

What did we find out about how well the Pupil Premium worked last year?

In the academic year 2015-16 West Hill School had 169 pupils who were eligible for the Pupil Premium. This document aims to evaluate the strategies we used to support these pupils. It will also inform our planning for the use of the pupil premium in the academic year 2016-17

NB: PP = Pupil Premium

Initiative	Funds allocated	Impact of initiative
<p style="text-align: center;"><u>Small group intervention</u></p> <ul style="list-style-type: none"> • Employ two additional staff: <ul style="list-style-type: none"> • An English and Maths technician • An additional Maths teacher which allows for smaller groups and targeted intervention. • Specific intervention in maths with small groups being withdrawn or targeted support in class. • Departmental resources focussed on raising attainment of disadvantaged pupils. • Raising aspirations coordinator 	<p>£41, 885</p>	<p>The following external data demonstrates the cumulative, positive impact of these initiatives.</p> <p><u>English Progress:</u></p> <ul style="list-style-type: none"> • In 2016, West Hill disadvantaged pupils performed better than in previous years. The English progress element improved from -0.28 (2015) to -0.02 (2016). • In 2016, West Hill disadvantaged boys performed better than all boys nationally in 2015. (National boys English – 2015 -0.23) • 79% of West Hill disadvantaged pupils achieved a good pass in English in 2016. This is compared to 70% of all pupils nationally in 2016 (ofqual GCSE combined with iGCSE figure). • <p><u>Maths progress:</u></p> <ul style="list-style-type: none"> • In 2016, West Hill disadvantaged pupils performed better than in previous years. The Maths progress element improved from -0.80 (2015) to -0.31 (2016). This is close to national average. • Data from 2016 shows that West Hill disadvantaged boys are closing on all boys nationally. • 64% of West Hill disadvantaged pupils achieved a good pass in Maths in 2016. This is compared to 70% of all pupils nationally in 2016 and 49% of
<p style="text-align: center;"><u>Pupil Monitoring</u></p> <p>Employment of a Progress Coordinator who is responsible for monitoring PP pupils. The progress coordinator also has a budget with which to purchase resources for PP premium pupils on a need led basis.</p>	<p>£22,424</p>	

There is also a designated member of SLT with responsibility for overseeing the group's progress.

Flexible deployment of LSAs

Flexibility in the deployment of our LSAs. Allowing us to provide intensive support for individuals.

£15,110

Homework

Homework clubs and online resources are available for all pupils to help ensure quality homework is completed.

£2,195

Improving Teaching and Learning

We continue to provide training and develop strategies to ensure all staff are developing their use of effective feedback and other teaching and learning strategies within the classroom.

£20,861

disadvantaged pupils in 2015.

Over all attainment:

The % of pupils achieving 5A*-C, including English and Maths has improved.

- West Hill disadvantaged 2015 43%
- West Hill disadvantaged 2016 52%

- For comparison: National disadvantaged 2015 38%
- West Hill non-disadvantaged 2016 75%
- National non-disadvantaged 2015 65%

Progress 8:

- We have a progress 8 figure for disadvantaged pupils in 2016 of -0.08. This is close to national average.
- This is below the national average for non- disadvantaged pupils, which is 0.13 – (2015) however it is well above the national average for disadvantaged pupils which was -0.36 – (2015).

E Library:

Based on the checkout data for 2016 - disadvantaged pupils have used the E-Library twice as much as the non-disadvantaged pupils in school.

40% of checkouts for 2015-16 came from disadvantaged pupils, who make up 20% of the whole school population. This demonstrates that the e-library is having a positive effect on these pupils.

Activities Vouchers

Vouchers devised to help promote equal opportunities between the Pupil Premium cohort and their peers by providing them with a means to fund their participation in extracurricular activities.

The impact of activities vouchers continues to be a positive one, with more disadvantaged pupils using them to access both extra-curricular activities and curriculum based trips and materials. The amount spent by pupils this year has increased overall

The following table demonstrates how the vouchers were used. The improved school data suggests that the vouchers have had a positive impact overall.

£17,700

How spent	Amount spent
EDUCATION RESOURCES	£1,496.00
FOOD TECHNOLOGY INGREDIENTS	£942.00
EDUCATIONAL TRIPS	£1,758.00
DUKE OF EDINBURGH	£371.00
NON EDUCATIONAL TRIPS	£2,536.00
LITERACY INITIATIVE	£1740.00
TOTAL SPEND	£8,843.00

Attendance of disadvantaged pupils was 93.28% compared to national average of 92.5.

<p><u>Breakfast Club</u></p> <p>The facilities offered in SU38 provide some of our most vulnerable boys with opportunities and support to strengthen their personal and social skills.</p> <p>Also, morning Maths groups which target boys with specific weaknesses in Maths.</p>	<p>£2100</p>	<p>55% of pupils who used SU38 were disadvantaged pupils. The % of disadvantaged pupils in the whole school is 20%.</p> <p>The whole school data in section one suggests that Breakfast Club has had a positive effect. However, it is difficult to directly quantify the impact of this strategy. However, pupil voice continues to demonstrate the effectiveness and importance of this facility.</p> <p>When asked why they like to attend SU38 before school and at break and lunch times, the following comments were made:</p> <p><i>"...it helps me because I can do homework..."</i></p> <p><i>"...it means I am not hungry and I can do my homework...it stops me getting into trouble..."</i></p> <p><i>"I have come to Su38 from year 7...[Staff} help me with school and home..."</i></p> <p><i>"I come because I do not like crowds..."</i></p> <p><i>"It has helped me fit in...[If I didn't come]... I wouldn't have any friends..."</i></p> <p><i>"...[If I didn't use SU38] .. I would be scared..."</i></p> <p>Maths breakfast club was offer to lower ability pupils in year 7 and 8 and was specifically targeted at disadvantaged pupils..</p>
<p><u>Pupil Support, Behaviour Interventions, Personalised</u></p> <p><u>Curriculums and</u></p> <p><u>Social and Emotional Learning (SEL)</u></p>		<p>The whole school attainment data in section one suggests that these strategies have had a positive effect on pupil progress.</p>

<p>Interventions to help deal with challenging behaviour and poor attendance can result in improvements to attainment. For instance:</p> <ul style="list-style-type: none"> • Our partnership with the counselling service Mind gives us the facility to offer emotional support to pupils with specific issues. • Attendance officer • Our Behaviour Support Unit, Behaviour Mentors and Behaviour Intervention Manager • Tailored curriculum which will meet their individual needs and allow them to achieve. • Careers and guidance • Strategies which support social and emotional learning (SEL) promoted on a whole school level via the work of the form tutor and with individual pupils through the behaviour mentors and the BSU. 	<p>£45,324</p>	<p>Attendance of disadvantaged pupils was 93.28% compared to national average of 92.5% suggesting strategies to improve attendance are having a positive effect, however this is an area which continues to be a focus amongst the pastoral team.</p> <p>At the time of publication, all of our 2016 leavers have an offer of further education or training and have taken these up.</p> <p>A significantly higher proportion of disadvantaged pupils accessed the mind counsellor last year. 20% of the whole school population is pupil premium however, 50% of the pupils who accessed the school MIND counsellor 2015-16 were pupil premium.</p> <p>The following case studies show the positive impact of many of the strategies described in the report and the positive impact they had on individual outcomes.</p> <p><i>Pupil X entered year 11, and was under performing in 5 subjects. He was disaffected and was frequently in trouble both in an out of lessons. His Progress 8 score at November of year 11 was -0.8. He was not achieving a grade C in English or Maths. This pupil received a programme of support which involved daily mentoring from the pastoral team. His timetable was also adapted to ensure the most was being made out of the time he was in lesson and he was using his time out of lesson effectively. Pupil X achieved 6 grade C or above including English and Maths and had a final progress score of -0.2.</i></p>
<p><u>Parental Involvement</u> We promote involvement at parent's consultation. We have also launched the parent dashboard which enables parents to access their son's progress and achievement data at any point in the term.</p>	<p>£504</p>	<p><i>At the start of year 11 Pupil Y was averaging a grade E in English assessments. He struggled with English, however he often did not put in the work needed to improve. Homework was frequently not done and revision was not a priority.</i></p>
<p><u>Mentoring</u> Mentoring provides pupils with an opportunity to reflect on their leaning and with the aid of staff intervention set themselves targets for improvement.</p>	<p>No cost initiative</p>	

We also, as part of our year 7 transition programme, undertake a peer mentoring programme in which younger pupils are paired with a year 10 pupil who supports them.

Pupil Y received 1:1 mentoring which focused specifically on his English. This helped him to become more organised and keep on top of his work. He achieved a grade C in his English Exam at the end of year 11.

Total Funding: £112,419

Total allocated by school: £163,723.00

