

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Westcliff High School for Boys
Number of pupils in school	1262
Proportion (%) of pupil premium eligible pupils	5.47
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	21 December 2021
Date on which it will be reviewed	10 September 2022
Statement authorised by	Michael Skelly
Pupil premium lead	Jonathan Bleakley
Governor / Trustee lead	M Solomons / A Cole

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67805
Recovery premium funding allocation this academic year	£10295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78100

# Part A: Pupil premium strategy plan

## Statement of intent

Westcliff High School for Boys is committed to its mission to **facilitate social mobility**, in **generating high levels of aspiration and attainment** in its pupils **regardless of their social or cultural background**, which must not be a barrier to a young person's attainment and future career.

The School is committed to extending additional provision to those pupils identified as qualifying for Pupil Premium Funding, and this is made available to them throughout their period of attendance at the School. As part of the School's three year strategy, intervention and support programmes and activities are provided in order to ensure any attainment and progress gaps are addressed. The School recognises that there are diverse approaches to implementing the appropriate provision for disadvantaged pupils and such approaches may not always be independent of the wider pupil body. Indeed, the School's ethos reflects a commitment to inclusivity.

One measurable manifestation of disadvantage in schools is generally considered to be the attainment gap between advantaged and disadvantaged children. The School believes that access to a Grammar School education should be available to all children of ability, regardless of background. Research has shown that the attainment gap generally widens throughout a child's compulsory education, so directly impacting on access to further and higher education and career opportunities. Therefore, as part of its strategy to tackle the impact of disadvantage, the School provides support for primary school children to encourage them to make good academic progress and, if they wish, to enable them access selective education.

The School's Westcliff Centre for Gifted Children (WCGC) runs on Saturdays and is now a well-established programme within the local area. The School (through WCGC) works in partnership with local primary schools to provide free tuition and resources for hundreds of local primary school children (girls and boys), specifically targeted at those in families living in areas of significant deprivation. The WCGC provision directly supports primary school children in disadvantaged circumstances, improving their educational progress and assisting them in overcoming actual and perceived barriers.

From Year 7, the School then directs its Pupil Premium funding towards provision for the educational benefit of its pupils. This is achieved through intervention activities linked to the curriculum, and through providing its pupils with access to wider opportunities which the School believes enriches their educational experience. A summary of that provision is outlined in this document.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The progress, attainment and wellbeing of disadvantaged pupils who engage fully with the extra-curricular programme is generally shown to be positive. This is demonstrated through our survey of extra-curricular provision and data analysis. It is important that our efforts are directed towards any barriers to engagement with these activities, which we recognise can exist as a result of a pupil's social background or circumstances.</p> <p>It is important to us that any pupil experiencing actual or perceived disadvantage can take advantage of opportunities to access the full range of extra-curricular and enrichment opportunities (including peripatetic music lessons, CCF, DofE, trips etc.) the School has in place.</p>
2	<p>Insufficient direction and low expectations arising from a pupil's social background can have a negative impact on the performance of some disadvantaged pupils), whether through lack of confidence, an absence of opportunities or insufficient support outside of the School. This is demonstrated through the School's pastoral and academic data.</p> <p>We are committed to encouraging all pupils to have the highest educational and career aspirations so that, where their own home experience or circumstances may be considered a potential barrier, this does not limit their ambition or progress. In particular, our able pupils, whatever their background or circumstances, must be encouraged to consider the full range of opportunities throughout their time at the School, and for Higher Education, Apprenticeships and Professional Careers.</p>
3	<p>A lack of access to an appropriate independent study environment or facilities has a detrimental impact on the performance of pupils. Not all pupils have access to an appropriate environment or facilities for independent study outside of School and we are committed to ensuring this gap is addressed. This is demonstrated through pupil feedback and pastoral intervention measures.</p> <p>This is addressed by providing appropriate and supervised facilities for independent study and, as necessary, providing pupils with the physical materials necessary to access education.</p>
4	<p>The School's performance data shows poor levels of attendance and punctuality have a negative impact on disadvantaged (and all) pupils' attainment and progress.</p> <p>Maintaining good punctuality and attendance for pupils is important in ensuring high quality outcomes and resources are directed towards ensuring associated challenging circumstances are addressed.</p>
5	<p>The academic performance and general wellbeing of pupils experiencing difficulties at home tends to seriously decline and this can affect pupils in families coping with challenging circumstances, for example deprivation. This is demonstrated through an analysis of Pastoral and Safeguarding data.</p> <p>Supporting pupils effectively with difficult home circumstances and providing high quality emotional and pastoral support helps them to achieve their potential, personally and academically.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved involvement of disadvantaged pupils in the extracurricular programme thus acquiring the attributes of the School's Learner Profile.	The proportion of disadvantaged pupils accessing extra-curricular opportunities is the same or better than the School average.
Sustained engagement of all disadvantaged pupils with their academic studies in lessons and additional support programmes, where necessary, to improve their academic outcomes	Levels of academic progress for disadvantaged pupils (residuals) match or exceed that of the general pupil population.
Sustaining a positive attitude and self-confidence in disadvantaged pupils as reflected through academic progress, behaviour, engagement with enrichment activities and House points.	An analysis of disadvantaged pupils' behaviour points shows a year-on-year reduction. An analysis of disadvantaged pupils' House points shows a year-on-year improvement. Academic progress is monitored as noted above.
All disadvantaged pupils take up opportunities provided for both one-to-one, in-house careers guidance and support from external agencies.	Disadvantaged pupils are provided with work-experience opportunities, and associated careers support, and they receive similar or better destinations to that of the general pupil population.
All disadvantaged pupils have access to and, where appropriate, use facilities or equipment for effective independent study at School between the hours of 8.00am and 5.30pm	Levels of academic progress for disadvantaged pupils (residuals) match or exceed that of the general pupil population. Resources and equipment are made available as required.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD courses for staff focusing on high quality pedagogy, curriculum and assessment in order to encourage positive attitudes and ambitious outcomes.	<p>Training on subject knowledge, effective teaching and learning including, a major emphasis on marking and feedback, independent learning, thinking skills and effective Assessment have all been identified by the Sutton Trust as mechanisms of help narrow the gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.ierinstitute.org/fileadmin/Documents/ERI_Monograph/ERI_Monograph_Volume_02.pdf#page=37">https://www.ierinstitute.org/fileadmin/Documents/ERI_Monograph/ERI_Monograph_Volume_02.pdf#page=37</a></p> <p><a href="https://files.eric.ed.gov/fulltext/ED520769.pdf">https://files.eric.ed.gov/fulltext/ED520769.pdf</a> page 3 on Subject Knowledge</p> <p><a href="https://www.tandfonline.com/doi/abs/10.1080/13674580000200128">https://www.tandfonline.com/doi/abs/10.1080/13674580000200128</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf</a></p>	2 and 3
Mental Health First Aider courses for Pastoral Staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4 and 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of bespoke tutoring for PPG pupils where necessary.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2 and 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Employment of additional Teaching Assistant support including language assistants providing capacity for one-to-one support and supervision	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2 and 3
Provision of Westcliff Centre for Gifted Children places for local Year 5 pupils in receipt of PPG at other maintained schools or academies for free	School's internal analysis demonstrates consistently that those who attend WCGC events (targeted at those families in areas of deprivation) are more likely to gain a place at a local Grammar School.	2
Revision sessions at Easter for invited GCSE and A-Level pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	2 and 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Pastoral Tutor time to support and increase capacity to monitor attendance and punctuality and monitor pupil progress.	Internal analysis at each reporting cycle shows that poor attendance is strongly correlated with poor outcomes.	2, 3 and 5
One-to-one counselling sessions to enable pupils to	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a>	2 and 5

deal with general and specific issues which are impacting upon their wellbeing and academic performance.	<a href="#">learning-toolkit/social-and-emotional-learning</a>	
Stress Management Workshops for GCSE and A Level students to provide strategies for reducing stress in the build up to examinations.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</a>	2
Extra-curricular sports coaching to provide regular access to a broad range of activities to maintain physical and mental health whilst also acquiring the Learner Profile attributes.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1
CCF SSI Support and subsidy of CCF subscription and trips. The provision of this activity provides pupils with an opportunity to maintain physical and mental health whilst also acquiring the Learner Profile attributes	<a href="https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf">https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf</a>	1 and 2
Peripatetic Music Lessons (subsidised) to broaden pupils' cultural horizons and enable them to develop the Learner Profile attributes.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1 and 2
Careers and WRL guidance and support provided by a dedicated careers advisor as well as Connexions interviews involving all Key Stage 4 pupils and targeted pupils from other key stages.	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</a>	2
Increased library supervision and facilities: opening from 8am until 5.30pm daily, providing a	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2 and 3

supervised independent learning environment.		
Provision of computers, calculators, sporting equipment etc to be made available for disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1 and 3

**Total budgeted cost: £118,400**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our End of Year assessments for the pupil premium pupils in the Lower School (Years 7 to 9) indicated they performed in line, for the most part, with their non-pupil premium peers.

In the Middle School, the eight pupil premium pupils in Year 10 performed well on average, and actually slightly exceeded the average grade achieved by the non-pupil premium cohort. In Year 11, the GCSE (TAG) outcomes were more complex. Overall the pupil premium cohort (10 pupils) achieved a lower average grade than their non-pupil premium peers. However, more in-depth analysis shows that five of the ten pupil premium pupils actually exceeded the non-pupil premium cohort's average grade. Thus, some of the pupil premium cohort performed exceptionally well while others did not.

Given the relatively small proportion of pupils identified as pupil premium within each cohort, it is important that any general analysis of the cohort is supplemented by a more detailed analysis as the small sample sizes can skew the data up or down. Equally, exceptional under- or over-performance by a small number of pupils in the pupil premium cohort can distort the data significantly.

Overall, the data indicates that the majority of pupil premium pupils have made good progress during the last academic year. This is encouraging given the level of disruption arising from the pandemic and associated restrictions. However, it is also evident that some pupils in the cohort have not made expected progress and we have reviewed those cases to identify the reasons and how we might improve our strategies should similar circumstances arise again.

The increase in Teaching Assistant and Cover Assistant capacity, as part of our Pupil Premium strategy, has enabled the School to support Remote Teaching and Learning, such that teachers who have been required to self-isolate have been able to continue teaching from home, via live video lessons. This provided continuity of education for pupils in School. The additional capacity also enabled the School to provide more one-to-one interventions and greater focus on attendance and punctuality leading to improved outcomes through more sustained intervention and improvements in punctuality and attendance.

Throughout the period of the second lockdown the School maintained a full curriculum/timetable online. Pupils attended live lessons following the implementation of a slightly adjusted School timetable. This enabled pupils to maintain academic progress

and reduce the need for catch-up lessons when we returned to face-to-face education. These arrangements also allowed for monitoring of attendance and engagement with the School remotely. Equally, the School's creative approaches to extra-curricular activities, including the use of video and online activities, enabled pupils to maintain significant engagement with the School's programme. This approach, along with an online weekly newsletter (*The Westcliff Week* - <https://www.whsb.essex.sch.uk/useful-information-for-all-parents/westcliff-diary>) which helped encourage ongoing engagement with a wider range of activities, and included advice on and strategies for coping with the challenging circumstances, did much to maintain positive attitudes and relationships amongst pupils and with staff throughout periods of potential isolation.

Overall, our internal analysis of reporting data shows that the pupil premium cohort as a whole has generally performed in line with the rest of the School. Where individual pupils have underperformed this has been reviewed to identify potential areas for improvement. Our Pupil Premium strategies have been reviewed with reference to these experiences, in order to put in place our latest School Development Plan (SDP) at the start of this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
1:1 Counselling	Adolescent Support Clinic
Peer Mentor Training	Adolescent Support Clinic
Connexions Careers Advisory Interviews	Connexions Careers Service

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

This year WHSB will move from a one-year Pupil Premium Strategy to a three-year Pupil Premium Strategy.