

# Pupil Premium Strategy Statement

Date Issued:	31st December 2025
Review Date:	31st December 2026

## Table of Contents

<b>Introduction</b>	<b>3</b>
School overview	3
Funding overview	3
<b>Part A: Pupil Premium strategy plan</b>	<b>3</b>
Statement of intent	3
Challenges	4
Intended outcomes	5
<b>Activity in this academic year</b>	<b>5</b>
Teaching	5
Targeted academic support	6
Wider strategies	6
Intended Student Outcomes	7
<b>Part B: Review of outcomes in the previous academic year</b>	<b>7</b>
Pupil Premium strategy outcomes	7

## Introduction

This statement details our Academy's use of pupil premium funding for the 2025/26 to 2027/28 academic years, with the aim of improving outcomes for 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. These priorities are linked directly to our strategic plan and will be reviewed each year.

### School overview

Details	Information
School name	Westfield Academy
Number of pupils in school	1,183 (KS3 & KS4 only) with 158 in the Sixth Form
Proportion (%) of pupil premium eligible pupils	28% (326)
Academic years that our current pupil premium strategy plan covers	2025-26, 2026-27, 2027-28
Date this statement was published	31st December 2025
Date on which it will be next reviewed	31st December 2026
Statement authorised by	Tim Body, Headteacher
Pupil Premium lead(s)	Tim Body - HT Shibani Patel - SBM Ishrat Riaz - SDHT (Curriculum & Achievement) Katy Neal - AHT (Data & Exams) Paul Smith - AHT (Behaviour & Attendance) Sarah-Kate Rafter - AHT - Year 11
Trust lead	Stephen Ville

### Funding overview

Detail	2024-25 Actual	2025-26 Budgeted
Pupil premium funding brought forward	£(436)	£(568)
Pupil premium funding allocation for the year	£320,080	£349,820
Total pupil premium funding available	£319,644	£349,252
Total pupil premium expenditure	£320,212	£352,854

## Part A: Pupil Premium strategy plan

### Statement of intent

**Purpose:** The Pupil Premium Grant (PPG) is funding designed to help improve the attainment gap between students from-disadvantaged families and their peers. The Government believes that the Pupil Premium Grant can provide support 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'.

The Pupil Premium Grant is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It is for schools to decide how the grant is spent, since they are best placed to assess what additional provision should be made for the students within their responsibility. This means that the school's allocation can be spent on key strategies to benefit the needs of pupils and help in increasing their progress and raising their attainment across the school. Funding is used as part of the 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

The challenges are based on the academy self evaluation (SEF), the strategic direction outlined in our strategic plan, focussing in particular on students from a disadvantaged background.

Challenge	Detail of challenge
1	<p><b>Strategic Objective 1 - Excellence in Teaching, Learning &amp; Curriculum;</b><sup>1</sup></p> <ul style="list-style-type: none"> <li>To strengthen outcomes for all students from a disadvantaged background. (Narrowing the gap between disadvantaged and non-disadvantaged students)</li> </ul>
2	<p><b>Strategic Objective 2 - Inclusion, Behaviour &amp; Student Wellbeing;</b></p> <ul style="list-style-type: none"> <li>To improve attendance for all disadvantaged students <ul style="list-style-type: none"> <li>To expand our curriculum pathways and increase our inclusion and alternative provision.</li> <li>To increase engagement in school trips and extra-curricula clubs for students from disadvantaged backgrounds</li> </ul> </li> </ul>
3	<p><b>Strategic Objective 4 - Leadership, Community, Sustainability &amp; Financial Resilience</b></p> <ul style="list-style-type: none"> <li>Increased student "quality" student destinations for students from a disadvantaged background <ul style="list-style-type: none"> <li>To increase the % of students from disadvantaged backgrounds Disadvantaged students achieving "top third/russell group" university places</li> <li>To increase the % of students from a disadvantaged background taking higher apprenticeships</li> </ul> </li> </ul>

<sup>1</sup> Referring to the "strategic objectives" in the Westfield Academy 3-year strategic plan

## 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 <sup>2</sup>
To strengthen outcomes for all students from a disadvantaged background.	<sup>3</sup> Attainment 8 for disadvantaged students to increase to 46(4.6) by 2028. Progress 8 for disadvantaged students to reach 0.0 by 2028.
To improve attendance for all disadvantaged students	Attendance for disadvantaged students to rise to 90% by 2028. <sup>4</sup>
Increased student “quality” student destinations for students from a disadvantaged background	Students from a disadvantage background achieving a place at “top third” universities to reach 3% by 2028 <sup>5</sup>

## 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

**2025-2026 budgeted cost: £110,980**

Activity	Evidence that supports this approach	Challenge number(s)
Staff CPD to prioritise “adaptive” teaching	Internal reviews have shown that with the “increasing need” of the students, greater inclusivity can form increased adaptation.	1
Coaching program to support staff delivering “high challenge & demand” in the classroom	See above. Staff are in “coaching trios” focussing increasing challenge and demand in the classroom	1
Regular “light bite” CPD looking at successful T&L strategies to support our cohort of students.	Regular short sharp reminders and “tips” for staff	1
Increased use of Teaching Assistants.	To add an extra adult in the classroom to support specific individuals.	
Reading interventions	More intensive reading interventions	1

<sup>2</sup> These objectives highlight success criteria over a three year period. Depending on performance we may increase the criteria in our review each year.

<sup>3</sup> A8; 2026 -42.5, 2027 - 44, 2028 - 46. P8; 2026 - n/a, 2027 -0.2, 2028 - 0.0

<sup>4</sup> Attendance; 2026 - 88%, 2027 - 89%, 2028 - 90%

<sup>5</sup> As the current % is 0, we have started off with caution. 2026 - 1%, 2027 - 1.5%, 2028 - 3%

Whole school literacy strategy	Research led INSET days planned by an external colleague, designed to raise reading ages and increase outcomes across the whole school.	1
New position put in place to support student mental health. (L. Joyce)	Mentoring support to work with girls with anxiety, to help them maintain in school.	1
Reduced class sizes	Reduced class sizes in English & Maths at KS4 to try support certain students	1

### Targeted academic support

**2025-2026 budgeted cost: £136,060**

Activity	Evidence that supports this approach	Challenge number(s)
Targeted revision strategies; before school;	Evidence year-on-year at Westfield shows that students who attend our revision do better than those students who don't. (Evidence shows that students from disadvantaged backgrounds often don't have a home environment conducive to study.)  Our evidence shows that before school, Saturday morning and holidays are the most effective.	1
Weekend intervention; Saturday morning revision sessions; En, Ma, Sc		1
Holiday intervention; for a range of different subjects		1
Revision support packages - Maths; Parx and Mathswatch.		1

### Wider strategies

**2025-2026 budgeted cost: £105,810**

Activity	Evidence that supports this approach	Challenge number(s)
Increased rewards and strategies for increasing attendance inc " <i>12 days of Christmas.</i> "	Positive strategies tend to work, guidance and research has said "decide on where you believe you can win." These strategies are designed to particularly lift attendance for students from the "groups" who have had the lowest attendance over recent years. <sup>6</sup>	2
Careers interviews to encourage Yr 13 students to aim for higher universities.	Greater time spent with students discussing careers opens up more aspirational possibilities for them.	3
Year 13 mentoring to support high aspirations	The "destinations" board also helps to increase the focus on "destinations."	3

<sup>6</sup> Pakistani and white British students

Attendance rewards	Rewards are our most powerful tool. Rewarding attendance has a short term impact.	2
--------------------	---	---

**Total 2025-2026 budgeted cost: £352,850**

## Intended Student Outcomes

These are outlined in greater in our Strategic Plan

KPI	KS4	2025	2026	2027	2028
Challenge 1					
1c	Progress 8 - Disadvantaged	n/a	n/a	-0.2	0.0
1g	Attainment 8 - disadvantaged students	35	38	40	41
Challenge 3					
1m	Students achieving top third universities - disadvantaged	0%	1%	1.5%	3%
Challenge 2					
2d	Attendance - Disadvantaged	83.7%	88%	89%	90

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

The data below outlines the details of the performance of our Pupil Premium students in the 2024-25 academic year. Where the strategies didn't lead to a form of improvement, this has been reflected in the strategy moving forwards. (2025-28)

Pupil Premium	Non- Pupil Premium	Increase/decrease from previous year
Average Attainment 8 (A8) - 3.4	Average Attainment 8 - 4.4	<i>GAP - 1.0. Overall A8 increased from 2024/25, however the GAP did increase from 0.3 to 1.0.</i>
Grade 4+ inc E&M - 42.4%	Grade 4+ inc E&M - 56.8%	<i>GAP - 14.4%. Overall attainment for PP students decreased and the GAP increased.</i>
Grade 5+ inc E&M = 30.4%	Grade 5+ inc E&M = 46%	<i>GAP - 15.6%. Overall this measure increased but the GAP also increased as in 2023/24 PP was 26.1% but non-PP was 24.5%</i>
Grade 4+ in English = 58.9%	Grade 4+ in English = 67.6%	<i>GAP - 8.7%. Overall there</i>

		<i>was a decrease in this measure and an increase in the GAP.</i>
Grade 5+ in English = 48%	Grade 5+ in English = 57.6%	<i>GAP - 9.6%. Overall this measure increased for both PP and non-PP students, however the GAP widened.</i>
Grade 4+ in Maths = 58.1%	Grade 4+ in Maths = 62.6%	<i>GAP - 4.5%. Overall attainment for both PP and Non-PP students increased and the GAP widened.</i>
Grade 5+ in Maths = 30.4%	Grade 5+ in Maths = 46%	<i>GAP - 15.6%. The measure increased for both PP and Non-PP students but the GAP widened.</i>
Attendance - 82.51%	Attendance - 90.33%	<i>GAP increased to 7.82% from 6.04% - we didn't have the overall impact we wished for with attendance. This is a priority in the strategy moving forwards.</i>
Persistent Absence <sup>7</sup> - 43.43%	Persistent Absence - 19.40%	<i>As above - the GAP widened to 24.03 from 21.16.</i>
Behaviour incidents - 33% from PP students	Behaviour incidents - 67% from non-PP students.	<i>A significant drop from 53% in 2023/24</i>

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. This appointment was made in May 2025 so full impact isn't yet fully measurable. However the initial impact was evident in a reduction in "on site truancy" from the target group of Yr8 & 9 girls.

<sup>7</sup> Persistent absence - the percentage of students with attendance  $\geq 90\%$