

# Pupil Premium Strategy Statement 2022-25

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This statement details our school's use of pupil premium (and recovery premium for the 2022 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	Westbourne Academy
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	32.1% ( <b>332 students</b> )
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Mark Bouckley
Pupil premium lead	Richard Hawkes and Maxine Abbott
Governor / Trustee lead	Jo Winter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,380
Recovery premium funding allocation this academic year	£93,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP	£54,432

## Part A: Pupil premium strategy plan Statement of intent

Westbourne is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

Our academy values are linked to our STAR ethos where we want to embed the key skills which all students need, not just in school but in the wider world. We want our students to be safe, thoughtful, accountable and respectful. We have high expectations of our students and want to ensure that all students, regardless of background, achieve academically but also become well rounded and thoughtful citizens.

We want to ensure that our disadvantaged pupils achieve in line with their peers and hopefully exceed their own expectations. Our strategy is built around the following key principles:

- **Achievement** - ensuring that all students have the opportunity to achieve or exceed expectations.
- **Attendance** - it is crucial that students attend the academy and we will ensure that all barriers to attendance are removed.
- **Reading** – we know that reading is a key to success in all subjects and we want to promote a culture where reading is celebrated and where students can have additional support when needed.
- **Motivation** – we want our students to enjoy learning and be committed to their learning.
- **Behaviour and social communication** – a higher proportion of PP students have higher levels of behaviour incidents and suspensions. We want to put processes in place to support students as much as possible.
- **Home Learning** – we recognise the importance of home learning and this has been magnified with the ongoing pandemic. We want to ensure that our learners have access to all the tools at home to support their achievement.
- **SEMH** – due to the pandemic, there has been a distinct increase in the number of students who need support in terms of their mental health. In certain cases, this is leading to Emotional Based School Avoidance. We recognise that we need to offer tailored SEMH support to help students as much as possible.
- **Enrichment and cultural opportunities** – we need to provide as many opportunities for students to participate in extra curricular activities and also opportunities to extend their cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers, with higher PA.
3	PP students' literacy including reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort, use of the inclusion room and suspension statistics.
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents evenings) is on average lower than their peers.
6	The continuing impacts of Covid19 and Lockdown have had a disproportionate effect on the SEMH needs of PP students compared to their peers
7	PP students lack the cultural capital and enrichment opportunities of their peers.

## 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
Improve student outcomes at GCSE <b>(Challenges 1,3,4&amp;5)</b>	<p>During the academic year 2022/2023, the P8 score was -0.86 in comparison to Non PP which was – 0.24.. We need to ensure that PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2025 based on 2021 baseline i.e. Ever 6 P8 &gt;-0.47 by 2024</p> <p>For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2025.</p> <p>Boys PP to have closed the gap year on year to national average or better</p> <p>% students achieving EBACC is increasing year on year</p>
Improve quality of teaching and learning with “quality first teaching” in all classrooms embedding Rosenshine’s Principles of instruction.  <b>(Challenges 1,3&amp;4)</b>	Learning walks, book checks and departmental deep dives, identify that all students experience lessons that enable at least good progress to be made.

	<p>Dedicated CPD time to explore the challenges and solutions to PP underachievement.</p> <p>PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2025 based on 2021 baseline i.e. Ever 6 P8 &gt;-0.2 by 2024</p>
<p>Improve attendance of PP students</p> <p><b>(Challenges 1&amp;2)</b></p>	<p>Attendance for PP in line with peers by 2024 and to decrease from the 2020 figure</p>
<p>Improve PP students' attitude to learning through CLASH data and reduce number of Internal and Fixed Term Suspensions given to PP students so that it is inline with their peers</p> <p><b>(Challenges 1,4&amp;6)</b></p>	<p>Student CLASH effort scores for PP in line with peers by 2024</p> <p>Sent out and Departmental Isolation data for PP is in line with peers by 2024</p> <p>For the % of PP students who receive infernal and fixed term suspensions to fall year on year, with the aim of being equivalent to their peers by 2024</p>
<p>Ensure that the achievement of PP students is recognised with appropriate rewards</p> <p><b>(Challenges 1,4&amp;7)</b></p>	<p>Re-establish a rewards system that is fit for purpose and ensures that PP students have the same opportunities as their peers.</p> <p>Launch of the 100% club and awards for 100% attendance.</p>
<p>PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers</p> <p><b>(Challenges 1,2,4&amp;7)</b></p>	<p>An effective system of tracking of participation is put in place</p> <p>Levels of engagement for PP students is in line with Non-PP students by 2024</p>
<p>Provide high quality CEIAG provision to all PP students i.e.:</p> <p>Further improve access to further education paths in to post 16 education.</p> <p>Ensure all PP students provided with at least two meaningful encounters with a careers adviser.</p> <p>Improve attendance of PP students to careers related trips and experiences.</p>	<p>Attendance of PP parents and students at School events such as Careers and Success Fayres are in line with their peers.</p> <p>Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career related trip / experience per school year</p>

<p>Improve access to further education paths in to post 16 education.</p> <p>Select students on the green pathway have access to alternative provision to broaden their curriculum and skill set</p> <p><b>(Challenges 1,2,4&amp;7)</b></p>	<p>There are no incidents of NEETS year on year. In 2021/2022, there were four NEETS in total and only one was PP.</p>
<p>Improve the literacy of PP students through the KS 3 accelerated learner programme and appropriate interventions at KS3 and 4</p> <p><b>(Challenges 1, 3 &amp;4)</b></p>	<p>Reading ages of PP students in KS3 to be in line with non PP students by June 2024</p> <p>Frequency of quizzes to be in line with non PP students by June 2024</p> <p>NGRT data shows the average difference between chronological age and reading age is closing between PP and non PP</p> <p>Reading ages and proficiency of PP students in KS4 to be in line with non PP students by June 2024</p>
<p>Increase PP parents' engagement with school</p> <p><b>(Challenges 1,2,4 &amp;5 )</b></p>	<p>Attendance at parents evening for PP is in line with their peers by 2024</p> <p>Re-establish events within school e.g. EAL coffee mornings and parental workshops to improve engagement of all parents.</p>
<p>Support students where SEMH is an issue</p> <p><b>(Challenges 1,2,4 &amp;6)</b></p>	<p>Thrive profiling and CLASH data shows that students feel supported</p> <p>Classroom environments enable students to feel safe, secure and validated.</p>
<p>Provide opportunities for students within the academy who struggle with home learning to ensure they have access to support, resources and equipment</p> <p><b>(Challenges 1,4 &amp;5)</b></p>	<p>CLASH data identifies student home learning data is improving and the gap between PP and their peer is closing.</p>

## 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: £ 170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists. We recruit additional staff from Teach First to supplement our own recruitment process.	Research reported by the <b>DFE (2016)</b> suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Upskilling staff to take on additional whole school responsibilities and develop leadership capacity.	Giving staff whole school projects will enable staff to develop leadership skills but also support retention.	1,3 and 4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	<b>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)</b> suggests high quality teaching as a key aspect of successful schools.  <b>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies e.g. Rosenshine's Principles of Instruction are most effective at improving student outcomes.</b> This is further supported by the	1,4

	<p><b>EEF Tool Kit (2021)</b> which claims significant improvement in learning e.g.</p> <p><i>Interleaving and questioning which has an impact of seven months and</i></p> <p><i>Assessment for learning / feedback which has an impact of six months.</i></p>	
CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature <b>e.g. Rodgers (2015)</b> This is further supported by the <b>EEF Tool Kit (2021)</b> which claims that '<i>effective behavioural management strategies have a benefit of significant improvement in learning of four months</i>'.</p>	1,4
Regular assessments to identify underperforming students and to signpost interventions.	<p>Wider educational literature e.g. <b>Lemov (2010) &amp; Sherrington, (2019)</b> highlights importance of effective assessment improving student outcomes. This is further supported by the <b>EEF Tool Kit (2021)</b> which claims effective assessment has a significant improvement in learning of seven months.</p>	1, 4
QA led by teaching and learning Team, SLT and HoDs/SENCO/EAL Coordinator to provide developmental feedback, identify training needs and to share best practice.	<p><b>DFE guidance on Teacher Standards</b> states that '<i>Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development</i>'.</p> <p>Collected teacher efficacy is highlighted by <b>Hattie (2016)</b> as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	1, 4
Disciplinary Literacy is embedded across all departments. Students are exposed to the tier two and three vocabulary within different subject areas. Curriculum leaders will	<p>The <b>EEF guidance report (2018) on 'Improving Literacy within Secondary Schools'</b> highlights that '<i>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects</i>'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1, 3 and 4

ensure that this is embedded in schemes of learning and students have the opportunity to speak and write like experts within the different subjects.		
Teaching staff have the opportunity to participate in the NPQ qualifications to support professional development but also to contribute to the wider life of the academy.	<p><b>DFE (2021)</b> <i>‘The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.</i></p> <p><i>They are part of a wider set of <a href="https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms">teacher development reforms</a> which together will create a ‘golden thread’ of high-quality evidence underpinning the support, training and development available through the entirety of a teacher’s career.</i></p> <p><a href="https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms">https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms</a></p>	1, 3, 4 and 5
Teaching and Learning Team will participate in the SSAT Lead Practitioner Accreditation and Learning Leaders Course. This will allow staff to coach other members of staff to ensure that quality first teaching is the key driver to improve the progress of PP students.	<p><b>John Hattie (2014)</b> <i>states ‘coaching is the essence of teaching in that it requires deliberate listening, deliberate connecting, deliberate interventions, deliberate practice, and deliberate feedback’</i></p> <p><a href="https://coachingwhatworks.com/hattie-foreword/">https://coachingwhatworks.com/hattie-foreword/</a></p>	1, 3 and 4



Newly qualified staff (ECTs) have a comprehensive in house training programme provided by the academy. Additionally, they also have other avenues of professional development and the support of a dedicated mentor.	Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress for students. This is evidenced by ongoing <b>EEF</b> and <b>NFER</b> research.	1, 3 and 4
Opportunities are provided for staff to upskill their subject knowledge for GCSEs and also to attend any relevant training.	<b>DFE Teachers Standards</b> states that ' <i>teachers need to have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Additionally, they need to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</i> '	1 and 3
Teaching staff are aware of the needs of the students within their teaching groups and promote inclusivity. Additionally, they are aware how to diffuse and deescalate confrontational situations when they arise.	<b>DFE Teachers Standards</b> states that teachers need to ' <i>have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</i> '.	1 and 4
Launch of revision strategies across the academy from Year Seven so students have the skills to be successful throughout their academic journey at Westbourne	Evidence from ' <b>Strengthening the School Toolbox by Dunlosky (2013)</b> which provides a very clear overview of the most and least effective techniques students can use when revising: <ol style="list-style-type: none"> <li>1. Practice testing</li> <li>2. Distributed practice</li> <li>3. Interleaving</li> <li><b>4. Elaborated interrogation.</b></li> </ol>	1, 3 and 4

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

Budgeted cost: £ 93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions. We will offer a suite of reading interventions for students who are significantly below chronological reading age. This includes 'Fresh Start Phonics' and 'Catch Up Literacy' as well as more bespoke dyslexia interventions.	<p>The <b>EEF guidance report (2018) on 'Improving Literacy within Secondary Schools'</b> highlights that <i>'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>The <b>EEF Toolkit</b> highlights that <b>Phonics</b> can have an impact of five months on a student's progress. Additionally, <b>the EEF Toolkit</b> also highlights that <b>Reading Comprehension</b> programmes can have an impact of six months on a student's progress.</p>	1, 3, and 4
Speech and Language. There is a correlation between expressive and receptive language with behaviour. We will assess identified students and will provide a personalised programme depending on	<p>The <b>EEF toolkit</b> highlights that <i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</i></p> <p>Evidence from the EEF Toolkit suggests that oral language interventions can have an impact of at least six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3 and 4

need. Through analysis of data, we will be able to evidence impact.		
<p>Catch Up Numeracy.</p> <p>Catch Up Numeracy will be offered to KS3 students who have gaps in learning within Maths.</p> <p>Assessment data will be analysed and students identified.</p> <p>Students will have three 15 minute 1:1 sessions per week</p>	<p><b>NFER/EEF</b> research shows that 1:1 support from a TA implementing schemes like Catch Up Numeracy is proven to have an impact on all students.</p>	1 and 4
<p>Night Club.</p> <p>Night Club will be open four nights a week until 6pm. This intervention will be targeted at Year Eleven students who need extra support with revision and study skills but also providing an opportunity for students to catch up on coursework etc.</p>	<p>The <b>EEF</b> states that extending the school day can have an impact of an additional three months progress over the course of a year. The <b>EEF</b> also states ‘ <i>that there is some evidence to suggest that disadvantaged pupils might benefit from more additional school time.</i>’</p>	1, 3 and 4
<p>Period Six.</p> <p>From January, subject areas will be targeting</p>	<p>According to the <b>EEF</b>, small group tuition has an impact of four months additional progress.</p> <p><i>Additionally, ‘small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’</i></p>	1, 3 and 4

students who are underachieving. They will be providing revision sessions which will close the gaps in learning.		
The Haven. The Haven is our new alternative provision offered on site for students who are struggling with engagement in learning. Students have bespoke sessions tailored to their needs in terms of managing emotions and behaviour but also taught sessions in vocational areas of the academy to support skills such as team building and problem solving.	<p>According to the <b>EEF</b> '<i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i>'</p> <p>This has an impact of four months on progress but also supports the drive of attendance.</p>	1,2, 4 and 6
Aspire Centre. From September 2022, we have launched our Aspire Centre to support students with EBSA and persistent absence. This will be a	<p>The <b>EEF</b> is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (<b>gov.uk 2020</b>). Research has found that poor attendance is linked to poor academic attainment across all stages (<b>Balfanz &amp; Byrnes, 2012; London et al., 2016</b>) as well as anti-social characteristics, delinquent activity</p>	1,2, 4 and 6

programme called 'Engage' which will be six weeks with an aim at reintegration into mainstream education.	and negative behavioural outcomes ( <b>Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001</b> ).	
'Evolve' programme for KS3. From January 2023, we will be launching the 'Evolve' programme to support our students with the most challenging behaviour. This will involve an external company coming in to support the delivery.	<p>According to the <b>EEF</b> '<i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i>'</p> <p>This has an impact of four months on progress but also supports the drive of attendance. Due to the ongoing impact of Covid, our students are increasingly less social and emotionally literate so this is a vital intervention for them.</p>	1, 2, 4 and 6
Oasis Centre. Our Oasis Centre is our other alternative provision centre and is specifically aimed at students who are struggling to come into school for attendance reasons or who are struggling with their SEMH needs. Students have taught	<p>According to the <b>EEF</b> '<i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i>'</p> <p>This has an impact of four months on progress but also supports the drive of attendance. Due to the ongoing impact of Covid, our students are increasingly less social and emotionally literate so this is a vital intervention for them.</p>	1, 2, 4 and 6

bespoke 1:1 sessions on the different subjects which they study.		
Home Learning Club. In order to support students with their home learning, the LRC is open until 4pm where students can access support for their home learning.	<p>According to the <b>EEF</b>, <i>'surveys suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space and are less likely to have access to a device suitable for home learning.'</i></p> <p>Home Learning can have an impact of five months on progress.</p>	
Use of digital platforms. We have bought subscriptions and licences to support blended learning and home learning within different subject areas. This includes Doodle for both Maths and Science, VIVA for MFL, Accelerated Reader for English and the LRC, Mathswatch and Hegarty Maths for the Maths Department.	<p>The <b>EEF</b> states that <i>'the use of digital technology can improve the quality of explanations and modelling and additionally, improves the impact of retention'</i></p> <p>Digital platforms are also being used to implement some of Rosenshine's principles e.g. knowledge recall.</p> <p>Accelerated Reader has been reported to <b>Baye, Slavein, Haslam</b> (2019) to have a significant effect of +0.24.</p>	1, 4 and 5
Revision text books and copies of key texts are purchased for GCSE	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1 and 3

students. Digital licences are also secured where possible.		
Provision of digital devices to support students without access to technology at home.	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1, 3 and 5
Increased 1:1 Careers Advisor Interviews.	<b>CEC</b> (2020) highlights the importance of careers guidance. <b>Hattie</b> (2016) shows that careers interventions have an effect size of +0.39 and likely to have a positive impact on student achievement.	1, 2, 3 and 7
Small group and 1:1 tuition for identified students to address any gaps in learning.	The <b>EEF</b> evidence states that small group tuition can have an impact of up to four months on students' progress. One to one tuition has an impact of five months on students' progress.	1, 3 and 4

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager. Historically, there has been a marked difference between the attendance of PP students versus non PP students. There is also an issue with persistent absence with PP students. The Attendance Manager's role will be part funded through the PP money with a focus on using strategies to support students' attendance.	The <b>EEF</b> is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England ( <b>gov.uk 2020</b> ). Research has found that poor attendance is linked to poor academic attainment across all stages ( <b>Balfanz &amp; Byrnes, 2012; London et al., 2016</b> ) as well as anti-	2, 4 and 5

An external consultant will also be funded to support with academy based meetings etc in place of an EWO.	social characteristics, delinquent activity and negative behavioural outcomes ( <b>Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001</b> ).	
Thrive. Thrive is an intervention to support the emotional wellbeing and resilience of students, improving engagement in learning and reducing poor learning behaviours in school.	According to the <b>EEF</b> ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> '	1, 2 and 6
ELSA. From September 2021, we have a trained emotional literacy support assistant who can deliver social and emotional/wellbeing sessions to support KS3 students who are struggling with aspects of their mental health.	According to the <b>EEF</b> ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> '	1, 2 and 6
4YP Counselling. In order to support students, we have bought in the services of a 4YP counsellor to support students who are struggling massively with their mental health.	According to the <b>EEF</b> ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> '	1, 2 and 6
Draw and Talk. From September 2021, we have launched Draw and Talk therapy to support individual students with their SEMH needs.	According to the <b>EEF</b> ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> '	1, 2 and 6
Outdoor Learning. We are revising our	The <b>EEF</b> states that ' <i>outdoor adventure learning may have</i>	1, 2, 6 and 7



outdoor learning programme to support students who might be struggling with engaging in school.	<i>positive impacts on other outcomes such as self efficacy, motivation and team work.'</i>	
Behaviour Process. From September 2022, we have refined our behaviour management process to ensure that there is a clear plan for students and also to ensure that cycles of interventions are implemented effectively.	<b>Hattie</b> (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes.	4
Launch of Restorative Justice. From September 2022, we have launched restorative justice as an approach to support students' behaviour in terms of reflection on their actions and understanding how this can be avoided in the future.	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing <b>97% rated restorative approaches as effective.</b>	4
Pastoral Team. As an academy, we value the importance of pastoral care to support our students in accessing school but also supporting them with wider issues. Each House has a dedicated non teaching Pastoral Lead who can support students as and when needed.	The <b>EEF</b> reports that mentoring has an impact of two months on students' progress. <b>Hattie</b> (2016) states that behavioural intervention programmes have an effect size of +0.62 and when these programmes are specifically linked to the needs of students, this rises to +0.77.	1,2, 4 and 6
Behaviour Support Lead. In order to support us with the drive on behaviour,	<b>Hattie</b> (2016) states that behavioural intervention programmes have an effect size of +0.62 and when these programmes are specifically linked	1, 2, 4 and 6

we have employed a Behaviour Support Lead to help us with student behaviour, build relationships with students and families.	to the needs of students, this rises to +0.77.	
Inclusion Room. In order to support students whose behaviour is an issue, we have established the Inclusion Room. Our Inclusion Room is used for those students who would normally be fixed term excluded. Within inclusion, students are still accessing learning and are also having the opportunity to reflect on the incident. Additionally, this time can also be used for any screening to identify any unmet needs.	<p><b>Hattie</b> (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes.</p> <p>The screening allows for more specific interventions to take place.</p>	1, 2, 4 and 6
Breakfast Club. Research has shown that a significant number of students often do not eat breakfast and this impacts on them during the day. We will be providing 'Grab and Go' Bagels to support students first thing in the mornings.	The <b>EEF</b> reports that breakfast clubs can boost a student's academic performance by two months.	1 and 2
Westbourne Hardship Fund. We will have hardship fund which families can apply for if they need help with school uniform, school trips etc. We want to ensure that all	The <b>EEF</b> reports that ' <i>pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</i> '	1,2,3,4,5,6 and 7

students have the opportunity to attend trips and educational visits.		
Disadvantaged students are less likely to gain significant cultural capital from their home lives. Therefore, we need to provide these opportunities through our LORIC strategy, extra curricular and educational visit provision.	The <b>EEF</b> reports a two month benefit from both arts and sports participation.	1,2 and 7
Increased parental engagement in the academy through early online booking for parents evenings and offering alternative dates for subjects where there is high demands. Hosting events on site for parents focusing on different aspects e.g. careers, transition, success fayre, EAL coffee mornings etc.	The <b>EEF</b> reports that effective parental engagement can have a two month benefit to student progress.	1,5 and 7
Launch of the Westbourne Community Hub to support parents. Launching December 2022, we will host a monthly Community Hub where parents can come for food parcels, soft furnishings etc. There will also be an opportunity for parental workshops.	The <b>EEF</b> reports that effective parental engagement can have a two month benefit to student progress.	1, 5 and 7
Rewards – 100% club and 100% attendance. In order	A research report by the <b>Department of Education</b> found that, in a study on 'Behaviour	1,2, 4 and 5

to promote good behaviour, attendance and commitment to learning, we are launching a rewards strategy which encapsulates many different elements including 100% attendance, attendance VIPs, 100% club, rewards trips etc.	<p>Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour. Common systems included:</p> <p>Celebration assemblies for pupils with consistently good behaviour</p> <p>Physical reward tokens which could be 'spent' at the school in exchange for prizes</p> <p>Reward trips for the students with both good behaviour and high levels of attendance</p> <p>Another study found that simply commenting on and recognising positive behaviour resulted in an average 80% increase in well-behaved students.</p> <p>.</p>	
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## Total budgeted cost:

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists. We recruit additional staff from Teach First to supplement our own recruitment process.	Teach First recruited in History and Science in 2022/2023. Teach First re-recruited in Science in 2021/2022. TLR opportunities to be provided for staff for 2022/2023 to look at KS3 overview and Literacy across the academy. There is also the potential of offering further incentives during the academic year 2022/2023.	£20.763.00
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	The academy has embedded Rosenshine's Principles of Instruction across all subjects. This is part of our Teaching and Learning Blueprint. All staff have regular learning walks and book looks as part of our quality assurance process.	£0

<p>CPD and T&amp;L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson</p>	<p>Wednesday CPD sessions take place on a weekly basis looking at a variety of teaching and learning approaches. Behaviour for learning is still an area for development for the academic year 2022/2023. We have launched schematic work to support teachers with their behaviour management. Restorative practices will be launched in September 2022.</p> <p>Additionally, Wednesday CPD sessions also allow subject areas to identify areas of development and address these through collaborative working. We need to look at a whole school approach to adaptative teaching in 2022/2023.</p>	<p>£0</p>
<p>Regular assessments to identify underperforming students and to signpost interventions.</p>	<p>For Year Eleven, data drops showed underperforming students and they were invited to interventions as listed below:</p> <ul style="list-style-type: none"> <li>• Half term revision</li> <li>• Easter revision</li> <li>• Nightclub</li> </ul> <p>For 2022/2023, we are changing the process for period six so the intervention is more targeted rather than having whole classes attend.</p> <p>For KS3, students were identified using data from the data drops and subsequent diagnostic assessments. Based on the assessments, we identify relevant students for interventions. We need to quality assure the interventions in 2022/2023 and ensure that interventions are robust.</p>	<p>£2000</p>
<p>QA led by teaching and learning Team, SLT and HoDs/SENCO/EAL Coordinator to provide developmental feedback, identify training needs and to share best practice.</p>	<p>All staff have learning walks focusing on different elements e.g questioning and also book looks to look at the quality of work.</p> <p>There still needs to be some ongoing work in terms of involving the SENCO and the EAL Coordinator in supporting staff.</p> <p>We need to look at a whole school approach in terms of adaptative teaching in 2022/2023 to ensure that this is a priority for teaching staff.</p>	<p>£0</p>

Disciplinary Literacy is embedded across all departments. Students are exposed to the tier two and three vocabulary within different subject areas. Curriculum leaders will ensure that this is embedded in schemes of learning and students have the opportunity to speak and write like experts within the different subjects.	Literacy is an ongoing priority in the academy..A CPD session was run, however oracy etc is still a major focus and we are continuing with this work during the academic year 2022/2023 which will focus on how to embed oracy within schemes of learning and how we can ensure oracy is consistent across the academy. In 2022/2023, we are also looking at embedding knowledge organisers in all subject areas which will support the drive in raising students' vocabulary.	£0
Teaching staff have the opportunity to participate in the NPQ qualifications to support professional development but also to contribute to the wider life of the academy.	Vice Principal co delivers one of the NPQ qualifications for the trust. We have three members of staff who have participated in a NPQ - one for Middle Leader, one for Senior Leader and one for Leading Behaviour. We are looking to more staff the opportunity to participate in a NPQ from September 2022. Additionally, in the academic year 2022/2023, we need to ensure that there are opportunities for staff to develop within the academy through taking on responsibility for whole school projects or supporting the key lines of inquiry.	£0
Teaching and Learning Team will participate in the SSAT Lead Practitioner Accreditation and Learning Leaders Course. This will allow staff to coach other members of staff to ensure that quality first teaching is the key driver to improve the progress of PP students.	This didn't take place due to staff absence. This will be launched in 2022/2023. Additionally, in 2022/2023, we need to focus on our lead practitioners taking on whole school projects to support the drive in quality first teaching.	£0
Newly qualified staff (ECTs) have a comprehensive in house training programme provided by the academy. Additionally, they also have other avenues of professional	A comprehensive in house training programme was delivered for NQTs and ECTs. This programme takes place every Monday night and a variety of staff with different roles present e.g. EAL Coordinator, SENCO, Lead Practitioners, Pastoral Team, members of SLT. All ECTs have a dedicated	£0



development and the support of a dedicated mentor.	subject mentor and have the opportunity to attend trust wide conferences for ECTs.	
Opportunities are provided for staff to upskill their subject knowledge for GCSEs and also to attend any relevant training.	There has been attendance at PIXL events online. There have been also trust wide TNGs and exam board specific events. Trust wide TNGs allow staff to look at exam standardisation and share best practice.	£500
Teaching staff are aware of the needs of the students within their teaching groups and promote inclusivity. Additionally, they are aware how to diffuse and deescalate confrontational situations when they arise.	De-escalation training completed by ten staff in July 2022. Staff were either members of the SLT or members of the Pastoral Team. There still needs to be some work in this area and we are looking to provide de escalation training for the whole staff body. Additionally, we have revised our 'Know Me To Teach Me' programme which ensures that staff have strategies for all students where there is a need. We are looking to focus on adaptive teaching in 2022/2023	£0

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

Activity	Impact of this approach	Actual Spend
Reading Interventions. We will offer a suite of reading interventions for students who are significantly below chronological reading age. This includes 'Fresh Start Phonics' and 'Catch Up Literacy' as well as more bespoke dyslexia interventions.	'Fresh Start Phonics' focuses on our weakest readers in Year Seven. All PP readers on the programme successfully graduated back into mainstream lessons. We are now offering support to one of our other academies in setting up 'Fresh Start'. In terms of 'Catch Up Literacy', we offered this for Year Seven and Year Eight students who are two years below age related expectations. 70% of PP students made progress on 'Catch Up Literacy'. We also offered the Year Nine Boost programme in the Summer Term 2022 and 65% of PP students following the	

	<p>programme made good progress from their starting points.</p> <p>All programmes will continue in 2022/2023.</p>	
<p>Speech and Language. There is a correlation between expressive and receptive language with behaviour. We will assess identified students and will provide a personalised programme depending on need. Through analysis of data, we will be able to evidence impact.</p>	<p>All students, who are mid year admissions, are screened on 'Speechlink' to assess their expressive and receptive language skills. This also allows us to immediately identify and appropriate interventions. The screening tool is also used if there are any concerns regarding a student's progress or behaviour within the academy.</p> <p>'Speechlink' assessment provides standardised scores and students with a score below 85 are immediately placed on the programme.</p> <p>63% of PP students made good progress in terms of their standardised score.</p> <p>We are continuing with this objective in 2022/2023 and will be focusing on working with the speech and language specialist teacher from the LEA who will deliver training to staff, the launch of 'Talk Fitness' and making classrooms communication friendly.</p>	
<p>Catch Up Numeracy. Catch Up Numeracy will be offered to KS3 students who have gaps in learning within Maths. Assessment data will be analysed and students identified. Students will have three 15 minute 1:1 sessions per week</p>	<p>'Catch Up Numeracy' has been aimed at Year Seven and Year Eight students. 78% of PP students made progress with their number reading age by the end of the programme.</p>	
<p>Night Club. Night Club will be open four nights a week until 6pm. This intervention will be targeted at Year Eleven students who need extra support with revision and study skills but also providing an opportunity for students</p>	<p>Night Club has been open for four nights per week from October 2021. The club is open to all Year Eleven students but a high proportion are PP. Night Club is staffed by members of staff who have completed the NTP training programme.</p> <p>On average, approximately twenty students attend per evening. 75% are PP. In 2022/2023, we need to look at pro-</p>	

to catch up on coursework etc.	moting and marketing this more effectively. Additionally, we also need to ensure that we target PP students who are underachieving and have staff as mentors who can meet with them on a weekly basis and set them SMART targets.	
Period Six. From January, subject areas will be targeting students or offering whole class revision. They will be providing revision sessions which will close the gaps in learning.	All subject departments offered some form of Period Six. Generally, attendance was good but we need to ensure that attendance of PP students is higher. From 2022/2023, we need to look at targeting Period Six more strategically rather than some subjects having a blanket approach where all students attend rather than having meaningful and targeted intervention.	
The Haven. The Haven is our new alternative provision offered on site for students who are struggling with engagement in learning. Students have bespoke sessions tailored to their needs in terms of managing emotions and behaviour but also taught sessions in vocational areas of the academy to support skills such as team building and problem solving.	'The Haven' is a targeted KS3 intervention aimed at those students where behaviour was an issue. We looked at students' CLASH data to identify students who might benefit from this intervention and created a bespoke programme based on individual needs. We offered sessions in cooking, gardening and emotional regulation. 66% of PP students made good progress and there was a decrease in their behavioural incidents. For example, one student had 28 days of suspensions in Autumn 2021. By Spring 2022, this has decreased to 7 and in the Summer Term 2022, he had 2 days.	
Oasis Centre. Our Oasis Centre is our other alternative provision centre and is specifically aimed at students who are struggling to come into school for attendance reasons or who are struggling with their SEMH needs. Students have taught bespoke 1:1 sessions on the different subjects which they study.	The 'Oasis' centre is our onsite alternative provision programme which supports students who are classed as EBSA or where SEMH needs are an issue. All PP students, who attended Oasis, for different reasons made good progress from their starting points whether this was an increase in attendance or a decrease in SEMH issues in the academy. In 2022/2023, we need to look at creating a KS4 version of 'Oasis' to support our KS4 students where attendance is a huge issue.	

Home Learning Club. In order to support students with their home learning, the LRC is open until 4pm where students can access support for their home learning.	The LRC manager has been staffing this as the LRC is open until 4pm. However, we need to look at relaunching Home Learning Club from September 2022 and ensuring that this is targeted through looking at the data and inviting in those students who are regularly not completing homework to work with staff who have completed the NTP programme.	
Use of digital platforms. We have bought subscriptions and licences to support blended learning and home learning within different subject areas. This includes Doodle for both Maths and Science, VIVA for MFL, Accelerated Reader for English and the LRC, Mathswatch and Hegarty Maths for the Maths Department.	We have purchased several subscriptions for different departmental areas – Doodle, Viva, Mathswatch, Accelerated Reader and Hegarty Maths. We also purchased Edu Cake for a variety of different subject areas at KS4. In 2022/2023, we need to analyse how the subscriptions are used within different departmental areas, how PP students are utilising the subscriptions and offering any support which is needed. Several departmental areas are using the subscriptions for the setting of homework.	£8505.00
Revision text books and copies of key texts are purchased for GCSE students. Digital licences are also secured where possible.	All relevant revision guides and key texts are purchased for PP students. In 2022/2023, we need to look at supporting students with revising more effectively.	£7000
Provision of digital devices to support students without access to technology at home.	Parents can contact the school if any help is needed with digital devices. In 2022/2023, we need to market this more and promote with parents.	
Increased 1:1 Careers Advisor Interviews.	Careers Interviews happen for all students and students can have more interviews if needed. We only have four students ,who are identified as NEET, and one is PP. This objective will continue in 2022/2023.	£6800

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

Activity	Impact of this approach	Actual Spend
<p>Attendance Manager. Historically, there has been a marked difference between the attendance of PP students versus non PP students. There is also an issue with persistent absence with PP students. The Attendance Manager's role will be part funded through the PP money with a focus on using strategies to support students' attendance. An external consultant will also be funded to support with academy based meetings etc in place of an EWO.</p>	<p>PP attendance was 86.4% in comparison to non PP at 91.2%. Covid was still a contributory factor. However, we still need to work on this as our figures are below national average. In 2021/2022, there have been significant staffing changes in attendance and there was a period of time when there was no Attendance Manager in the academy. The external consultant met with families to offer advice and guidance. From 2022/2023, attendance will be a key line of inquiry for the academy and will be overseen by a new Vice Principal. Additionally, we will be buying in to the LEA's EWO service.</p>	<p>£12000</p>
<p>Thrive. Thrive is an intervention to support the emotional wellbeing and resilience of students, improving engagement in learning and reducing poor learning behaviours in school.</p>	<p>'Thrive' profiles students at the start of the intervention and sets activities/targets based on the profile. 65% of students, who are PP, were on the 'Thrive' programme. Out of these students, 75% made progress based on their profiles. The 'Thrive' practitioner is running the Hub for the Ipswich Opportunity Area. From 2022/2023, we need to look at increasing the capacity for the 'Thrive' practitioner to work with more to work with more students.</p>	
<p>ELSA. From September 2021, we have a trained emotional literacy support assistant who can deliver social and emotional/wellbeing sessions to support KS3 students who are struggling with aspects of their mental health.</p>	<p>In terms of ELSA, 70% of students were PP on caseload. The ELSA profiles students at the start of the intervention and once progress has been made, students are removed from the intervention. 75% of PP students made significant progress on the ELSA course. In 2022/2023, we need to look at building the capacity of the ELSA to see more students.</p>	

4YP Counselling. In order to support students, we have bought in the services of a 4YP counsellor to support students who are struggling massively with their mental health.	There is a huge waiting list for 4YP counselling and we pay one day a week. We need to look at the quality assurance process for 4YP in 2022/2023.	£4644.00
Draw and Talk. From September 2021, we have launched Draw and Talk therapy to support individual students with their SEMH needs.	Our Draw and Talk practitioner has completed the advanced course. The 'Draw and Talk' therapy lasts twelve weeks. 50% of caseload were PP and 65% made progress as evidenced through CLASH data. In 2022/2023, we need to increase capacity for our Draw and Talk practitioner.	
Outdoor Learning. We are revising our outdoor learning programme to support students who might be struggling with engaging in school.	We had outdoor learning offered as part of the Haven but also two small groups who participated in sessions on a weekly basis. 60% of caseload were PP and 60% made progress as evidenced through CLASH data.	
Behaviour Process. From September 2021, we have refined our behaviour management process to ensure that there is a clear plan for students and also to ensure that cycles of interventions are implemented effectively.	Behaviour flowchart is in place and we have established systems to ensure 'Assess, Plan, Do, Review' takes place. However, we need to ensure that the process is fully followed and evaluate the process in 2022/2023 and tweak where necessary. In 2022/2023, there will be the launch of restorative practices across the academy.	
Pastoral Team. As an academy, we value the importance of pastoral care to support our students in accessing school but also supporting them with wider issues. Each House has a dedicated non teaching Pastoral Lead who can support students as and when needed.	The ongoing effects of Covid continue to have an impact on students in terms of behaviour and SEMH needs. Our Pastoral Team have been working extremely hard but we need to build capacity. Halfway through the academic year, we have advertised for a safeguarding manager and a behaviour support lead to offer further support to the Pastoral Team. In 2022/2023, we need to evaluate our current structure and make any changes if needed.	£40000

<p>Inclusion Room. In order to support students whose behaviour is an issue, we have established the Inclusion Room. Our Inclusion Room is used for those students who would normally be fixed term excluded. Within inclusion, students are still accessing learning and are also having the opportunity to reflect on the incident. Additionally, this time can also be used for any screening to identify any unmet needs.</p>	<p>The percentage of PP students accessing the Inclusion Room is still too high and we need to look at what else can be offered to support these students.</p> <p>The Inclusion Room has been set up with a variety of resources for students to use. There is access to computers and workbooks have been purchased for the EBACC subjects.</p> <p>In 2022/2023, we need to look at how we can support these students further and use the PATH as a mechanism. We also need to quality assure what is in place and tweak where necessary. We need to look at the Inclusion Coordinator having training with our internal SEMH team so that she can offer bespoke SEMH work within the Inclusion Room.</p>	<p>£6000</p>
<p>Breakfast Club. Research has shown that a significant number of students often do not eat breakfast and this impacts on them during the day. We will be providing 'Grab and Go' Bagels to support students first thing in the mornings.</p>	<p>Approximately, 60 students attend our breakfast club on a daily basis. 60% are PP.</p> <p>In 2022/2023, we need to look at further promotion and marketing of the breakfast club. We also need to look at what we can offer for students who arrive late in the morning.</p>	<p>£725</p>
<p>Westbourne Hardship Fund. We will have hardship fund which families can apply for if they need help with school uniform, school trips etc. We want to ensure that all students have the opportunity to attend trips and educational visits.</p>	<p>This is an area which we need to further develop and promote in 2022/2023 as we have not had the opportunity to really promote this effectively.</p>	<p>£321.78</p>

Disadvantaged students are less likely to gain significant cultural capital from their home lives. Therefore, we need to provide these opportunities through our LORIC strategy, extra curricular and educational visit provision.	Parents can contact the school if they need support or help with paying for educational visits. We need to evaluate our extra curricular provision and see how we can promote this further within the academy.	£8308.40
Increased parental engagement in the academy through early online booking for parents evenings and offering alternative dates for subjects where there is high demands. Hosting events on site for parents focusing on different aspects e.g. careers, transition, success fayre, EAL coffee mornings etc.	Our statistics for parents evenings are as below:  Year 11 – 67% Year 10 – 64% Year 7 – 69% Year 8 – 63%  The EAL Coordinator has had parent days in the Summer Term which were successful.  In 2022/2023, we need to ensure that we look more closely at engagement within parents and look at what else we can offer.	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*



Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Ed Psych - \$469.99

Attendance Consultant - £2200.

Rewards - £249.97

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*