

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1283
Proportion (%) of pupil premium eligible pupils	6.16
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	11 December 2023
Date on which it will be reviewed	31 December 2024
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	£70,380
Recovery premium funding allocation this academic year	£18,768
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	£89,148

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 can 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: £98,560

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 including 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. Use of MFL Assistants to support the teaching of languages (links to 1 above)	<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

4. Use of Agency and Supply Staff to ensure that qualified teachers are in classrooms wherever possible (links to 1 above)	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2
5. Extra-curricular sports coaching	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1

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

Budgeted cost: £87,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Tutoring for PPG pupils as part of the National Tutoring Programme	Impact of individualised instruction / one-to-one instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
2. Employment of additional TA support including MFL Assistants providing capacity for one-to-one support and supervision	Impact of individualised instruction / teaching assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 and 3
3. Targeted revision sessions for invited GCSE and A-Level pupils	Impact of individualised instruction / small group tuition / holiday schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	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: £146,467

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. Maintain increased pastoral capacity to monitor attendance and punctuality, and monitor pupil progress to provide appropriate interventions	Internal analysis at each reporting cycle shows that poor attendance is strongly correlated with poor outcomes.	2, 4 and 5
4. 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

5. CCF SSI Support and subsidy of CCF subscription and trips	<p>The social impact and return on investment resulting from expenditure on the Cadet Forces in the UK:</p> <p>https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf</p>	1 and 2
6. LAMDA	<p>Impact of Arts participation:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 and 2
7. Peripatetic Music Lessons	<p>Impact of Arts participation:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	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	<p>Impact of Careers Education:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	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. In addition, the implementation of the WHSB Lifelong Readers initiative	<p>Impact of extending school time:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2 and 3
10. Provision of Revision Guides, calculators, sporting equipment etc.	<p>Impact of participation in physical activity:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1 and 3
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>The School's own internal audits have shown that the purchase of various pieces of software in the 2022-23 academic year has improved data collation and sharing, and made interventions with disadvantaged and vulnerable pupils more effective (e.g., MyConcern, SENDit).</p>	2, 4 and 5

12. Assistance with curriculum trips / visits	<p>According to the Council for Learning Outside the Classroom, curriculum-relevant school trips:</p> <ul style="list-style-type: none"> • Give pupils experiences which help them realise their full potential • Motivate and engage pupils who are less suited to classroom-based learning • Raise standards when you are back in the classroom • Improve social, personal and emotional development • Equip pupils with skills they will need in the future. 	1
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Total budgeted cost: £332,467

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 2022 to 2023 academic year.

Attendance

Securing excellent attendance is of paramount importance to ensuring high levels of attainment and, as such, continues to be a priority across all three School Divisions, where both attendance and punctuality are monitored by category and year group in order that we are able to quickly intervene if there are concerns. Interventions are applied consistently across the School and their effectiveness tracked. The School has set a minimum expected attendance target of 97% with the PPG cohort's attendance being just below this at the time of writing. Very few are designated persistently absent.

Outcomes

In terms of GCSE outcomes, the PPG cohort of 17 pupils performed slightly below non-PPG pupils in terms of their average points per entry (7.21 compared to 7.54). That said, they still performed very well and with a Progress 8 score of 0.53, which demonstrates progress well above national performance levels. Furthermore, three of the seventeen pupils achieved a maximum of 72 points in their Best 8 subjects (eight subjects at Grade 9).

At A level, students who would still be PPG/FSM if funding were to continue, are still monitored closely as part of our tracking procedures. In terms of their outcomes, this cohort performed slightly above the Y13 cohort as a whole (104.19 UCAS points compared to 104.13).

Behaviour

Standards of behaviour at WHSB are generally high with internal data showing that most pupils, on average, receive few, if any, behaviour points. This data also suggests that there continues to be no significant difference between the PPG cohort and the School cohort in terms of behaviour. Where some have had behavioural difficulty, School interventions have been applied consistently. Recent Case Studies exemplify the positive change in conduct which has been brought about as a result of these interventions.

Higher Education and Employment

Destinations Post Sixth Form:

Russell Group Universities			
A.	University of Bristol	Law	Grades A*AA (First Choice)
B.	University of Liverpool	Astrophysics with a Year Abroad	Grades ABBC (First Choice)
C.	University of Southampton	Psychology	Grades A*A*A (First Choice)

D.	University of York	English & Philosophy	Grades AAAB (Insurance Choice)
Other Universities			
E.	University of Leicester	Geology	Grades A*BB
F.	University of Leicester	Law	Grades BBB (Insurance Choice)
G.	University of Leicester	Mathematics	Grades ACC (Clearing)
H.	SOAS University of London	World Philosophies	Grades CCD (Clearing)
Other Destinations			
I.	Apprenticeship	Still making Applications	Grades CCD
J.	Gap Year	Resitting	Grades A*AB
K.	Gap Year	n/a	Grades AAB
L.	Gap Year	n/a	Grades AAC
M.	Gap Year	n/a	Grades BCC

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

The School makes Counselling Sessions available to those pupils who require additional help to manage their emotions and develop independent coping strategies. Internal tracking would suggest that PPG pupils do not require a greater degree of support from external agencies in comparison to non-PPG pupils. Those who are considered highly vulnerable (PPG/FSM + SEND + Safeguarding Concern) are monitored extremely closely, with external support networks accessed as required.

Other forms of individual Pastoral Support available include one-to-one interventions from ASC trained Peer Mentors, Progress Leaders or Directors of School. In addition, two members of the Senior Team are trained as Senior Mental Health Leads, which underpins the importance the School places on constructing an environment of positive mental health.

Safeguarding mental health and wellbeing is an essential aspect of our Personal Development Curriculum and also appears frequently in presentations to parents and pupils as part of our programme of Pastoral Care Evenings.

Extra-curricular Provision

The School boasts an extremely broad range of extra-curricular opportunities. Our centralised system for monitoring the attendance of PPG pupils demonstrates that their participation in the co-curricular life of the School is strong. Where PPG pupils are identified as not attending the extra-curricular opportunities available to them, Pastoral Teams encourage participation through the monitoring of the

Participation Log in Student Planners in addition to awareness being raised at a whole-staff level in order to harness greater involvement. During the last academic year, PPG pupils participated in the full range of extra-curricular activities including CCF, DofE, Drama, Music, and Sport and were given access to the necessary additional equipment. Funding for Curriculum trips was also available and contribution to the cost of extra-curricular trips was considered on a case-by-case basis.

Finally, increased capacity within the Library has allowed PPG pupils to use it as a quiet study space and to access books and other materials as needed, particularly after school.

Teaching Assistant Capacity

Teaching Assistant capacity has increased over the past four years, and this has enabled the School to support departments and minimise the amount of time teachers need to spend in cover lessons. This has meant that teachers have been afforded more time to prepare for high-quality teaching and learning in the classroom.

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
Educational Psychologist	Southend Borough Council

Further information (optional)

This is the third year of a three year Pupil Premium Strategy. The School moved to a three year strategy in 2021.