

Pupil Premium Strategy Statement

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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	£352,850

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

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will

¹ Referring to the "strategic objectives" in the Westfield Academy 3-year strategic plan

measure whether they have been achieved.

Intended outcome	Success criteria ²
To strengthen outcomes for all students from a disadvantaged background.	³ 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. ⁴
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 ⁵

Activity in this academic year

This details how we **intend** to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

2025-2026 budgeted cost: £110,980

Activity	Evidence that supports this approach	Challenge no	Review
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	Staff CPD has been embedded with a clear focus on adaptive teaching. While quantitative impact is still developing, staff feedback and learning walks indicate improved differentiation and responsiveness in lessons. This supports better access to learning for disadvantaged pupils and represents a sound investment in improving quality first teaching.
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	Coaching trios have strengthened professional dialogue and consistency in delivering high challenge and demand. Evidence from observations suggests

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

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

⁴ Attendance; 2026 - 88%, 2027 - 89%, 2028 - 90%

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

			increased use of questioning and stretch, although impact varies across departments. Continued investment is justified as practice becomes more embedded.
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	Light bite CPD has provided regular reinforcement of key strategies. Staff engagement has been strong and this has supported consistency in classroom routines. While difficult to quantify, there is growing alignment in teaching approaches, suggesting value for money.
Increased use of Teaching Assistants.	To add an extra adult in the classroom to support specific individuals.	1	Increased deployment of Teaching Assistants has enabled more targeted in-class support. Observations indicate improved engagement from identified pupils, though impact is dependent on effective deployment. Further refinement will maximise return on investment
Reading interventions	More intensive reading interventions	1	Reading interventions have been positively received and show early signs of improving student confidence and engagement with texts. While formal reading age data is limited, qualitative feedback supports continuation of this provision.
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	The whole school literacy strategy has begun to establish a consistent approach to reading. External expertise has strengthened staff understanding, though measurable outcomes will take longer to evidence. This remains a strategic long-term investment.
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	The mental health support role has had an immediate positive impact, particularly with identified groups. Early indicators such as reduced on-site truancy suggest this funding is well targeted,

			though further time is needed for measurable outcomes.
Reduced class sizes	Reduced class sizes in English & Maths at KS4 to try support certain students	1	Reduced class sizes in core subjects have supported improved classroom management and increased individual attention. Staff report improved engagement, though impact on attainment data is not yet fully realised.

Targeted academic support

2025-2026 budgeted cost: £136,060

Activity	Evidence that supports this approach	Challenge no	Review
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	Feedback from students and staff has been very positive regarding before school revision. Attendance for before school revision was on average above 80% for Science and English & 70% for Maths. After school revision attendance was less positive. Core subjects remained above 70% with option subjects varying between 40% & 60% (practical subjects such as Art/DT/Food had better attendance). Feedback suggested that there is a need for this to be differentiated from a normal school lesson to targeted revision and may need to be only offered to target students.
Weekend intervention; Saturday morning revision sessions; En, Ma, Sc		1	Weekend intervention is offered to target students throughout key time in the academic year. Attendance has been good overall with a dip in the final term.
Holiday intervention; for a range of different subjects		1	Attendance has been good overall, remaining above 70% for target students with a dip in the final term.
Revision support packages -		1	Revision packages are received well by parents and students. Feedback is good in the main, some students

Maths; Sparx and Mathswatch.			prefer the Maths Watch package for revision in comparison to Sparx.
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Wider strategies

2025-2026 budgeted cost: £105,810

Activity	Evidence that supports this approach	Challenge no	Review
Increased rewards and strategies for increasing attendance inc “12 days of Christmas.”	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. ⁶	2	Attendance reward strategies have had a short-term positive impact on engagement. While overall attendance targets were not fully met, these initiatives contribute to incremental improvement and remain a useful tool.
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	Careers interviews have broadened student aspirations and increased awareness of post-18 pathways. While outcomes will be seen longer term, early feedback supports continued investment.
Year 13 mentoring to support high aspirations	The “destinations” board also helps to increase the focus on “destinations.”	3	Year 13 mentoring has supported a stronger focus on destinations and aspirations. Evidence is largely qualitative at this stage but indicates improved student engagement with progression planning.
Attendance rewards	Rewards are our most powerful tool. Rewarding attendance has a short term impact.	2	Attendance rewards continue to be an effective short-term motivator. While not a standalone solution, they contribute to a wider strategy and represent reasonable value when targeted effectively.

Total 2025-2026 budgeted cost: £352,850

⁶ Pakistani and white British students

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 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 ⁷ - 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.

⁷ Persistent absence - the percentage of students with attendance $\geq 90\%$