularly set homework across the curriculum. Parents clearly stated that their children receive appropriate homework for their age'.</p> <p>With the appointment of the new LRC manager, we are now able to staff the LRC until 4pm</p>	<p>This approach will continue next year. There needs to be a more forensic approach to the tracking of home learning.</p> <p>With the demands of the new linear GCSEs, there is more focus on students' abilities to recall information and we need to work on working memory.</p>	
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<p>To raise boys' attainment through the appointment of a Boys Champion.</p>	<p>Appointment of Boys' Champion to lead on raising the attainment of boys across the academy.</p> <p>Boys' Champion to look at best practice in the academy.</p> <p>Training to be delivered to staff via Staff Twilight and Morning Briefings.</p> <p>Boys' Champion to offer bespoke support to individual departments.</p> <p>Boys' Champion to launch initiatives across the academy</p>	<p><b>Medium/Low</b></p> <p>Boys Champion appointed January 2019. Survey completed.</p> <p>Dedicated form group established with students in KS3 who are posing the most problems in terms of behaviour, ethic etc. The Boys' Champion is leading this form group and is closely monitoring the performance of these students.</p> <p>The Boys Champion is also supporting individual staff members when needed.</p> <p>Although the Progress Eight score for disadvantaged boys has improved to - 0.18, there is still a gap between the performance of girls and boys. Disadvantaged girls Progress Eight score is 0.46. Girls are outperforming boys by at least half a grade.</p>	<p>This approach will continue as this is a priority area for the academy.</p> <p>We will be looking at more training opportunities for staff on CPD related to boys' achievement.</p> <p>Additionally, we need to focus on tracking of Year Tens and Eleven disadvantaged boys in terms of academic performance.</p>	
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<p>To relaunch Night Club for Year Eleven students to support their studies and revision.</p>	<p>Relaunch of Night Club from January 2019.</p> <p>Students to be identified using CLASH data and performance from the PRE exam.</p> <p>Students to have support with their revision and feel more confident and prepared for the examinations</p>	<p><b>Medium</b></p> <p>Night Club has been in operation since January 2019 and runs from 4pm to 6pm.</p> <p>Attendance has been generally okay and on average, twenty students per evening are attending.</p> <p>Night Club has helped those students who have no access to ICT or resources at home.</p> <p>The Progress Eight figure for disadvantaged has risen from -0.56 to +0.13.</p>	<p>This approach will continue next year. We need to ensure that we target it at students who are at risk of underperformance.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



<p>To organise events targeted at parents</p>	<p>Running parental events aimed at different Year Groups. Different events include a 'Welcome to Year Seven Evening', Year Ten Revision Evening, Year Eleven Success Fayre, Supporting Your Child With Literacy or Numeracy.</p> <p>Achievement Clinics to target parents who are not attending parents' evenings.</p> <p>Informal drops in on a half termly basis.</p> <p>Targeted Parents Evenings for students in terms of attendance and attainment.</p>	<p><b>Medium/High</b></p> <p>We have had much better parental involvement at some of the key events. For the Year Eleven Success Fayre, 130 students plus parents attended.</p> <p>For the Year Ten Revision Evening, we had 40 sets of parents attend.</p> <p>Achievement Clinics have been extremely well attended and have been full every time. Approximately 40% have been disadvantaged.</p> <p>Average attendance at parents evenings is between 60 and 70%.</p> <p>Targeted Parents Evenings have taken place for Year Eleven with SLT and have been successful.</p>	<p>This approach will continue next year. We need to focus on trying to raise the attendance at parents' evenings to between 80 and 85%.</p> <p>We would also like to trial workshops for parents on aspects of the Maths and English curriculums so they can support their child at home.</p>	
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<p>To improve attendance of disadvantaged students in line with national expectations.</p>	<p>Attendance incentives to raise attendance and lower persistent absenteeism.</p> <p>Appointment of an attendance/admissions manager to support the drive on attendance.</p> <p>Training from external consultant on promotion of attendance.</p> <p>Liaison with SCC to support persistent absentees.</p> <p>Targeted parents evening with AHOH.</p>	<p><b>Low</b></p> <p>Attendance of disadvantaged students is still an issue and is below national expectations.</p> <p>From September 2018 to November 2018, we were without an Attendance/Admissions Manager which had a major impact on attendance.</p> <p>Our new Attendance/Admissions Manager was appointed in November 2018. Working alongside an external consultant, she has implemented a rigorous process for attendance.</p> <p>OFSTED March 2019 highlighted attendance as one of the areas of improvement – ‘Improve attendance and reduce the extent of persistent absence, in particular for disadvantaged pupils.’</p>	<p>This approach will continue next year.</p> <p>The Attendance/Admissions Manager is driving forward improvements in this area and will be looking at completing more home visits, more direct liaison with families and implementing meetings/contracts to support attendance.</p>	
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<p>To focus on supporting KS4 students with revision.</p>	<p>Purchasing of revision books for students.</p> <p>In house events such as Revision Skills and Success Fayre. Weekly Biscuit club for students to visit for advice etc. Attendance will be tracked at the events.</p> <p>From Feb 2019 - Targeted groups during tutor time e.g. girls only tutor group in maths and boys only in science and English. P6 Revision classes for all subjects from Feb 2019</p>	<p><b>Medium</b></p> <p>Revision guides were purchased for disadvantaged students.</p> <p>Good attendance from disadvantaged students at our in house events.</p> <p>Maths had two targeted groups during tutor time. One group was solely for girls. Both groups were targeting students on the 4/5 borderline. Maths' Progress Eight score is +0.57.</p> <p>English had two targeted groups in the run up to the exams.</p> <p>All subjects did period six. Overall Progress Eight for disadvantaged is 0.13 which is a significant improvement from last year.</p>	<p>This approach will continue next year. Our focus will be on those students who are underperforming across all subjects and what we can do best to support them.</p> <p>We will also be implementing workshops etc to help with exam stress and anxiety as this was a major issue for last year's Year Eleven.</p>	
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<p>To raise aspirations through relaunching the whole academy careers strategy.</p>	<p>Programme of careers' events to raise aspirations across all year groups.</p> <p>Appointment of Careers Advisor.</p> <p>All students in Year Eleven will have some form of Post Sixteen education and there will be no NEETS.</p> <p>Student questionnaires at the end of the academic</p> <p>All students in Year Eleven to have a Careers Interview.</p> <p>All students to have applied for post sixteen provision or an apprenticeship so there are no NEETS.</p>	<p><b>Medium</b></p> <p>New Careers Advisor appointed January 2019.</p> <p>Various events have taken place to raise aspirations including STEM days within the academy, Suffolk Skills Show etc.</p> <p>All Year Eleven are in some form of education, employment or training.</p> <p>Progression interviews for all Year Eleven students.</p> <p>Careers Interviews for identified students who were at risk of becoming NEET.</p>	<p>This approach will continue.</p> <p>The focus will be looking at raising aspirations within KS3. The Careers Advisor will also be looking at completing 1:1 interviews with students in Year Nine who are at risk of being potential NEETS.</p>	
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<p>To launch an awards scheme which promotes attainment and effort.</p>	<p>Students will be rewarded for consistent effort, attainment and attendance using the CLASH data.</p> <p>Visual displays around the academy promoting students.</p> <p>Half termly reward events.</p>	<p><b>High</b></p> <p>Reward scheme launched with clear guidelines on how to obtain a place on one of the reward trips.</p> <p>Displays in tutor bases which were updated on a weekly basis to show the progress of students.</p> <p>Exosphere display in the main corridor which showed where each student was in the academy in terms of attainment and effort.</p> <p>Parents have been informed of the new reward system.</p> <p>Year Eleven Prom Reward system in operation.</p> <p>In the Summer Term, there was a variety of trips on offer for students who showed consistent effort, attainment and attendance.</p>	<p>This approach will continue but will be tweaked to ensure that reward events take place more frequently.</p>	
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<p>Relaunch the academy ethos and vision through the introduction of new values (STAR). S – safety / T – thoughtful / A – accountable / R – respectful.</p>	<p>Launch during PD days and students in first assemblies and through tutor time.</p> <p>Promotional material around the school to promote STAR</p> <p>Weekly focus communicated via Bulletins.</p> <p>Assemblies linked to aspects of STAR.</p>	<p><b>High</b></p> <p>The STAR ethos is fully embedded throughout the academy.</p> <p>There are prominent displays in all areas of the academy.</p> <p>Principals’ Bulletins to students are STAR focused.</p> <p>Assemblies are linked to aspects of STAR and have included subjects such as Mental Health, Remembrance Sunday, Young Carers etc.</p>	<p>Although this approach is embedded in the school, it will still next year through the use of assemblies etc.</p>	
<p>Total</p>				<p>£296,863</p>