

Pupil Premium Policy

Date Issued:	March 2024
Review Date:	February 2028

Changes made since last review:	
Updated to a 4-yearly review	
Pg 2	Removal and replacement of second bullet point & updated 'FIFA' to 'EA' club
Pg 3	Added Chromebooks, alongside neo pads in last bullet point

Purpose

The Pupil Premium is additional funding 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 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. Schools are free to spend the Pupil Premium as they see fit and whilst support must be targeted at students eligible for the Pupil Premium, some provision will inevitably benefit other students.

The annual Pupil Premium report – the 'Pupil Premium Strategy Statement' – is published on the Academy's website.

Pupil Premium funding is calculated based on the students on roll at the Academy during the January census. It is not intended to be an individual 'account' for Pupil Premium students. Schools are expected to use the funding to benefit the whole cohort of Pupil Premium students. This means that the Academy's allocation will be spent on key strategies to benefit the needs of Pupil Premium students and help in increasing their progress and raising their attainment across the Academy. By using the money as a whole budget, larger whole Academy strategies which benefit a larger number of students are able to be actioned (e.g. staffing for small group tuition or to support high quality teaching in the classroom).

As on average 30% of our students are FSMev6, we don't take an individualised approach, we look at strategies that will support all students but be particularly beneficial to those students from a "disadvantaged" background.

This will cover strategies such as:

- Employing an inclusion mentor, to focus on reengaging students who have disengaged, the priority for these places will go to Pupil Premium students.
- Employing a primary school teacher to support 'catch up' in Key Stage 3.
- Purchasing Year 11 / 13 revision materials, for students who don't have access to them.
- Purchasing uniform and equipment for students where this is a need.
- One to one teacher support and / or tuition.
- One to one group support.
- Revision courses.
- Support with educational visits.
- ICT materials to support learning.
- ICT subscriptions and online purchases to support curriculum.
- Textbooks for the student to annotate for revision and processing purposes.
- Extra-curricular clubs, led by the Inclusion Team – EA Club.
- Extra-curricular educational courses (e.g. Sports Leaders Award, Duke of Edinburgh, etc.).
- Procedures and practices within the Academy to allow staff to communicate potential needs for support.
- Focusing on excellent classroom teaching and a creative curriculum via a dedicated learning mentor and staff working group, lesson observations and learning walks in order to share good practice.
- Creating a calm, dedicated non-classroom space for working.
- Regular staff training sessions during Inset days to ensure that effective support and high standards of inclusive teaching are achieved in the classroom.
- Raising awareness of child poverty with staff and Trustees via an organic inclusion list and regular updates to staff and Trustees via the SEN Link Trustee.

- Early Intervention to look for potential needs via baseline testing.
- Offering new opportunities to our disadvantaged or vulnerable students to improve confidence and self-worth, in positions such as prefects, subject leaders and peer mentors.
- Reading books / materials.
- Neo pads or Chromebooks, where literacy is an issue.

This is not an exhaustive list, we will use Pupil Premium money to respond to needs that are identified through our data analysis.

External barriers (issues which also require action outside the Academy, such as low attendance rates)

- Attendance rates for the Academy are at least 3% lower for PP students.
- Parental engagement has been difficult with some of our PP parents – they can find the Academy intimidating and as a result feel unable to work with us to support their children. The result is the students having a negative approach to the Academy and causes them to fall behind on average.
- The impact of the pandemic has “hit” disadvantaged families the hardest. The achievement and attendance gap has increased and parental engagement has decreased.

How will we measure impact?

- PP students at Westfield make expected or better progress than similar students nationally.
- Gap narrowed between PP students and non-PP students at the end of KS4.
- Gap narrowed between PP students and non-PP students in Maths at the end of KS4.
- Gap narrowed between PP students and non-PP students in English at the end of KS4.
- Increased use of funding forms indicate raised awareness of the needs of PP students and more targeted interventions.
- Behavioural issues for some PP students decrease.
- Attendance rates for PP students are in line with or better than similar students nationally.
- Relationships with parents of PP students improve and attendance rates at parents’ evenings and school events improve. Pastoral teams report positive relationships.