

# The Westminster School



Annual Pupil Premium Report

2015-16

## Pupil Premium Report 2015-16

### What is Pupil Premium?

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child, £1320 per Primary child)
- who have been looked after for 1 day or more (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

The Westminster School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

### Overview of the School

<b>Number of pupils receiving the Pupil Premium Grant 2015-16</b>	
Total Number of Pupils on roll	180
Total Number of pupils eligible for Pupil Premium Grant	112
Amount received by each pupil eligible for Pupil Premium	£935 - Secondary £1320 - Primary £1500 (LAC)
Total amount received for Pupil Premium	£97273.00

### Objectives of Pupil Premium Spending 2015-16

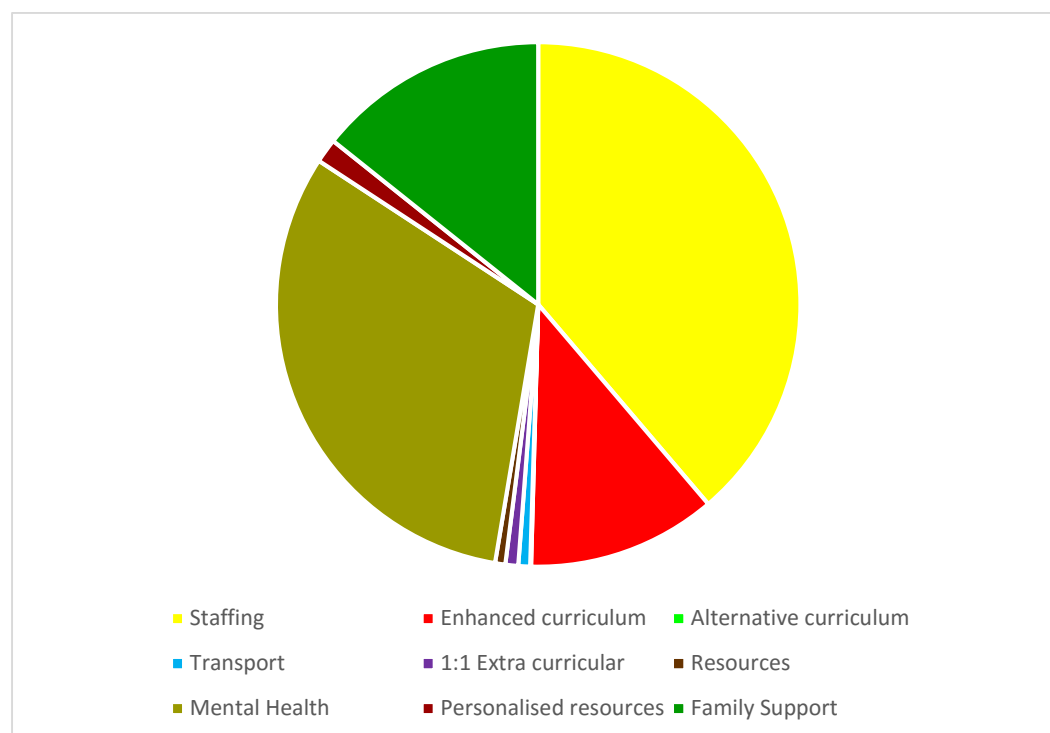
The Westminster School utilised the pupil premium money in order to meet the following objectives:

1. **Literacy:** to engage students in a love of literacy through library upgrade and improving literacy standards through appropriate targeted interventions.
2. **Mental Health and well-being:** develop the school vision and curriculum in alignment with the 8 principles outlined by Public Health England.
3. **Attendance:** to implement strategies addressing the attendance gap between PP and CLA and non PP students

4. **Staffing and Pupil Outcomes:** Raise the standard of teaching and learning through the effective deployment of staff.

### Summary of Spending

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



### 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 core subject data for pupils eligible for PPG and not eligible for PPG at the end of Key Stages 2,3 and 4 for English, Maths and Science.

Key Stage 2	Pupils Eligible for PPG					Pupils not Eligible for PPG					
	UQ		MQ		LQ	UQ		MQ		LQ	
English -reading	80%	4			20%	1	66%	2		34%	1
English -writing	80%	4	20%	1			66%	2		34%	1
Mathematics - Using and applying	20%	1	80%	4			100%	3			
Mathematics - Number	20%	1	80%	4				66%	2	34%	1
Science	60%	3	40%	2			34%	1	66%	2	

Key Stage 3	Pupils Eligible for PPG						Pupils not Eligible for PPG					
	UQ		MQ		LQ		UQ		MQ		LQ	
English - reading	76%	13	12%	2	12%	2	44.5%	4	44.5%	4	11%	1
English -writing	59%	10	29%	5	12%	2	78%	7	11%	1	11%	1
Mathematics - Using and applying	88%	15			12%	2	55%	5	22.5%	2	22.5%	2
Mathematics - Number	18%	3	76%	13	6%	1	66%	6	22%	2	12%	1
Science	88%	15	12%	2			77%	7			23%	2

Key Stage 4	Pupils Eligible for PPG						Pupils not Eligible for PPG					
	UQ		MQ		LQ		UQ		MQ		LQ	
English Attainment	59%	9	29%	5	12%	2					100%	2
Mathematics Attainment	76%	12	18%	3	6%	1			50%	1	50%	1
Science Attainment	41%	7	53%	8	6%	1	100%	2				

### Analysis of Academic Progress

In previous years, data shows that pupils receiving PPG at The Westminster School consistently make better progress than non PPG pupils. This is the same this year with the exception of Maths (Using and Applying) at KS2, Writing at KS3 and Science at KS4, see below for further explanation. We set challenging targets for all of our pupils and expect them to achieve in the Upper Quartiles. If medial quartiles are taken into account, then PPG pupils outperform or are equal to non-PPG pupils in all subject areas.

### Further explanation of key areas

**KS2 - Using and Applying:** Pupils enter this KS mid-way through the phase and typically come with a high degree of number skill. It is our vision at The Westminster School to ensure that all pupils have the skills to apply their number knowledge independence. In order to do this it is necessary to teach pupils joining our KS2 phase independent 'learning' skills that they may have missed earlier in their school life. Reflecting on the same area at KS3, it is clear that our pupils do 'catch up' once they are with us for a sustained period of time. This KS2 group will continue to be closely monitored as they progress into KS3.

### KS3

Writing - Literacy continues to be an area of challenge for all of our pupils. In the academic year 2014-15, The Westminster School invested heavily in Library and Reading resources and we have had a significant impact on the profile of reading as

well as the skills involved in reading. Whilst pupils continue to make good progress, we will be revising our writing strategies over this year in order to continue to raise standards.

## KS4

Science - We recognise that many of our students extend their learning of science by experience of the outdoor environment in and outside of school hours. We will therefore be extending the opportunities our PPG pupils have to share in the rich and varied experiences our local community offers through local visits, museum trips, visiting science roadshows etc.

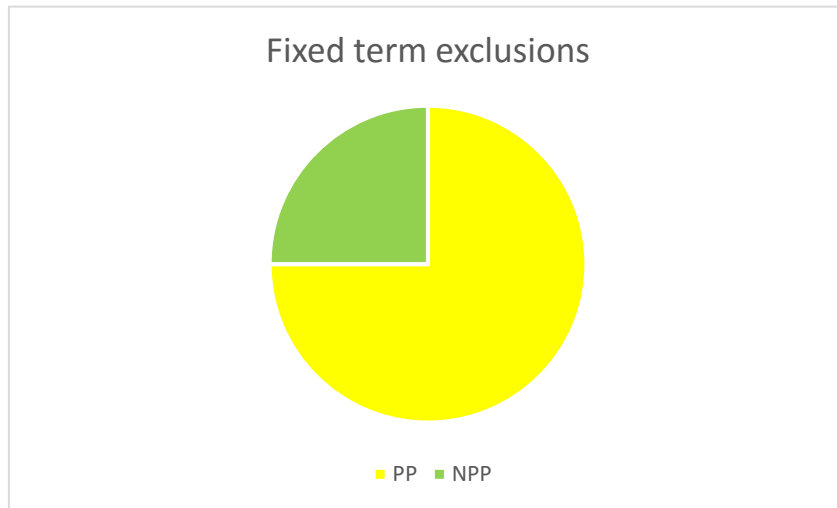
## Attendance

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 has increased for both groups of pupils this year. The gap between the two groups has increased with those eligible for pupil premium having a higher average attendance than those not eligible. This demonstrates the effective use of Pupil Premium money to employ the family support worker who also works as the attendance officer. Her support is invaluable to raising the attendance of all pupils in the school. The senior leadership team, along with the family support worker, continue to work hard to close gaps relating to attendance through effective partnership work, early intervention and appropriate curriculum pathways.

	Attendance		Authorised Absence		Unauthorised absence		Late before		Late after	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Non PP</b>	88.5	90.6	7.3	7.8	2.9	1.4	0.03	0.17	0.6	0.15
<b>PP</b>	88.9	91.8	8.1	6.1	4.2	2.0	0.05	0.04	0.03	0.06
<b>GAP</b>	+0.4	+1.2	+0.8	-1.7	+1.3	+0.6	+0.02	-0.13	-0.57	-0.09

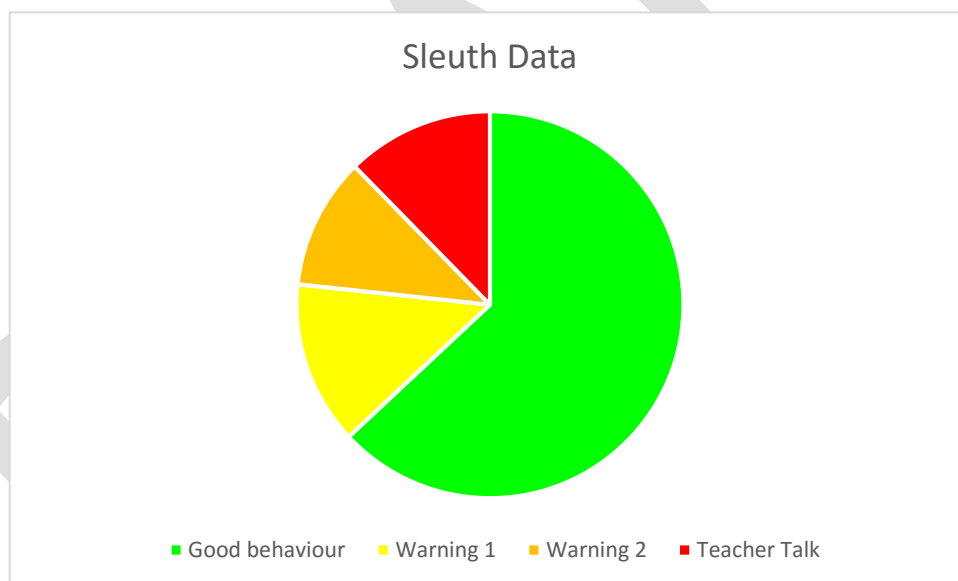
## Behaviour - Fixed term exclusions

There have been a small number of fixed term exclusions over the past academic year. Only 1% of students received fixed term exclusions this year which equated to four separate exclusions, thus demonstrating the effective implementation of the school's behaviour management policy. All staff have received refresher behaviour management training and have also been trained in the use of Restorative Justice. A consistent whole school approach continues to further impact on student progress in this area.



Three of these were pupils eligible for Pupil Premium funding. All pupils who received fixed term exclusions subsequently had input from a variety of school resources including the family support worker and KRUNCH

### Behaviour incidents as recorded by Sleuth



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. Rigorous monitoring of behaviour along with high expectations for good behaviour mean that negative incidents are kept to a minimum. This ultimately has a positive impact on student progress. This was reinforced by a recent Behaviour Recovery Audit conducted by Inclusion Support which concluded that Behaviour in the school was outstanding.

## Next Steps

- Family support worker to continue to develop positive relationships with parents and liaising with the senior leadership team to sustain or improve attendance figures.
- Update and implement a Mental Health Action plan to identify priorities for provision across the school in liaison with Inclusion Support.
- Deliver Family Support interventions through direct work with families.
- New objectives set for 2016-2017
  1. **Basic skills:** develop the application of basic skills in real life contexts to support independence and personal development.
  2. **Mental Health and well-being:** develop the school vision and curriculum in alignment with the 8 principles outlined by Public Health England to promote positive mental health and well-being including physical health.
  3. **Pupil engagement:** to continue to implement strategies to maintain levels of attendance for PP and CLA and ensure that pupils are engaged in a personalised curriculum.
  4. **Staffing and Pupil Outcomes:** Raise the standard of teaching and learning through the effective deployment of staff.