The Westminster School

Annual Pupil Premium Report

2013-14

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What is Pupil Premium?

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces. It is intended to support schools in narrowing the gap in attainment between different groups of pupils. Nationally, the statistics show that pupils who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

As recognised by Ofsted (May 2013) The Westminster School ensures that teaching and learning opportunities meet the needs of all pupils irrespective of their ability, gender or socioeconomic background.

Overview of the School

Number of pupils receiving the Pupil Premium Grant 2013-14	
Total Number of Pupils on roll	122
Total Number of pupils eligible for Pupil Premium Grant	60
Amount received by each pupil eligible for Pupil Premium	£900
Total amount received for Pupil Premium	£54,000

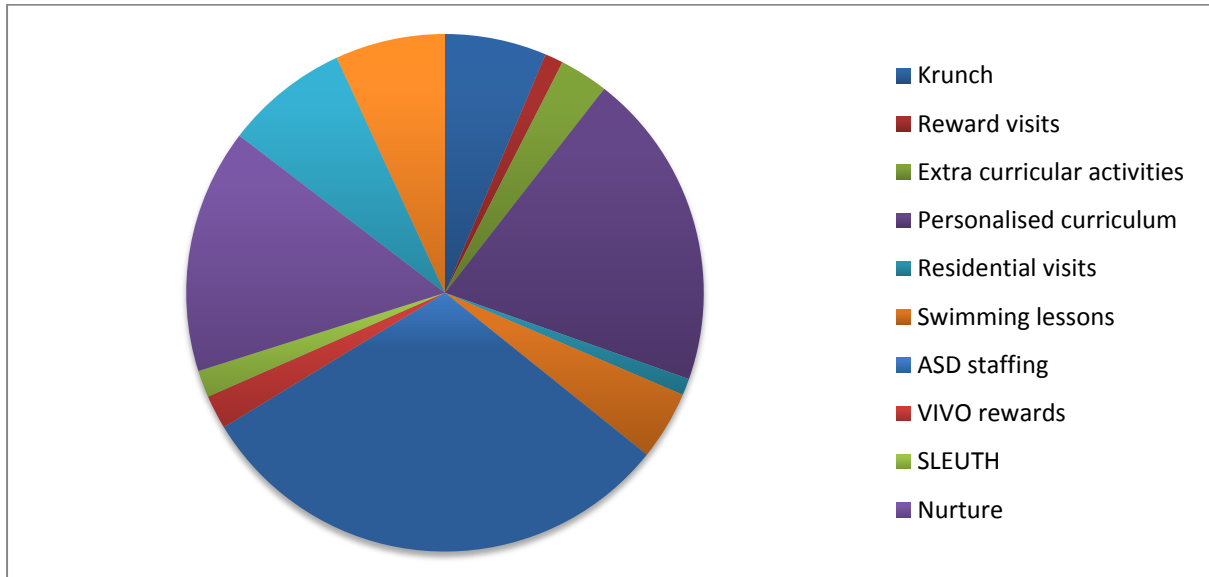## Objectives of Pupil Premium Spending

The Westminster School utilised the pupil premium money in order to meet the following objectives:

I. Increase curriculum engagement through personalised timetables and alternative curriculum opportunities.
II. Raise the standard of teaching and learning through the deployment of staff effectively.
III. Improving behaviour, emotional intelligence and attendance through access to therapeutic interventions.
IV. Enhance the experiences of our pupils through personalised learning, offsite visits and extra-curricular activities.

Summary of Spending

Below is a chart to summarise how The Westminster School has spent their Pupil Premium Grant (PPG):

Legend:
- Krunch
- Reward visits
- Extra curricular activities
- Personalised curriculum
- Residential visits
- Swimming lessons
- ASD staffing
- VIVO rewards
- SLEUTH
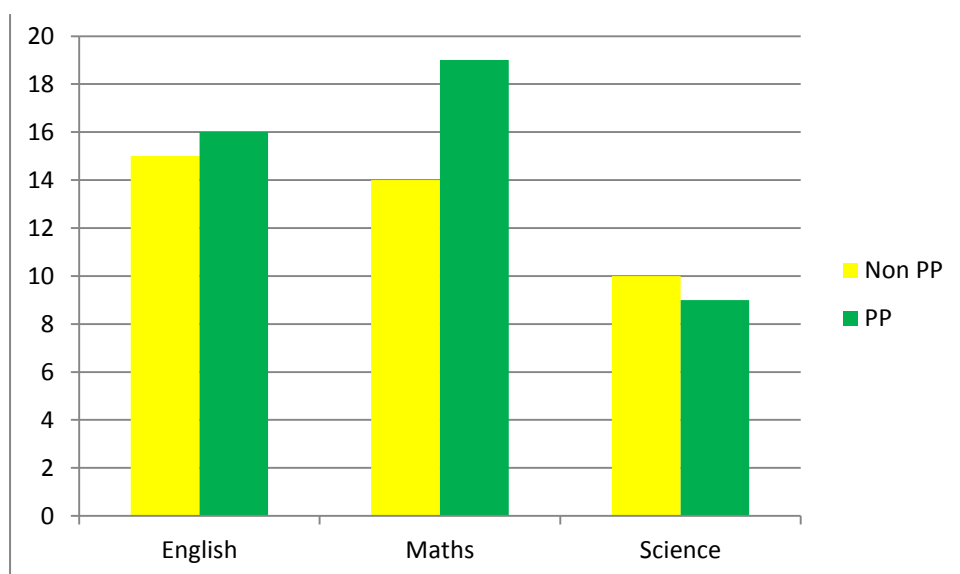- Nurture

Impact and Outcomes

The school evaluates the impact of the pupil premium spend in the autumn term using the data from the previous academic year. Progress can be demonstrated through academic performance, attendance and behaviour.

Academic performance

Below is a breakdown of the progress made between pupils eligible for PPG and not eligible for PPG at the end of Key Stage 4 for English, Maths and Science.

Key Stage 4	Pupils Eligible for PPG	Pupils not Eligible for PPG	Gaps
Attainment – Average Points Score in English	16	15	Pupils eligible for pupil premium performed better
Attainment – Average Points Score in Mathematics	19	14	Pupils eligible for pupil premium performed better
Attainment – Average Points Score in Science	9	10	Pupils not eligible for pupil premium performed better

Average point score based on qualifications gained at the end of Key Stage 4 - 2014
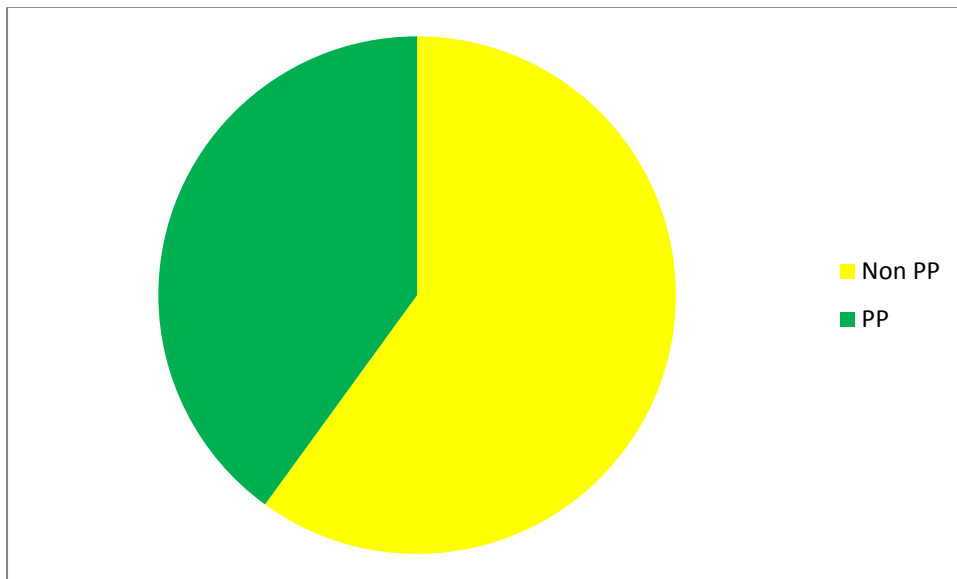

Attendance

Attendance of all students is monitored on a weekly basis. The family support worker works in partnership with families and other agencies to improve attendance across all years. Attendance of those students not eligible for pupil premium has slightly increased over the past two years. This is in contrast to those who are eligible where attendance has seen a decrease. The gap between the two groups is still significant. This also applies to unauthorised absence. The senior leadership team, along with the family support worker, continue to work hard to close this gap through effective partnership work, early intervention and appropriate curriculum pathways. Punctuality for both groups has improved and the gap has become smaller.

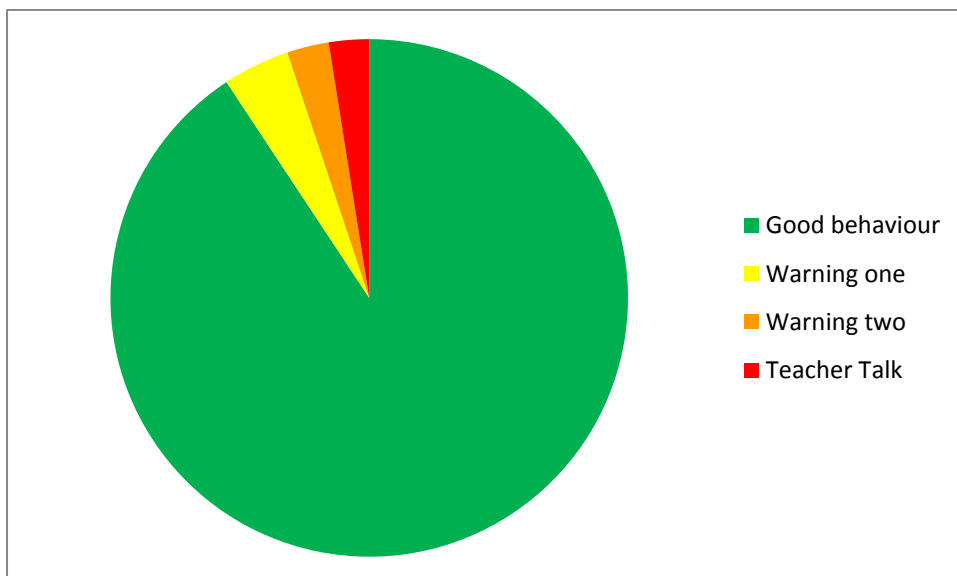|	Attendance		Authorised Absence		Unauthorised absence		Late before		Late after	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Non PP	91.4	91.6	6	6.9	2.5	1.5	0.8	0.4	0.1	0.1
PP	86	83.8	10.7	10.3	3.3	5.9	0.4	0.2	0	0
GAP	-5.4	-7.8	+4.7	+3.4	+0.8	+4.4	-0.4	-0.2	-0.1	-0.1

Behaviour

There have been a small number of fixed term exclusions over the past academic year. Only 3% of students received fixed term exclusions, 60% of these were not eligible for pupil premium, thus demonstrating the effective implementation of the schools behaviour management policy. Training for staff in behaviour management and a consistent whole school approach continues to further impact on student progress in this area.

Percentage of fixed term exclusions

A small percentage of pupil premium money is used to fund Sleuth – our behaviour tracking programme. Sleuth is used to record, analyse and monitor behaviour across the school. Data form Sleuth shows that out of all the incidents recorded, both positive and negative, 91% of behaviour incidents across the school were those demonstrating good behaviour, 4% warning one, 3% warning two and 2% teacher talk. Rigorous monitoring of behaviour along with high expectations for good behaviour mean that negative incident s are kept to a minimum. This ultimately has a positive impact on student progress.

Behaviour incidents as recorded by Sleuth

Next Steps

- Attendance of students eligible for pupil premium to be a focus for intervention work by family support worker. This may include continuing to develop positive relationships with parents and liaising with SLT to evaluate curriculum pathways of students to assess suitability.
- TLR for Science to identify whether gap between PP and NPP requires specific intervention or whether gap can be addressed through adjusting and adapting classroom practice.
- Evaluate high cost interventions planned over the next academic year to measure impact V cost.
- New objectives set for 2014-2015
  1. **Literacy**: to engage students in a love of literacy through library upgrade and improving literacy standards through appropriate targeted interventions.
  2. **Engagement:** to improve curriculum engagement by enhancing the experience of pupils through personalised learning in order to reduce exclusions.
  3. **Attendance:** to implement strategies addressing the attendance gap between PP and CLA and non PP students
  4. **Staffing:** Raise the standard of teaching and learning through the effective deployment of staff.