

# Westfield School

## Pupil Premium Summary 2017

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At Westfield, 24% of the student body is supported by the Pupil Premium and therefore are described by DfE/Ofsted as Disadvantaged. The proportion is higher in lower year groups (30% in Y7 compared to 19% in Y11)

The prior attainment of disadvantaged students is lower than the national average but the majority of the cohort (75%) are not classified as DSEN. Overall, boys in the disadvantaged cohort have a KS2 prior attainment which is significantly lower than girls.

National figures demonstrate that schools with higher proportions of EAL achieve higher P8 scores. This is because effective systems to develop English language accelerate progress for EAL students. The overlap between EAL and disadvantaged cohorts has a positive impact on P8 for both cohorts. The overall percentage of EAL students in Westfield is 0.9% (against a national average of 15%) which only 5 are also in the Disadvantaged cohort. EAL strategies at Westfield are personalised to the few students in the school but there will be little overall impact on the progress of disadvantaged cohort.

The typical profile for a disadvantaged student at Westfield that is at risk of underachievement would be of low ability but not directly supported as DSEN. There is likely to history of low literacy attainment and progress coupled with historical attendance issues and inconsistent parental engagement.

There are, however, common strategies in Westfield which focus on raising literacy, reading an English performance of boys that will impact on the progress of disadvantaged students. This document is a summary of the disadvantaged cohort, the finances through the Pupil Premium, the strategies and impact to support disadvantaged students.

### Disadvantaged students Profile

#### Disadvantaged by Gender

Year Group	F	M	All
Year 7	30	39	69
Year 8	46	22	68
Year 9	29	34	63
Year 10	25	30	55
Year 11	25	24	49
Grand Total	155	149	304

*-304 included Bents green students on SIMS – Westfield is 298*

### Disadvantaged by DSEN

Year Group	EHCP	S	K	N	All
Year 7	3		21	44	69
Year 8	3		16	49	65
Year 9	2	5	9	49	63
Year 10	5		9	41	55
Year 11		1	5	43	49
Grand Total	13	6	60	225	304

### KS2 APS Prior attainment of Disadvantaged students

Year group	F	M	All
Year 7			
Year 8	28.15	26.72	27.66
Year 9	27.05	26.07	26.59
Year 10	27.48	25.61	26.46
Year 11	25.50	24.83	25.16
Grand Total	27.18	25.77	26.53

There are 5 Disadvantaged students in the school for whom English is an additional language

### Pupil Premium Funding and expenditure 2016-17

Funding		£ 276,000
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Careers Support	£30@25%	£ 7,500
Step Up	TA	£ 20,000
Endevour	HLTa	£ 25,000
Foundation Learning	Lead Practitioner	£ 63,000
A2L	HLTA	£ 25,000
English (Boys)	Teacher	£ 5,000
Offsite Provision	Rose Avenue & Placements	£ 76,000
Behaviour Support	Emotional & Wellbeing	£ 30,000
Care & Support	TA	£ 17,000
Resources	Add Hours, equipment	£ 7,500
		£ 276,000

### In-school barriers to the progress of disadvantaged students

<b>A.</b>	Low previous attainment of PP students (see attached note).
<b>B.</b>	Poor Literacy outcomes (whole school focus) especially for boys, which impacts on examination performance
<b>C.</b>	Engagement and participation in extra-curricular and learning enrichment activities
<b>D.</b>	Limits of EBacc/P8 vs CEIAG and appropriate post-16 destinations.
<b>E.</b>	AP provided for PP secures appropriate destination but may not be A8 compliant

## External barriers to the progress of disadvantaged students

<b>F.</b>	Mental health needs which impact on attendance. This has a disproportionate impact on whole school achievement and attendance
<b>G.</b>	Lower cultural capital, aspiration and engagement of families (especially PP families) leading to lower academic drive which impacts on performance and behaviour

## Desired outcomes of the strategies

<b>A/B</b>	Focus on reading and writing lifts literacy levels for PP pupils as evidenced by impact on Reading assessments and examination performance.	Reading age accelerated to close gap by end of Y7 Improved writing assessments Increased resilience demonstrated by PP pupils through exam and assessment responses.
<b>C</b>	Enhanced whole school focus on individual PP learning needs impacts on engagement with Westfield 50 and skills passport.	Progress rates in KS3 = nPP A8/P8 gap against all students narrowed to less than NA gap
<b>D/E</b>	All PP student's progress onto appropriate and sustainable post-16 destinations as a result of school lead provision eg Rose Avenue	No PP immediate NEET and sustained to at least same level as nPP
<b>F.</b>	PP students at risk of exclusion provided with AP through Y11 and secure post 16 destination	Exclusion PP rates in KS4 less than NA
<b>G.</b>	Greater parental engagement impacts positively on outcomes and destination choices, as measured by Y11 destination data, examination data and attendance at parental events.	Increased parental engagement impacts on student engagement and outcomes

## Disadvantaged student population of specialist provision groups

Access to Learning, Y8 – 4/14

Access to Learning, Y9 – 7/11

Endeavour, Y7 – 5/8

Endeavour, Y8 – 4/8

Y10 Foundation learning - 9/14

Y11 Additional English support – 18/36

Y11 Focus 14 boys – 4/14

Rose Avenue AP – 2/4

Additional AP – 2 PP students