



The
Westminster
School



Pupil Premium Report 2016-17

Safe Happy and Learning Together

Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Approved by Governing Body on: 09/11/17

Signed by Chair of Governors:

Ken Ols

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Lead Personnel:

J Turner

Pupil Premium Report 2016-17

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

Number of pupils receiving the Pupil Premium Grant 2016-17	
Total Number of Pupils on roll	184
Total Number of pupils eligible for Pupil Premium Grant	98
Amount received by each pupil eligible for Pupil Premium	£935 - Secondary £1320 - Primary £1500 (LAC)
Total amount received for Pupil Premium	£105,680

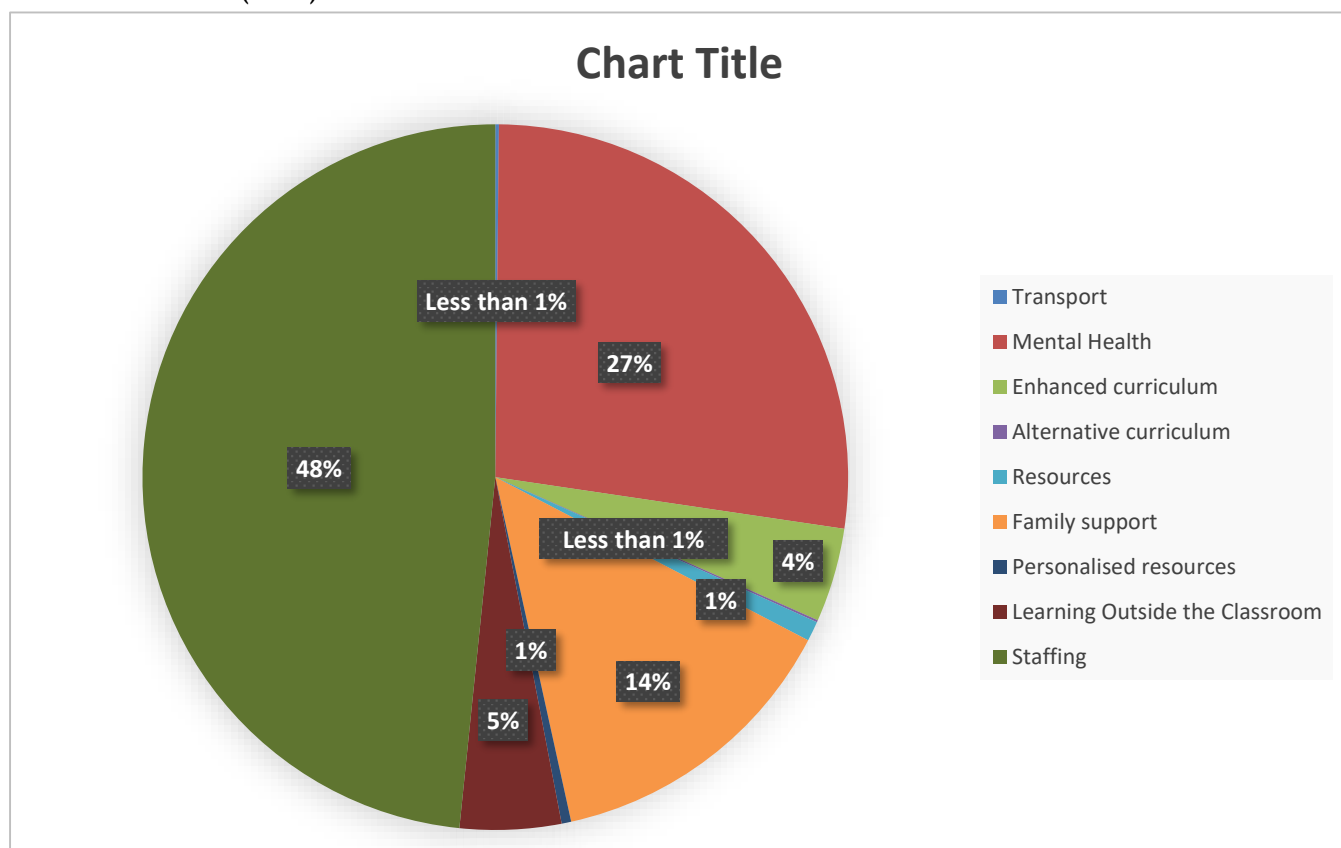
Objectives of Pupil Premium Spending 2015-16

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

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.

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 5 pupils	Pupils Eligible for PPG - 4 pupils						Pupils not Eligible for PPG - 1 pupil					
	UQ		MQ		LQ		UQ		MQ		LQ	
English -reading	2	66%	1	34%			2	100%				
English -writing	1	34%	1	33%	1	33%	1	50%	1	50%		
Mathematics - Problem Solving	1	34%	2	66%			1	50%	1	50%		
Mathematics - Number Fluency	1	34%			2	66%	2	100%				
Science	2	66%	1	34%			1	50%	1	50%		

Key Stage 3 24 pupils	Pupils Eligible for PPG - 12 pupils						Pupils not Eligible for PPG - 12 pupils					
	UQ		MQ		LQ		UQ		MQ		LQ	
English - reading	8	64%	3	28%	1	8%	9	75%	2	17%	1	8%
English - writing	8	64%	2	16%	2	16%	10	84%	1	8%	1	8%
Mathematics - Problem Solving	5	42%	2	16%	5	42%	5	42%	4	32%	3	24%
Mathematics - Number Fluency	6	50%	3	25%	3	25%	8	66%	2	17%	2	17%
Science	12	100%					11	92%			1	8%

Key Stage 4	Pupils Eligible for PPG - 14 pupils	Pupils not Eligible for PPG - 7 pupils
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21 pupils	UQ		MQ		LQ		UQ		MQ		LQ	
English Attainment	7	50%	2	15%	5	35%	2	29%	3	42%	2	29%
Mathematics Attainment	12	93%	1	7%			6	86%	1	14%		
Science Attainment	11	79%	2	14%	1	7%	7	100%				

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 exception of KS3 English, where pupils not receiving PPG are doing slightly better than PPG pupils.

Despite the increase in complexity of pupil needs at The Westminster School, teachers continue to ensure that provision matches needs. There is a high percentage of pupils receiving PPG at KS2 (60%), however this is only 3 pupils, 50% of pupils in KS3 are in receipt of PPG.

KS2 & KS3

Progress in English (reading and writing) is better for pupils who do not receive PPG. Literacy, specifically for more complex pupils is a whole school focus over the upcoming years. Pupils at KS2 will benefit from a focussed approach to Communication as the core for Literacy. While outcomes are consistently good or better for all pupils, this is an opportunity to support all learners in Functional Core Skills.

Science - there has been an improvement in Science for all pupils in KS2 and KS3. This is primarily due to appointment of a TLR for Science. Her work last year focussed on closer monitoring of the quality of teaching, direct teaching of some classes and modelling quality first teaching.

KS4

Science - Following on from last years report, Science attainment for PPG pupils has increased. Extended opportunities for learning outside of the classroom and intervention classes as required have resulted in an increase in the number of students achieving upper quartile progress.

Maths - A similar picture to Science can be identified as there are more PPG pupils achieving Upper Quartile than the previous year. A consistent member of support staff in Maths may have helped contribute to this, as well as provided some students with additional intervention support using support staff.

English - Those PPG pupils achieving Upper quartile has seen a small decrease, although the percentage accounts only for 1 pupil so is therefore negligible. Next academic year, there will be a focus on English interventions for those pupils not on track to make appropriate progress.

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.

Areas to Highlight

- Attendance of PPG pupils has increased by 0.5% compared to last academic year.
- Attendance has improved for both students who are eligible for pupil premium and non-pupil premium.
- Of the four students identified in the attendance report as having significant persistent absence, 3 students are NPPG and one student is PPG

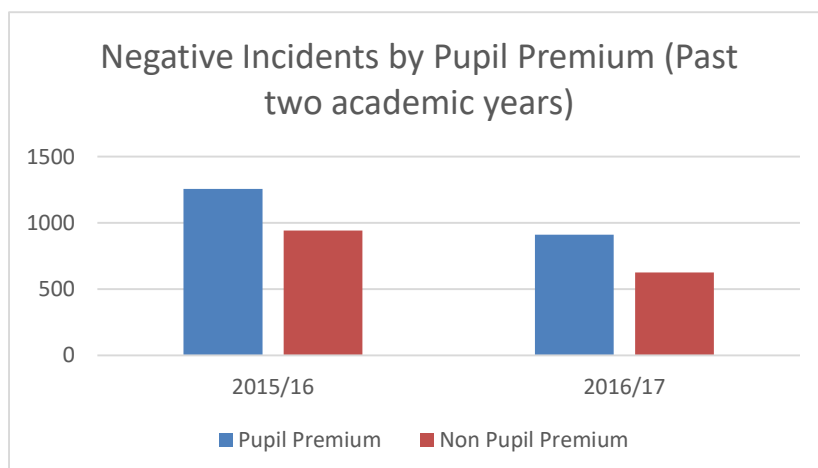
	Attendance		Authorised Absence		Unauthorised absence		Late before		Late after	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Non PP	90.6	90.7	7.8	8.0	1.4	1.3	0.17	0.07	0.15	0.5
PP	91.8	92.3	6.1	6.5	2.0	1.2	0.04	0.05	0.06	0.09
GAP	+1.2	+1.6	-1.7	-1.5	+0.6	-0.1	-0.13	-0.02	-0.09	-0.41

Behaviour - Fixed term exclusions

There have been a small number of fixed term exclusions over the past academic year. There were 6 pupils who received fixed term exclusions last year. Of these pupils, 3 (50%) were PPG and 3 were on-PPG. This represent a decrease in the proportion of PPG pupils compared to NPPG pupils receiving fixed term exclusions compared to last year.

The introduction of new behaviour strategies including the Sunshine room and calming zones have contributed to more effective self-regulation amongst pupils, thus reducing the amount of exclusions received by PPG pupils.

Behaviour incidents as recorded by Sleuth



In 2015/16 the Pupil Premium students had 313 more negative incidents than their peers who were not eligible for Pupil Premium. In 2016/17 students who were eligible for Pupil Premium had 283 more incidents than students who were not eligible showing that the gap has closed. The number of negative incidents for both groups have decreased from the previous academic year.

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.
- Continue to liaise with Educational Psychologists to update the Mental Health Action plan to identify priorities for provision across the school.
- Allow families a choice about how a proportion of their child's Pupil Premium Money is spent to allow fair access to resources and residential visits.
- New objectives set for 2017-2018
 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 engagement for PP and CLA and ensure that pupils are engaged in a personalised curriculum with the support of parents.
 4. **Pupil Outcomes:** Raise pupil progress and outcomes