

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024/25 academic year) funding 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 had within our school.

## School overview

| Detail  | Data                               |
|---|------------------------------------|
| School name   | Westfield Academy                  |
| Number of pupils in school  | 1028                               |
| Proportion (%) of pupil premium eligible pupils   | 38.4%                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 - 2024/25                  |
| Date this statement was published   | November 2024                      |
| Date on which it will be reviewed   | October 2025                       |
| Statement authorised by   | Simon Dallimore,<br>Headteacher    |
| Pupil premium lead  | Matthew Reid<br>Deputy Headteacher |
| Governor / Trustee lead   | Sue Howes                          |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £231,000 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £231,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

We want all our students, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across the curriculum. Academic success for students equips them for the next stage in their life with the skills and knowledge they need for:

- Progression to further and higher education
- Employability
- Social opportunities

At the core of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We have outstanding pastoral care at the heart of our school, understanding that good behaviour and attendance is the basis for academic success. We recognise that for many of our families Westfield represents stability and we endeavour to provide positive role models and build strong relationships with our community.

Linked to this, we want all of our students to be fully engaged in school and have an enriching experience across 5 years. We place a high value on the performing and visual arts and participation in sport, ensuring that our disadvantaged students have opportunities that non-disadvantaged students may have access to outside of school.

Our strategy supports our wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils. This includes reviewing our current curriculum to identify key foundational knowledge and gaps in skills, and making well informed and considered adaptations where necessary. This is informed by documents such as: 'Teaching a Broad and Balanced Curriculum for Recovery', subject research reviews and both formative and summative assessments

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Affordability of equipment, ( including technology outside of school) |
| 2                | Accessing enrichment activities in and beyond school                  |
| 3                | Low prior attainment and low levels of literacy and numeracy          |
| 4                | Low self-esteem, expectations and poor parental engagement            |
| 5                | Little support out of school with homework and revision               |

## 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   |
|---|--|
| Improved attainment for disadvantaged pupils in all subjects                                      | <p>Improved attainment and progress for all students demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attainment of disadvantaged students in line with national average for non-disadvantaged students.</li> <li>• The gap between disadvantaged and non-disadvantaged students P8 score to be no more than 0.5</li> <li>• Attainment in English and Maths 4+ and 5+ for disadvantaged students in line with national average</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged   | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Average school attendance to be above 92.5%</li> <li>• Persistent absence to have improved and to be less than 20%</li> </ul>  |

- Attendance of disadvantaged students to be in line with attendance of non-disadvantaged students

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>All KS3 disadvantaged students are provided with their own Chromebook. Where necessary, replacement chromebooks have also been purchased for disadvantaged KS4 students</p> <p>This included allocated funding for repairs and maintenance of chromebooks for disadvantaged students</p> | <p>We are now established as a school that uses Google technology within the classroom. This was a project started 5 years ago in order to provide students and staff with another tool to use in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>                     | 1,4,5                         |
| <p>Support for curriculum areas with resources for disadvantaged students: Food, Art and Photography</p>  | <p>Participation in practical subjects is important for our school community. We understand that our families may not be able or willing to offer these activities without financial support</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | 1,4                           |
| <p>Subsidising activities fund (including Music lesson subsidies)</p>   | <p>Music has always been a strength at Westfield. Results for music GCSE have been among the highest in the county. Additionally we believe that Access to music tuition varies within our partner primary schools and we want to encourage wider participation in the arts.</p> <p>We are also developing our provision of the Wider Arts</p>  | 1,2                           |

|  |  |     |
|--|--|-----|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  |     |
| <p>Subscription to GCSEPod</p> <p>We also use other ICT packages such as Seneca and My maths. these are purchased from department capitations</p>                | <p>EEF research indicates that, 'There is evidence that digital technology can be used effectively to provide individualised instruction.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instructiontechnology">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instructiontechnology</a>.</p> | 5   |
| Reduce Maths and English class sizes   | <p>We recognise that English and Maths are vital subjects for our students to progress onto the next stage of their education/training and employment. It is part of a wider strategy to raise aspirations</p> <p><a href="https://educationendowmentfoundation.org.uk/reducing-class-size">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3   |
| <p>All year 11 disadvantaged provided with revision resources for GCSE subjects, where advised by HOD</p> <p>This includes the purchase of digital textbooks</p> | The EEF toolkit suggests that 'The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment.'  | 4,5 |
| Increased CPD budget including subscription to National College  | Improving teachers subject knowledge is a key strategy in raising levels of progress and attainment  | 4,5 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 71,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Key Stage 4 Academic Interventions lead to provide academic mentoring and support to disadvantaged students                  | <p>Many disadvantaged students come from families with low expectations and limited if any experience of higher or further education. Evidence from the EEF toolkit suggests ‘some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.’</p> <p><a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> | 4                             |
| Exam Reader pens<br>The pens are personalised for each student   | <p>We recognise that accessing texts is crucial for students in exams. This is part of a wider literacy, and in particular reading strategy</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3                             |
| New SLT roles created to focus on Key Stage 3 and earlier interventions.<br>Leading on new mentoring and in focus programmes | <p>We recognise that relationships are key. Better use of data allows us to identify much earlier students who will need extra support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>  | 3,4                           |
| Contingency fund for acute issues.   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>   |                               |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional pastoral support to support student engagement - supporting attendance, behaviour and well-being:</p> <ul style="list-style-type: none"> <li>● 5 Non-teaching HOY</li> <li>● 4 Non-teaching Assistant HOY to reflect increased size of individual cohorts</li> <li>● Attendance Officer</li> <li>● PFSA</li> <li>● Non-teaching DSL and deputy DSL</li> </ul> | <p>There is well documented evidence that indicates that good behaviour and attendance is essential in order to achieve academic success.</p> <p>The additional staffing supports our wider work in improving our students':</p> <ul style="list-style-type: none"> <li>● Self-awareness;</li> <li>● Self-regulation;</li> <li>● Social awareness;</li> <li>● Relationship skills; and</li> <li>● Responsible decision making</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>We have also used case studies from 'SW learning context case studies:Improving the performance of disadvantaged students' which argued that 'building strong relationships was essential to the success of all pupils</p> | 4                             |
| Raising aspirations lead appointed  | <p>We want more of our students to access higher and further education. Being involved with universities and understanding the pathways is important for our community that has historically very low levels of engagement with education post-16. Research is very clear that a major indicator for attending university is having a parent who attended. We recognise that this is a major barrier and need to expose more students to post-18 education</p>  | 4                             |
| Student Intervention and Support Post<br>Improved home school contact.  | <p>Evidence strongly supports the view that,'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.'</p>  | 2,4,5                         |

|  |   |  |
|--|---|--|
| <p>Supporting Departments with trips/visits monitoring engagement /participation</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>In addition, our knowledge and experience of our community shows that we need positive messages about the value of education and wider participation. Many of our parents have negative views about education and schooling based on their own experiences and we have identified this as a major barrier to be overcome.</p> |  |
|--|---|--|

**Total budgeted cost: £ 231,000**



## 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 2023-2024 academic year.

In the last academic year we continued the support for the mental-health and well-being of our students. Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Additionally, the increased pastoral provision allowed us to be more proactive and the number of suspensions and permanent exclusions reduced. We are continuing to reduce these numbers, while national and local evidence indicates that disadvantaged students are disproportionately affected by this. In addition this increased capacity has allowed us to be more proactive in improving attendance and engaging with families.

In 2023/24 our GCSE results declined. In particular the progress for disadvantaged students was lower than predicted. A larger number of students than in the previous 3 years sat few or any formal exams. This year 11 cohort had significant mobility into the year group. Many of these students had very complex learning and behavioural needs. Disadvantaged students continue to do better in vocational subjects

Attendance for Year 11 was significantly lower than in the previous year. A lot of support was put in place, including additional capacity in the attendance team, but it did not have enough impact. This had a measurable impact on the overall rates of progress and attainment. We continued to utilise our Learning for Success provision as a base for a number of vulnerable Year 11 students and were able to support these students in sitting a range of examinations and thus allowing onward progression.

We again appointed an additional non-teaching deputy Head of Year to specifically support Year 11 with transition onto their next steps. This additional capacity also allowed us to provide more mentoring and support for vulnerable students and we were able to get more students back into school and complete their academic courses, allowing them to proceed to the next steps of their education/training/employment. We continue to utilise external agencies to support students into their next steps and 100% of students leave Westfield with either a confirmed college place, apprenticeship or employment. In addition we are increasing the number of school trips and visits to support the curriculum and are ensuring that disadvantaged students are able to access these opportunities

We used the elements of additional funding available to purchase additional resources for departments, including subscriptions to online resources that support students working both at home and remotely. We also continue to ensure that disadvantaged students are able to access all extra-curricular activities that link to the curriculum. We are continuing with our use of chromebooks and ensuring that our disadvantaged students have the same access to this technology as non-disadvantaged students.

The increased budget for CPD has allowed us to focus on more curriculum development within subjects and in particular use of the National College resources has given staff access to the latest best practice and research about effective strategies to support students both academically and pastorally.