



Proposed spend of Pupil Premium - 2015/16

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 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.

This document details the proposed spend of the Pupil Premium 2015/16.

The four key objectives:

1. **Literacy:** to continue to engage students in a love of literacy through improving literacy standards through appropriate targeted interventions and developing literacy across the curriculum.
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 continue 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.

(*PP - referring to any student in receipt of Free School Meals in the past 6 years)

1. Key Objective 1: Literacy: to continue to engage students in a love of literacy through improving literacy standards through appropriate targeted interventions and developing literacy across the curriculum.

Action: Development of reading groups facilitated by teaching and support staff to remove barriers to learning, engage pupils and enhance academic progress through small group work, 1:1 intervention and parent workshops.

Rational : Sutton document 'One-to-one tutoring+5 months moderate impact'

'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to make two levels of progress than those who did not receive tuition.'

Parental involvement, +3 months, moderate impact for moderate costs.

'Training parents to teach specific reading skills to their children – a particularly effective approach that can be more than twice as effective as encouraging parents to listen to their children read.'(Institute of Education – Review of Best Practice in Parental Engagement: Practitioners Summary, 2011)

Evidence indicates that in areas like reading and mathematics one-to-one tuition can enable learners to catch up with their peers. Meta-analyses suggest an average effect size of about 0.4, indicating that pupils might make about 4 or 5 months progress during an intensive programme (Sutton trust 2012)

Success Criteria : A reduction in the attainment gap of PP and non PP students from September 2015-July 2016 in Literacy (focus on reading)

Action: Engagement of pupils in management of library.

Rational: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Success Criteria : Library used during lessons and lunchtime to enhance students experience of reading.

All students to visit Library of Birmingham and be given opportunity to purchase a book to take home.

Group of students identified to be librarians/literacy leaders

Key Objective 2: Mental Health and well-being: develop the school vision and curriculum in alignment with the 8 principles outlined by Public Health England.

Action: Groups of students identified each term to participate in KRUNCH intervention sessions

Rational:

“Krunch, A place that takes young people at a Krunch time in their lives, turns them around, gives them an opportunity, gives them hope, gives them a prospect of a better life.” (Eric Pickles - Secretary of State for Communities and Local Government)

Success Criteria: Improved confidence in class based lessons with particular focus on engagement in discussion based activities.
Students able to express themselves more effectively in social situations.

Action : After school clubs and parent workshops to increase social skills among students as well as providing them with opportunities to experience new activities which may have a direct impact on engagement and emotional well being.

Rational : After school club will allow students to mix socially with others within a relaxed atmosphere. Students will be able to have access to a range of activities suited to all levels of need and interest. Students will benefit from the additional fitness session to improve fitness levels. Healthier lifestyle can contribute to better focus in lessons and a better sense of well-being across the curriculum. Pupils will be given the opportunity to participate in after school clubs and workshops to create a school radio station to promote engagement, develop literacy skills (with a focus on speaking and listening) and expressive arts which all contribute to emotional wellbeing.

Success Criteria: Progress in physical education and improved healthy lifestyles.
Improved social relationships with other students as a result of team games.
Radio club will run at least weekly and will demonstrate improvements in confidence and speaking and listening skills for identified pupils.

Action: Alternative curriculum, Work and vocational placements

Rational:

Children following an alternative curriculum are twice as likely as the average pupil to qualify for free school meals. They are more likely to have had poor attendance in school and to be known to social services and to the police. (DfE Charlie Taylor – 2012)

Success Criteria: Improved attendance and reduction in exclusions for those students following alternative curriculum pathways.

Vocational accreditation.

Continue to develop Forest Schools programme in order to help pupils access a curriculum to make a positive contribution to the school.

Action: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap through off site activity.

Rational:

Research indicates that participants in after school programmes score higher on measures of academic achievement (Sutton Trust 2012)

Success Criteria: Improved social relationships and awareness of life skills and personal development

Action: Therapeutic drama sessions for identified students to increase self-esteem, motivation and social development.

Rational:

Dramatherapy is a proven psychological therapy that uses dramatic methods; it is a particular effective intervention for all ages who may find verbal communication difficult due to physical, cultural or psychological factors (Murray Hall)

Success Criteria: Increase in self-esteem and engagement in social activities. Improved ability to deal with anxiety and management of emotions.

Action: Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils.

Rational: “Human health professionals now recognize what animal caregivers and everyday pet owners have known for years: that pets can be good for our health and well-being. Pets can contribute to the development of trust, self-esteem, ego strength, confidence, and attachment to people. They can improve our mood, take our mind off our troubles for a little while, and reduce anxiety, agitation and sadness. And they foster healthy interactions with other people: a pet is a conversation waiting to happen.” (Animal therapy website)

Success Criteria:

Research will be completed into use of animals to support students with special needs. Possibility of visiting reading dogs as well as dogs to support students with ASD. Purchase of living eggs scheme to hatch chickens and look after their welfare. Other possible animals to be decided by students in liaison with staff.

Action: Set up a video diary room for pupils to communicate their needs and feelings in a safe environment to promote positive mental health.

Rational: Pupils with MLD find it difficult to engage in a conversation about their feelings and emotion in a public space. This can increase their levels of anxiety and stress and ultimately impact on their learning. Literacy barriers make it difficult for them to communicate their wishes, feelings and concerns. Using an oral method of communication would give a wider number of children the opportunity to express their feelings. This will allow staff to develop activities/responses to these children.

Success Criteria:

A video diary room will be set up in an identified and appropriate room. Pupils will feel confident to use the diary room to discuss social and emotional concerns they may have about themselves or each other. Recordings will be used to inform intervention and response. Students will be able to communicate feelings and wishes in an appropriate way.

Key Objective 3: Attendance - to implement strategies addressing the attendance gap between for PP and CLA and non PP students.

Action: Reward visits/VIVO rewards for students with 100% attendance on a weekly and termly basis

Rational:

National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement. Students will use VIVOS to purchase rewards from the online shop.

At secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Success Criteria: Improvement in whole school attendance figures by 0.5%.
90% or more students use their VIVO reward account.

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

Action: Consistent and experienced staffing for students and provision of support to manage students with SEMH concerns within the classroom.

Rational:

Working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. (Education Endowment Foundation)

Research which focuses on teaching assistants who provide one to one or small group support show a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. (Education Endowment Foundation)

Success Criteria: High level of support provided for students with a range of complex needs so that access to the curriculum is increased. Increased communication strategies personalised for students. Liaison with staff, parents and external agencies to ensure appropriate support is in place for each child.

Action: Implementation of Numeracy intervention to improve outcomes for pupils at KS3 and KS4.

Rational: "Using the power of football and other sports to engage, retain and improve attainment, behaviour, attendance, self-esteem and confidence." (Albion Foundation)

Research which focuses on teaching assistants who provide one to one or small group support show a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. (Education Endowment Foundation)

Success Criteria: Support staff from the Albion foundation will work with teaching staff to identify students that need extra support within the classroom. Identified students will make more than average progress over time. Students will be more engaged in learning.
