

Pupil Premium Strategy Statement

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Introduction

This statement details our Academy's use of pupil premium and recovery premium funding for the 2022-2023, 2023-2024 and 2024-2025 academic years 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 has had within our Academy.

School overview

Details	Information
School name	Westfield Academy
Number of pupils in school	1,164 (KS3 & KS4)
Proportion (%) of pupil premium eligible pupils	24% (280)
Academic years that our current pupil premium strategy plan covers	2022-23, 2023-24, 2024-25
Date this statement was published	20 December 2023
Date on which it will be next reviewed	December 2024
Statement authorised by	Tim Body, Headteacher
Pupil Premium lead(s)	Tim Body, Headteacher Shibani Patel, School Business Manager Ishrat Riaz, Deputy Headteacher (Curriculum & Achievement) Katy Neal, Assistant Headteacher (Data & Exams) Paul Smith, Assistant Headteacher (Behaviour & Attendance)
Trust lead	Stephen Ville

Funding overview

Detail	2022 / 23 Budgeted	2022 / 23 Actuals	2023 / 24 Budgeted
Pupil premium funding allocation	£263,980.00	£277,233.00	£296,000.00
Pupil premium funding brought forward	£47,422.00	£0.00	£0.00
Total pupil premium funding available	£311,402.00	£324,655.00	£296,000.00
Total recovery premium funding available	£73,968.00	£74,658.00	£78,936.00
Total pupil premium and recovery premium funding available	£385,370.00	£399,313.00	£374,936.00
Total actual spend / budget for the year	£385,663.49	£399,155.63	£397,600.00

Part A: Pupil Premium strategy plan

Statement of intent

Purpose: The Pupil Premium Grant (PPG) is additional funding designed to help schools close the attainment gap between students from low-income and other disadvantaged families and their peers.

The Government believes that the Pupil Premium Grant is the best way to address the current inequalities between students eligible for Free School Meals (FSM) and their peers. Westfield Academy receives funding for students eligible for FSM, or who have been eligible at any time over the last six years (FSMeV6), students whose parents are serving in the armed forces or students who are in care, adopted from care or 'looked after'. It is for schools to decide how the pupil premium allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Pupil Premium funding is calculated based on the pupils on roll at the school during the January census. It is not intended to be an individual 'account' for Pupil Premium pupils. This means that the school's allocation will be spent on key strategies to benefit the needs of Pupil Premium pupils and help in increasing their progress and raising their attainment across the school. By using the money as a whole budget, larger whole school strategies which benefit a larger number of pupils are able to be actioned (eg., staffing for small group tuition or to support high quality teaching in the classroom). Our intention is that all pupils, no matter what their background or starting point, make good progress and achieve well.

The activities outlined in this statement are intended to support the needs of all learners regardless of whether they are disadvantaged or not. High-quality teaching and resourcing is integral to this strategy and having high quality teachers in all our classes is our main objective. All extra support is provided in smaller groups out of lesson.

Challenges

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

Challenge number	Detail of challenge
1	Our behaviour data indicates that children who are disadvantaged are more likely to be internally isolated or suspended from school. Disadvantaged pupils make up around 25% of the Academy but data from last year shows that Pupil Premium pupils make up 41% of the internal isolations. It also shows that Pupil Premium pupils make up 43% of Suspensions which is down from 50% for the previous year.
2	Our attendance data over the last few years indicates that disadvantaged children are more likely to have poor attendance than other children at the academy, although this gap is getting smaller. In the academic year 2020 / 21 the gap was 7%, in the academic year 2021 / 22 the gap was 4.6%. In the academic year 2022 / 23 the gap had grown to 5.9%. 43.42% of disadvantaged pupils have been persistently absent compared to 20.12% of non-disadvantaged pupils over the course of the academic year 2022 / 23. Our assessments show that this is negatively impacting the progress of disadvantaged pupils.
3	2023 data showed our best ever Progress 8 measure for disadvantaged students (0.0). However there is still a bigger gap than we would want (as Progress 8 for all students is 0.35), and therefore this area will remain a target for us to continue narrowing the gap. The Maths attainment of disadvantaged pupils in KS3 is lower than non PP. Our baseline tests in Year 7 showed that disadvantaged students struggle with some basic maths such as times tables and many pupils particularly struggle with problem solving tasks. This has been exasperated by missed time in school due to Covid. We have purchased 'Times Table Rockstars' to help students to engage with basic levels of numeracy and created a "numeracy lead" role.
4	Access to Chrome books for all Year 7 & 8 students in order to reduce the gap in learning and to aid home learning. Students from disadvantaged backgrounds will be supplied with these free of charge. <i>Update: This has been rolled out with the current Year 8 & 9 students and our new Year 7 students have started to receive these as well.</i>

5	Year 7 & 8 catch up in literacy & reading. Small groups of students work with our primary trained teacher during their English lessons to improve on their literacy levels so that they are able to go back into the mainstream lessons with the necessary literacy levels to achieve. Reading groups have been created and are used in form-time in the morning where students are reading and also a literacy focus is applied to this. This is in order to help them improve their basic levels of literacy and is based on the CATs tests that were conducted. PP students form the majority of these groups.
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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
To narrow the gap in attendance between advantaged and disadvantaged students	Sustained high attendance from 2023 / 24 demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate for all and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be no more than 4%. • The percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 5% lower than their peers. • Overall attendance for all students and for disadvantaged students to be in-line with OR above the national average (using FF Aspire).
To reduce the amount of time that all pupils are out of lessons due to poor conduct, with a focus on our disadvantaged pupils	High standards of behaviour across the academy from 2022 / 23 onwards demonstrated by: <ul style="list-style-type: none"> • Reduction in the amount of suspensions, with disadvantaged pupils making up no more than 35% of total Fixed Term Exclusions. • Reduction in the amount of internal isolations, with disadvantaged pupils making up no more than 30% of total internal isolations.
To narrow the gap in progress for PP students in Maths against non-PP	Increased intervention and support in 2022 / 23 and moving forwards, to narrow the gap between PP & non-PP students: <ul style="list-style-type: none"> • A gap of less than 1% between PP and non-PP students in Grade 4+ in Maths • PP students to achieve over 60% Grade 4+ in Maths
To narrow the gap between PP students and non-PP students in achieving a Pass in GCSE Maths	<ul style="list-style-type: none"> • 2021 / 22 – PP students in Maths achievement 51.1% 4+ • 2022 / 23 – PP students to achieve 60% 4+ • 2023 / 24 – PP students to achieve 62%

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 (eg., CPD, recruitment & retention)

2022 / 2023 – Budgeted cost: £111,941.55

2022 / 2023 – Actual cost: £124,557.60

2023 / 2024 – Budgeted cost: £118,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To improve the quality of the curriculum & to improve the quality of teaching & learning offered for all students through the use of externally led curriculum reviews & teacher training by a school improvement consultant and targeted support for Heads of Faculty. The teaching and learning strategy will prioritise the needs of disadvantaged students.	<p>An external review supported by external expertise will develop the understanding of the curriculum and how best to suit our cohort of students:</p> <ul style="list-style-type: none"> To highlight areas for development in the curriculum to ensure ALL students are all receiving a high quality of education which will help to reduce the gap between disadvantaged and non-disadvantaged students. <p>This will include:</p> <ul style="list-style-type: none"> The use of our School Improvement Partner as well as subject specific support. 2023 / 24: Maths, MFL and ICT support Creating more capacity for Heads of Faculty through the use of LSA's & extra staffing. 	3, 4, 5
Whole school marking & moderation sessions to be built into the school calendar throughout the year to ensure consistency and standardisation	<ul style="list-style-type: none"> PP students will be highlighted as part of the moderation process to ensure they are provided accurate levels of feedback Staff training and moderation to pick up and highlight inconsistencies Accurate marking and feedback will then drive intervention strategies 	3
Maths-Watch support & homework package	Extra resources purchased to allow students to have access via home - these resources cater for all types of learners (video demos). Supported by the use of Chromebooks in and out of class to increase off-site engagement.	3
My GCSE Science	This has been made available to all students as an extra resource for independent students learning. This allows for increased offsite learning. https://www.my-gcscscience.com/	All
MFL assistants, support for MFL achievement	We have employed two Modern Foreign Language Assistants to increase small group support in French and Spanish leading to increased outcomes in MFL and the EBACCC overall.	

Targeted academic support (eg., tutoring, one-to-one support structured interventions)

2022 / 2023 – Budgeted cost: £126,455.54

2022 / 2023 – Actual cost: £144,481.80

2023 / 2024 – Budgeted cost: £149,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Identifying pupils who might benefit from more vocational courses or need alternative support with their behaviour and well-being. A significant proportion of these pupils are Pupil Premium.	We have made available a range of alternative provisions designed to engage students. These include: <ul style="list-style-type: none"> • Building courses, Hair and Beauty courses, Sports Development courses, 1-2-1 tuition, mentoring, online tutoring This strategy is supported by employing an Inclusion Manager and Inclusion Mentor.	1, 2
Targeted support for key students	Targeted KS4 students working in smaller groups for more focused support to help narrow the gap. These sessions will be in English, Maths & Science and will take place after school, on Saturday mornings and in the school holidays.	3
Primary teacher supporting literacy & numeracy	Targeted KS3 students working in smaller groups out of mainstream lessons with a primary teacher to improve literacy and numeracy skills allowing them to confidently access the content.	5

Wider strategies (eg., related to attendance, behaviour, wellbeing)

2022 / 2023 – Budgeted cost: £147,266.40

2022 / 2023 – Actual cost: £130,116.23

2023 / 2024 – Budgeted cost: £130,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the emotional wellbeing of our students. Adopting a new approach around wellbeing and emotional health, called “Thrive” ¹ . It will be targeted towards specific pupils who need support with their emotional and behaviour needs.	There is evidence that the thrive approach closes the gap for vulnerable children across a range of measures including attainment, behaviour and attendance. https://www.thriveapproach.com/ . A pastoral member of staff trained to deliver the “Thrive Approach” in 2023 / 24. Non-teaching, pastoral & SEN staff are receiving Thrive training during 2023 / 24.	1, 2
Adopting a positive approach to behaviour management by offering incentives for disadvantaged pupils such as free rewards trips and extra curricular clubs	Based on our own observations and data, disadvantaged and vulnerable pupils who have engaged in our extra-curricular activities have attended school more regularly and have been involved in less behavioural incidents	1, 2
Contingency fund for other issues	Based on our own experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, this could be for uniform and equipment or any other needs	All

¹ <https://www.thriveapproach.com/>

Student services	To support student wellbeing, we have created a Student Services area in school which is always staffed	
Mental Health Support	In 2023 / 24 we will appoint a mental health lead to increase our support for vulnerable students	
Learning Resources Centre	To increase our support for students in non-contact time and out of hours we have created a Learning resource Centre (LRC) this includes: <ul style="list-style-type: none"> • A staffed homework club • A LRC manager • Increased resources 	

Total 2022 / 2023 – Budgeted cost: £385,663.49

Total 2022 / 2023 – Actual cost: £399,155.63

Total 2023 / 2024 – Budgeted cost: £397,600.00

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 / 23 academic year.

For the first year since progress measures were introduced, we have achieved positive results for PP students in their P8 and A8 measures. Achievement for PP students has increased and the gap between PP and non-PP has reduced significantly.

- P8 scores – PP = +0.1 and non-PP = +0/4 – this is a significant decrease in the gap and also a positive progress 8 score for the PP students which is a huge achievement for us.
- A8 scores – PP = +0.12 and non-PP = +0.39 – again this is a significant decrease in the gap and shows a positive attainment 8 score which is something that we worked very hard on as an academy and we are very proud of.
- Maths results for PP and non-PP students for the Grade 4+ were within 1% of each other with PP students achieving 64.1% and non-PP students achieving 64.6% – this was an incredible achievement and was as a result of the hard work and interventions that went into Maths to ensure that the gap was reduced.
- Additionally, students achieving both English and Maths at a Grade 4+ and a Grade 5+ was exactly the same between the PP and the non-PP students.
- Grade 4+ = 61.5%.
- Grade 5+ = 30.8%.
- This was as a result of targeted intervention and support for the PP students to ensure that they could achieve the same goal as their non-PP counterparts.
- As an Academy, we worked incredibly hard to ensure that PP students were not disadvantaged and they have left school with the same/similar results to their non-disadvantaged peers.
- In order to try and counteract the mental health issues that have risen in the school, particularly with PP students, a mental health lead will be appointed to support these students.
- Attendance in 2022 / 23 has increased from the previous year and disadvantaged students attendance has increased, with the gap between advantaged and disadvantaged sitting at 5.9%. This is still higher than we would like, as pre-pandemic this was 2.5% therefore, this is still a target for us as we move forward.
- 2022 / 23 – 33% of all student behaviour incidents were disadvantaged students however, which is down from 53% for the previous year.