

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	March 2023
Statement authorised by	Simon Dallimore, Headteacher
Pupil premium lead	Matthew Reid, Deputy Headteacher
Governor / Trustee lead	Sue Howes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,140
Recovery premium funding allocation this academic year	£108,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£354,000

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

	<ul style="list-style-type: none"> • Persistent absence to have improved and to be less than 20% of the cohort. • Attendance of disadvantaged students to be in line with attendance of non-disadvantaged students
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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: £139,000

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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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</p>	1,2

	<p>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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instructiontechnology.</p>	5
<p>Reduce Maths and English class sizes</p>	<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>Reducing class size EEF (educationendowmentfoundation.org.uk)</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>	<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.'</p>	4,5
<p>Increased CPD budget including subscription to National College</p>	<p>Improving teachers subject knowledge is a key strategy in raising levels of progress and attainment</p>	4,5

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

Budgeted cost: £ 130,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 Academic Heads of Year 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>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	4
14-19 college courses: Hair & Beauty, Construction and Motor vehicles	<p>Engagement within the curriculum is key for our community. We utilise these courses for a small number of disadvantaged students to access an alternative curriculum. Initial evidence suggest that this is improving behaviour and attendance within this cohort</p>	2,3,4
Exam Reader pens 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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3
Maths and English Teaching assistant appointed to provide additional support in Core subjects, 1:1 and small group interventions	<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>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Targeted blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p>	3,4,5

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Impress KS4 Online Programme Online Tuition for Maths, Science and English Language. This will be delivered after school with sessions particularly targeted at level 2-4 running straight after school	Evidence from the EEF toolkit suggests that: 'after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits' Extending school time EEF (educationendowmentfoundation.org.uk)	3,4,5
Contingency fund for acute issues.	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.	

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

Budgeted cost: £85,000

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"> • 5 Non-teaching HOY • 3 Non-teaching Assistant HOY to reflect increased size of individual cohorts • Attendance Officer • PFSA • Non-teaching DSL 	<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"> • Self-awareness; • Self-regulation; • Social awareness; • Relationship skills; and • Responsible decision making <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>We have also used case studies from 'SW learning context case studies: Improving the performance of disadvantaged students' which argued</p>	4

	that 'building strong relationships was essential to the success of all pupils	
Additional academic Head of Year appointed with focus on well-being and mental health	We recognise the additional strain Covid has had on the wellbeing of our students and wider community. Historically we have had a number of students each year with mental health concerns and this is part of a wider strategy to address this	4
Student Intervention and Support Post Improved home school contact. Supporting Departments with trips/visits monitoring engagement /participation	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.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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.	2,4,5

Total budgeted cost: £ 354,000

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 2021-2022 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;

The Year 11 cohort were the first to sit national exams following the pandemic. We achieved our best results in terms of attainment for 20 years. The rates of progress for disadvantaged students improved but are not yet fully in line with our intended aims, but we are on track to achieve this within the next 2 school years and the span of this plan. In particular, we utilised 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 full 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 also appointed an additional Academic Head of Year to support high achieving students with their mental health and well-being. This strategy was only partly successful. We maintained high levels of attendance and engagement for these students but this did not translate into the desired outcomes in GCSEs

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.

Intended outcomes

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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"> • Attainment of disadvantaged students in line with national average for non-disadvantaged students. • The gap between disadvantaged and non-disadvantaged students P8 score to be no more than 0.5 • Attainment in English and Maths 4+ and 5+ for disadvantaged students in line with national average 	<ul style="list-style-type: none"> • Improvement on all key measures compared to 2019 data • Disadvantaged students progress and attainment improved • Disadvantaged gap reduced from -0.92 to -0.58 • 4+ EM above nat av. <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>P8 All</td> <td>-0.55</td> <td>-0.32</td> </tr> <tr> <td>P8 Dis.</td> <td>-1.37</td> <td>-0.9</td> </tr> <tr> <td>5+ EM</td> <td>40%</td> <td>47%</td> </tr> <tr> <td>5+ EM (Nat)</td> <td>43%</td> <td>52%</td> </tr> <tr> <td>5+ EM Dis.</td> <td>15%</td> <td>28%</td> </tr> <tr> <td>4+EM</td> <td>62%</td> <td>73%</td> </tr> <tr> <td>4+EM (Nat)</td> <td>65%</td> <td>71%</td> </tr> <tr> <td>4+EM Dis.</td> <td>41%</td> <td>51%</td> </tr> <tr> <td>A8</td> <td>45.9</td> <td>46.3</td> </tr> <tr> <td>A8 (Nat)</td> <td>46.7</td> <td>49</td> </tr> <tr> <td>A8 Dis.</td> <td>31</td> <td>38.2</td> </tr> </tbody> </table>		2019	2022	P8 All	-0.55	-0.32	P8 Dis.	-1.37	-0.9	5+ EM	40%	47%	5+ EM (Nat)	43%	52%	5+ EM Dis.	15%	28%	4+EM	62%	73%	4+EM (Nat)	65%	71%	4+EM Dis.	41%	51%	A8	45.9	46.3	A8 (Nat)	46.7	49	A8 Dis.	31	38.2
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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"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. 	<p>Pre pandemic data (2018-19) shows that only 7.8% of PP students accessing sports enrichment activities.</p> <p>Data from 2021-22 shows this improved to in line with non PP students (around 22%).</p> <p>PP students also supported with loan or donated equipment to allow them to access sports e.g. gum shields and astro turf trainers.</p>																																				
To achieve and sustain improved attendance for	Sustained high attendance from 2024/25 demonstrated by:	<p>Attendance</p> <ul style="list-style-type: none"> • 2021/22: 92.4% 																																				

<p>all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Average school attendance to be above 92.5% ● Persistent absence to have improved and to be less than 20% of the cohort. ● Attendance of disadvantaged students to be in line with attendance of non-disadvantaged students 	<ul style="list-style-type: none"> ● Dec 2022: 91.3% <p>PA</p> <ul style="list-style-type: none"> ● 2021/22: 20.5% ● Dec 2022: 23.9% <p>Attendance disadvantaged</p> <ul style="list-style-type: none"> ● 2021/22: 88.5% ● Dec 2022: 86%