

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 2022 to 2023 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	1268
Proportion (%) of pupil premium eligible pupils	6.31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14 November 2022
Date on which it will be reviewed	31 December 2023
Statement authorised by	Michael Skelly
Pupil premium lead	Gail Fairfax
Governor / Trustee lead	M Solomons / A Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,025
Recovery premium funding allocation this academic year	£17,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,965

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.

A measurable manifestation of disadvantage for children of school age is generally considered to be the attainment gap between advantaged and disadvantaged. Westcliff High School for Boys believes access to a Grammar School education should be available to all children of ability, regardless of background. It is the School's understanding that the attainment gap generally widens throughout a child's compulsory education, so directly impacting on access to further and higher education and career opportunity, and therefore the Governing Body believe that there is much additional work to do to support children as early as possible in their education with the intention of substantially narrowing the gaps and widening the opportunities for access to local Grammar Schools.

Concerns addressed in relation to selection for Grammar Schools in reports by organisations such as the Sutton Trust, for example, the impact of private 11+ tuition and its inaccessibility for families experiencing disadvantage, are addressed through the availability of free 11+ tuition through the Westcliff Centre for Gifted Children (WCGC) at Westcliff High School for Boys. WCGC works in partnership with local Primary Schools and provides free provision and tuition for hundreds of local Primary School children, and such provision is focused on children from a targeted local area of significant deprivation.

The Governors are committed to extending additional provision to those students identified as qualifying for Pupil Premium Funding, and this is made available to them throughout their period of attendance at the School. Intervention programmes and activities are provided as necessary in order to ensure any gaps are addressed, or substantially narrowed. The School recognises that there are many diverse opportunities to implement the appropriate provision and such opportunities may not always be created independently from the wider student body. Indeed, the School's ethos reflects a commitment to inclusivity and staff would not always choose to target students independently from their peers.

Westcliff High School for Boys develops its provision to ensure that its Pupil Premium funding is utilised for the educational benefit of pupils registered at the School through intervention activities as required in relation to the delivery of the curriculum, and through accessibility to wider opportunities which the School believes enrich the educational experience of the pupil. Substantial funding is also directed towards targeting pupils registered in local Primary Schools who have been identified as being from families who may not be able to offer support to their child in accessing a Grammar School education, with the intention of narrowing the gap prior to secondary phase education and enabling the pupils affected to enter Grammar School on a more equitable basis.

Challenges

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

Challenge number	Detail of challenge
1	Access to the full variety of extra-curricular and enrichment opportunities (including peripatetic music lessons, trips etc.) to engage in the broader educational offering the School has in place.
2	Encouraging pupils to have the highest educational and career aspirations so that their own home experience does not limit their ambition. In particular, encouraging bright pupils to consider opportunities afforded by Grammar School Education, Higher Education and Professional Careers.
3	Providing ordered environments for study and sufficient facilities to work in a studious environment. Providing pupils with physical materials necessary to access education.
4	Maintaining good punctuality and attendance – one of the key metrics the school has identified as associated with underperformance.
5	Supporting pupils with difficult home circumstances and providing high quality emotional and pastoral support.

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
Disadvantaged pupils are provided with access to the full range of extracurricular activities.	Rates of participation by disadvantaged pupils in the extracurricular programme of the school reflect those of the general pupil population.
PPG pupils receive mental health support and additional time invested from the School's Pastoral Teams.	PPG pupils are supported such that they do not feature disproportionately on incident logs or require a greater degree of support from external agencies than the general pupil population.
PPG pupils receive both one-to-one in-house careers guidance and support from external agencies.	PPG pupils are provided with work-experience opportunities, and receive similar offers of A-Level or University placements to that of the general pupil population.
PPG pupils are given full access to appropriate facilities or equipment for study such that they are able to achieve at the highest academic level.	Levels of academic progress for PPG pupils (residuals) reflect that of the general pupil population.

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: £98,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We recognise the need to build teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This starts with Initial Teacher Training and the Early Career Framework and carries on throughout a teacher's professional career.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	2
2. Professional development on evidence-based approaches	<p>Supporting continuous and sustained professional development on evidence based approaches is important to develop the practice of teachers. Effective PD requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf</p> <p>WalkThrus (Practice & Retrieval, Questioning & Feedback, Explaining & Modelling)</p>	2
3. Recruitment of a Lead Practitioner in English to drive improvement with regards English Provision	As for 1 and 2 above.	2
4. Use of Agency and Supply Staff to ensure that qualified teachers are in classrooms wherever	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	2

possible (links to 1 above)		
5. Extra-curricular sports coaching	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1

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

Budgeted cost: £26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Tutoring for PPG pupils as part of the National Tutoring Programme	<p>Impact of individualised instruction / one-to-one instruction:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
2. Employment of additional TA support including MFL Assistants providing capacity for one-to-one support and supervision	<p>Impact of individualised instruction / teaching assistant interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2 and 3
3. Targeted revision sessions for invited GCSE and A-Level pupils	<p>Impact of individualised instruction / small group tuition / holiday schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	
4. Provision of Westcliff Centre for Gifted Children places for local Year 5 pupils in receipt of PPG at other maintained schools or academies at no-cost	School's internal analysis demonstrates consistently that those who attend WCGC events are more likely to gain a place at a local Grammar School.	2

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

Budgeted cost: £62,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Mental Health courses for Pastoral Staff	Impact of social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
2. 1:1 Counselling Sessions	Impact of social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
3. Stress Management Workshops	Impact of social and emotional learning / non-cognitive skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf	2
4. Maintain increased pastoral capacity to monitor attendance and	Internal analysis at each reporting cycle shows that poor attendance is strongly correlated with poor outcomes.	2, 4 and 5

punctuality, and monitor pupil progress to provide appropriate interventions		
5. Support for Duke of Edinburgh costs and subsidy of subscription and trips	How DofE enriches young people: https://www.cumulusoutdoors.com/is-the-duke-of-edinburgh-award-scheme-of-benefit-to-young-people/	1 and 2
6. CCF SSI Support and subsidy of CCF subscription and trips	The social impact and return on investment resulting from expenditure on the Cadet Forces in the UK: https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf	1 and 2
7. Peripatetic Music Lessons and LAMDA	Impact of Arts participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1 and 2
8. Careers and WRL guidance and support provided by a dedicated Careers Advisor as well as Connexions interviews for all pupils at least once in KS4 and KS5. Additional support for targeted pupils from all Key Stages on the basis of need	Impact of Careers Education: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	2
9. Increased capacity for funded library supervision from 8am until 4.30pm daily, providing a supervised and ordered environment in which pupils can study	Impact of extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2 and 3
10. Provision of computers, calculators, sporting equipment etc.	Impact of participation in physical activity: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1 and 3

<p>11. Investment in appropriate software solutions to streamline record keeping and make it more effective, thereby improving capacity to target support at those most in need</p>	<p>The School's own internal audits have shown that the purchase of various pieces of software in the 2021-22 academic year has improved data collation and sharing and made interventions with disadvantaged and vulnerable pupils more effective (e.g., MyConcern, SENDit).</p>	<p>2, 4 and 5</p>
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Total budgeted cost: £186,892

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 2021 to 2022 academic year.

Attendance

Attendance remains a school priority, and this year sees more closer monitoring of attendance and punctuality via the School Divisions through the use of a BlueSky self-evaluation tool. Within the School Divisions, attendance and punctuality are monitored by category and year group in order that we are able to quickly intervene if there are concerns.

Outcomes

There were seven disadvantaged pupils within the 2021 – 2022 Y11 cohort which means that a comparison of performance outcomes against the rest of the School cohort is of limited value. However, outcomes for this group of pupils were very pleasing with an average points per entry of 7.45, and the Progress 8 score for these pupils was 0.20 in comparison to similar pupils nationally.

Behaviour

Behaviour at WHSB is generally excellent with most pupils registering few, if any, behaviour points. Internal data suggests that there is no significant difference between the disadvantaged cohort and the School cohort in terms of behaviour.

Higher Education and Employment

Disadvantaged Destinations Post Sixth Form:

	Destination	Subject	Choice and Grades
Student 1	Dundee University	Psychology	First Choice with Grades CCD
Student 2	City University	Actuarial Science	First Choice with Grades AABC
Student 3	Cambridge University	Land Economy	First Choice with Grades A*AAB
Student 4	Employment	n/a	ADE

Our Careers Education IAG Mapping Document which is available on our website within the Career Policy and Provider Access Statement details the provision made for all our pupils, including individual provision for disadvantaged pupils.

Health and Wellbeing

Provision of Counselling Sessions helped those pupils particularly in need to manage their emotions and develop independent coping strategies. Additional Pastoral Support for Year 10 and 11 pupils increased capacity for one-to-one interventions and enabled greater focus on motivation and wellbeing.

Mentoring Training for Sixth Form Students to work with younger pupils as Peer Mentors, meant that they were well-prepared to assist with reintegration or transition to school. In addition, two members of the Senior Team also trained as Senior Mental Health Leads, which underpins the importance the School places on constructing an environment of positive mental health.

Extra-curricular Provision

Take up of extra-curricular opportunities at the School remains strong and there is now a centralised system for monitoring the attendance of disadvantaged pupils. Where disadvantaged pupils are not attending extra-curricular opportunities available to them, Pastoral Teams are to encourage participation through the monitoring of the Participation Log in Student Planners. Last year, disadvantaged pupils were able to participate in the full range of extra-curricular activities including CCF, Drama, Music, and Sport and were given access to the necessary additional equipment. Participation was also funded where needed.

Increased capacity within the Library has allowed many disadvantaged pupils to use it as a quiet study space and to access books and other materials as needed. In addition, various sundry items such as Revision Guides, calculators, PE Kit etc. were purchased for departments to loan to pupils in need.

Teaching Assistant Capacity

An increase in Teaching Assistant capacity over the past three years has allowed the School to support departments and minimise the amount of time teachers need to spend in cover lessons; this ensured that teachers were afforded more time to prepare for high-quality provision in the classroom. This also allowed pupils in School to receive continuity of education during COVID where classes could be supervised by a TA while teachers who were isolating could teach remotely from home.

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
1:1 Mentoring	Evolve Intervention
Peer Mentor Training	Adolescent Support Clinic
Connexions Careers Advisory Interviews	Connexions Careers Service
Educational Psychologist	Southend Borough Council

Service pupil premium funding (optional)

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

Measure	Details
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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 is the second year of a three year Pupil Premium Strategy. The School moved to a three year strategy in 2021.