



The  
Westminster  
School



# Pupil Premium Report 2018-19

Approved by Governing Body on:

Signed by Chair of Governors:

Head Teacher:

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Lead Personnel:

J Turner

## Pupil Premium Report 2018-19

### 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 (£1500 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

<b>Number of pupils receiving the Pupil Premium Grant 2018-19</b>	
Total Number of Pupils on roll	197
Total Number of pupils eligible for Pupil Premium Grant	94
Amount received by each pupil eligible for Pupil Premium	£935 - Secondary £1320 - Primary £1500 (LAC)
Total amount received for Pupil Premium	£102,215

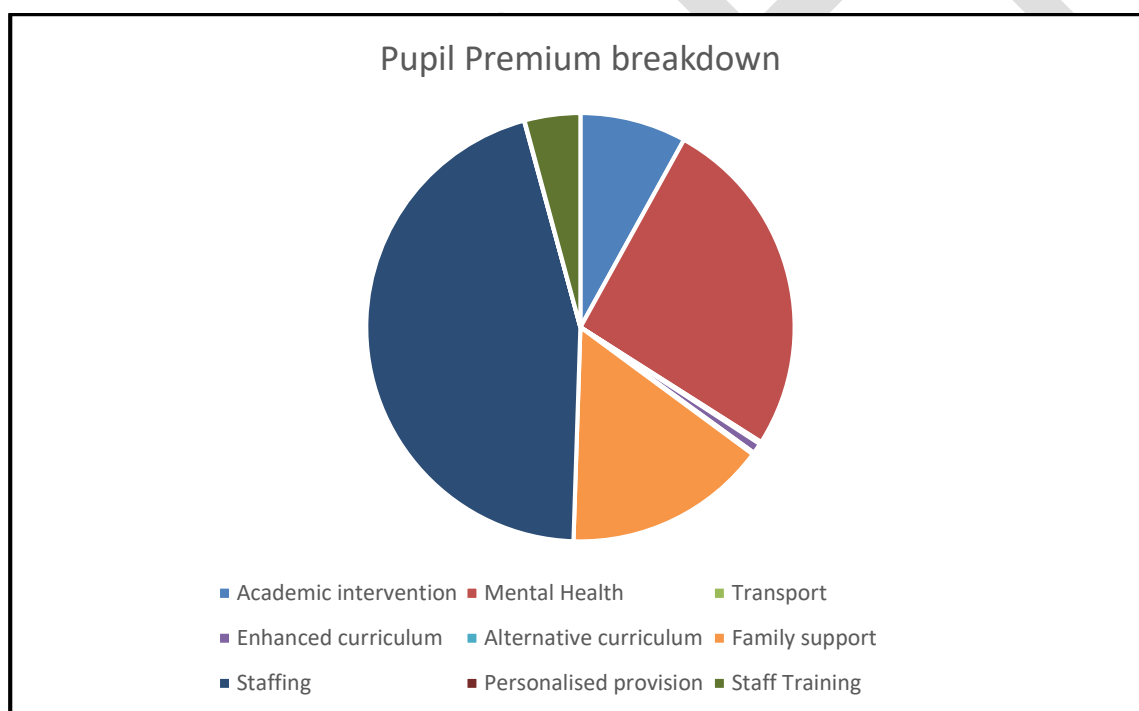
## Objectives of Pupil Premium Spending 2018-19

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 to promote positive mental health and well-being including physical health and independent living.
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:** Continue to raise pupil progress and outcomes

### 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 wellbeing.

### Academic performance report

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 and Maths.

#### KS2

##### KS2

	2019	2019: Pupil Premium	2019: LAC
Number on roll KS2 (Year 6)	5	0	0

KS2 (Year 6) Progress*	Number Achieving	% of NOR Achieving	Number Achieving	% of NOR Achieving	Number Achieving	% of NOR Achieving
English <b>on</b> expected progress	5	100.0	0	0.0	0	0.0
English <b>above</b> expected progress	0	0.0	0	0.0	0	0.0
Maths <b>on</b> expected progress	4	80.0	0	0.0	0	0.0
Maths <b>above</b> expected progress	1	20.0	0	0.0	0	0.0

\*Progress is as defined by schools according to their own tracking system

KS2 (Year 6) Attainment	2019					
	No pupils expected level	% NOR Achieving	No of pupils P1-4	% NOR Achieving	No. of pupils: Pre-key stage standards 1-5	% NOR Achieving
Reading test ( English pre-key stage)	5	100.0	0	0.0	5	100.0
Writing Teacher Assessment	5	100.0	0	0.0	5	100.0
Maths Test	5	100.0	0	0.0	5	100.0

### KS3

	2019		2019: LAC		2019: Pupil Premium	
<b>Number on roll KS3 (Year 9)</b>	25		0		16	
<b>KS3 (Year 9) Progress*</b>	<b>Number of pupils</b>	<b>% of NOR Achieving</b>	<b>Number of pupils</b>	<b>% NOR achieving</b>	<b>Number of pupils</b>	<b>% of NOR Achieving</b>
English <b>on</b> expected progress	11	44.0	0.0	0.0	6	37.5
English <b>above</b> expected progress	14	56.0	0.0	0.0	10	62.5
Maths <b>on</b> expected progress	14	56.0	0.0	0.0	10	62.5
Maths <b>above</b> expected progress	11	44.0	0.0	0.0	6	37.5

All pupils were either on or above target for both English and Maths.

### KS4

<b>KS4 (Year 11) Attainment</b>	2019		2019: LAC		2019: Pupil Premium	
<b>Number on roll KS4 (Year 11)</b>	26		2		16	
<b>Attainment Threshold Measures</b>	<b>Number Achieving</b>	<b>% of NOR Achieving</b>	<b>Number Achieving</b>	<b>% of NOR Achieving</b>	<b>Number Achieving</b>	<b>% of NOR Achieving</b>
English Pass - GCSE (grades 1-9)	5	19.2			3	18.8
English Pass - Entry Level	10	38.0	1.0	50.0	4	25.0
English Pass - Any Other qualification <b>(AQA Unit Award Scheme - TWS)</b>	12	46.1	1.0	50.0	9	56.3
Maths Pass - GCSE (grades 1-9)	2	7.6			1	6.3
Maths Pass - Entry Level	10	38.0	1.0	50.0	5	31.3
Maths Pass - Any Other qualification <b>(AQA Unit Award Scheme - TWS)</b>	11	42.3	1.0	50.0	6	37.5
4 or more qualifications at <b>any</b> level	22	84.6	1.0	50.0	14	87.5
1 or more qualification at <b>any</b> level	26	100.0	1.0	50.0	16	100.0
	<b>2019</b>		<b>2019</b>	<b>LAC</b>	<b>2019: Pupil Premium</b>	

KS4 (Year 11) Progress*	Number of pupils	% of NOR Achieving	Number pupils	% NOR achieving	Number of pupils	% of NOR Achieving
English <b>on</b> expected progress	19	73.1	1.0	50.0	12	75.0
English <b>above</b> expected progress	6	23.1	0	0.0	4	25.0
Maths <b>on</b> expected progress	15	57.7	0	0.0	9	56.3
Maths <b>above</b> expected progress	9	34.6	1.0	50.0	6	37.5

## 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

- Unauthorised absence has decreased for those eligible for PPG.
- Attendance of PPG has increased by 1.12%

Whole School						
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	82	93.81	5.51	0.68	0.06	0.06
Not Pupil Premium	117	91.67	5.95	2.38	0.12	0.85

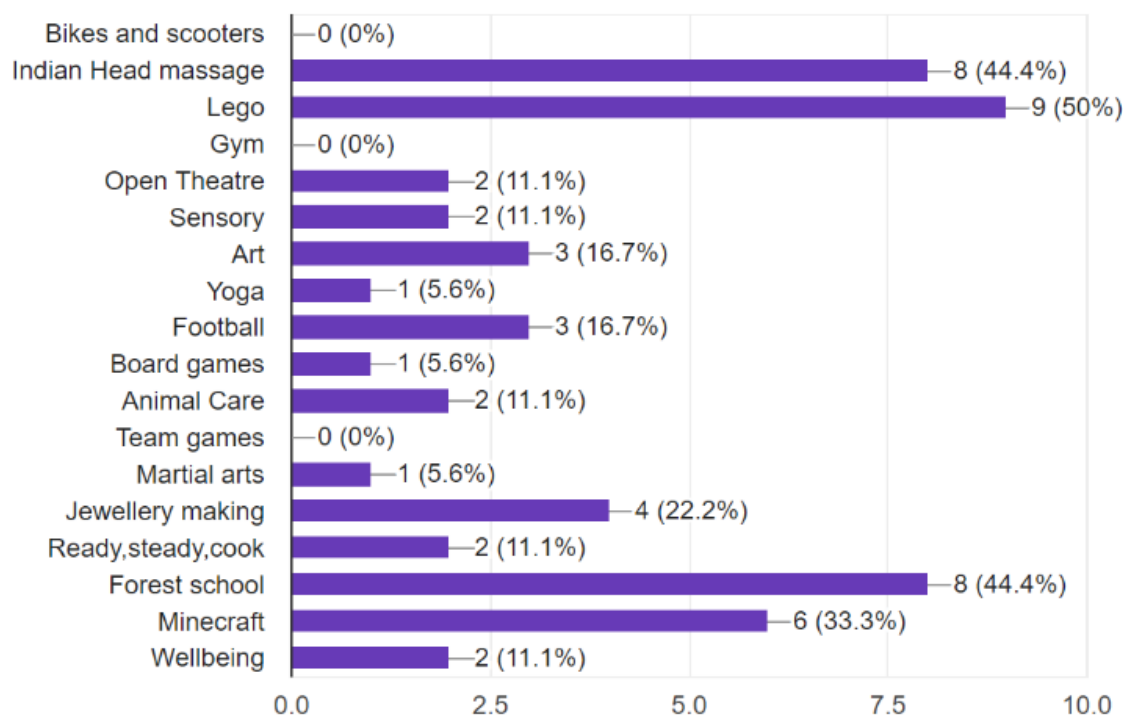
## Wellbeing

Over the course of the academic year, we have run two well being days. Pupils have been able to choose a range of activities throughout the day to improve their wellbeing. Response to these days have been positive from both staff and pupils. The most recent evaluation can be found below:

## Smile Day feedback - pupils

### Which three activities did the pupils enjoy the most?

18 responses



How did the SMILE day make pupils feel?
Happy and excited
Happy
Happy, good, excited, fun
Happy, excited
They were relaxed and had a lot of fun.
It made me quite relaxed
It made me very relaxed
Fine I was happy i was with people i know and not changing
Very relaxed
I don't know
Happy and chill
Very good
Better than lesson
It made me feel relaxed
Good
It made them feel happy, as they had chance to work with different children.
Happy and excited
Happy, relaxed, able to express themselves

## SMILE day Feedback - Staff

Which three activities did you enjoy the most?	What impact do you think the SMILE days have?
Team games, Forest school, Wellbeing	Children are engaged with each other
Lego, Football, Animal Care	The children really enjoyed working together to solve problems and activities, they all seemed to grow in confidence throughout the day and I was able to get to know my class better within a different setting. The lego session was fantastic and allowed them to be more independent and work as part of a team.
Yoga, Martial arts, Wellbeing	Gives students experiences they might not ever experience.
Bikes and scooters, Open Theatre, Sensory, Art, Forest school	Enable you to know more about our kids choosing different activities
Lego, Jewellery making, Ready,steady,cook	Pupils are all engaged, enjoy doing different activities that they might not do in class or school.
Forest school	I think they introduce the pupils to a wide range of activities
Sensory, Animal Care, Ready,steady,cook	Pupils interact with others in a calm and laid back environment, completing activities they may not otherwise as part of their timetable.
Open Theatre, Football, Animal Care	Give pupils a chance to enjoy new activities
Martial arts	Pupils experiencing new things and having a chance to communicate and work with other adults
N/A - I ran a workshop	This event brought our pupils together and served as a great way to nurture their well-being
Lego	reduced anxiety, relaxed, enjoyable
Indian Head massage, Wellbeing	They enrich the children's lives and encourages new interests.
N/A - I ran a workshop	Encourage the children to interact with staff and children less familiar to them and build their confidence and self esteem in activities they wouldn't usually do.
Lego, Animal Care, Team games	its enjoyable to do activities with no set outcome/ target to meet and to be able to encourage the social interactions that naturally take place.
N/A - I ran a workshop	The pupils really enjoy them and it gave the chance for the new pupils to meet others in a relaxed environment. The whole day had a 'feel good factor'.



### Desired Outcomes for 2019-20:

- a. Pupils will be able to access the most appropriate curriculum pathway for their need that is personalised to them.
- b. Parental engagement will increase
- c. Pupil Premium attainment and progress monitoring will be robust and used to inform subsequent provision.
- d. Pupils and their families will be supported to address and improve social, emotional and mental health needs through access to therapeutic services and internal wellbeing support.
- e. Pupils and families with low attendance levels are supported and challenged.
- f. Pupils engagement levels will continue to improve

### Objectives set for 2019-2020

1. **Basic skills:** develop the application of basic skills in real life contexts to support independence and personal development.
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