

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024 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 School
Number of pupils in school	1324
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 <b>2023/24</b>
Date this statement was published	12/9/23
Date on which it will be reviewed	12/9/24
Statement authorised by	J Birkbeck
Pupil premium lead	M Lambourne
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,130
Recovery premium funding allocation this academic year	£ 85,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414,690

# Part A: Pupil premium strategy plan

## Statement of intent

The ethos of Westfield School is 'Outstanding Achievement for All'. This is a grand statement which is absolutely correct but we have to recognise that the 'all' in the statement is a school of 1324 individual students each with their own unique context.

Outstanding progress does not come as equally to all and the playing field is not level. Students who attend really well and engage really well with their learning, both at school and at home, make good progress. Those who also have a rich vocabulary, developed through a love of reading and being read to make the very best progress. Those students make outstanding progress.

The **intention** of the pupil premium strategy at Westfield school is support the students for whom we receive the pupil premium in attending regularly, engaging in great lessons, learning well at home, developing the breadth and depth of their vocabulary and developing their ability to read and their love of reading.

We aim to provide:

- Consistently high quality teaching and learning
- Support in meeting basic access needs (resources, literacy and numeracy)
- A language rich environment
- A culture of reading
- A consistent approach to basic expectations
- Praise and positive feedback for meeting expectations
- A curriculum rich in experience, culture, opportunity and challenge
- A community in which we are all ready to learn, resilient, resourceful, respectful and reflective
- Targeted academic support

### **How will we achieve these objectives?**

We will ensure that the school development plan reflects these objectives; remaining focused year on year on strengthening provision in consistent key areas of development.

We will evaluate the implementation of our development plan, assessing impact and responding to identified areas for development.

We will keep the main thing, the main thing by remaining focused on a small number of core strategies.

### **Key Principles**

The strategy will be based on analysis of our cohorts and their needs.

We will be research driven and strive to implement proven strategies.

We will prioritise quality first teaching and an ambitious curriculum.

## Challenges

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

Challenge number	Detail of challenge
1.	Our students for whom we receive the pupil premium have lower reading ages and lower prior attainment in reading and mathematics than those for whom we do not. There is an academic attainment gap on entry which has historically persisted throughout school.
2.	There are higher instances of SEND amongst the cohort of students for whom we receive the pupil premium.
3.	Students for whom we receive the pupil premium demonstrate, on the whole, lower levels of engagement in learning (as measured through attitude to learning tracking, behaviour point and achievement point monitoring and evidenced by enquiry visit).
4.	The attendance of the cohort of students for whom we receive the pupil premium is lower than for those students for whom we do not.
5.	Our students and our disadvantaged students in particular demonstrate lower levels of cultural and social capital.

## 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
Increased attainment and closing of the gap for our disadvantaged students	P8 = -0.3 for students for whom we receive the pupil premium
Levels of vocabulary for disadvantaged students improve at an accelerated rate.	A narrowing of the reading age gap in each year group. Meaningful participation in lessons increases as evidenced by enquiry visits.

Levels of numeracy for disadvantaged students in Y7 accelerate	Deliver Every Child Counts to a targeted cohort of students in Y7, impacting positively on their numeracy age.
Improved attendance	Persistent absence and general attendance for disadvantaged students improves to be in line with non-disadvantaged students
Improved attitudes to learning	FTE reduce to be in line with non-disadvantaged student AtL in range 1.8-2.0

## Activity in this academic year 2023-24

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: £69,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school CPD programme will focus on meeting the needs of the disadvantaged cohort in the classroom.</p> <p>This year the focus will be:</p> <ol style="list-style-type: none"> <li>1. Meaningful participation through questioning</li> </ol>	<p>EEF guide to PP spending identifies improvements in the quality of teaching as the first priority.</p> <p>Internal and external quality assurance has highlighted meaningful participation as requiring development.</p> <p>School review supported by Marc Rowland</p>	<p>1-5</p>
<p>Expand the capacity of the senior leadership team to provide capacity to:</p> <ul style="list-style-type: none"> <li>- Refine whole school responsive teaching and learning strategies to ensure that the students for whom we receive the pupil premium have their needs expertly met</li> <li>- Ensure that the students for whom we receive the pupil premium are a deeply known, high profile priority group in all aspects of school planning and implementation</li> <li>- Develop the personal development curriculum and behaviour policy to support students to engage effectively and participate meaningfully.</li> </ul>	<p>Strategic leadership of Pupil Premium – delivered by Marc Rowland, Unity Research School, 2023</p>	<p>3,4,5</p>
<p>Establish a consistently taught, subject based vocabulary curriculum.</p> <p>Establish a strategic whole school approach to reading development.</p>	<p>Improving Literacy in Secondary Schools – guidance report, EEF Mortimer, Katherine. Disciplinary Literacy, 2020</p> <p>Beck, Isabel. Bringing words to life, 2013</p> <p>Quigley, Alex. Closing the vocabulary gap, 2018</p>	<p>1</p>

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

Budgeted cost: £138,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revise our literacy baseline testing strategy to provide a deeper understanding of gaps.	Strategic Leadership of Pupil Premium Strategy – ensure that we are data driven and not assumption led	
Expand in house face-to-face tuition to include both English and Maths.	EEF tool kit + 4 months	1, 3
Lexonik	“Improving literacy in secondary schools” P11 sites organising vocabulary into meaningful patterns (etymology and morphology) as a key skill for development. Quigley, “Closing the Vocabulary Gap”	1, 3
Every Child Counts	Every Child Counts (ECC) is a programme designed to raise the mathematical literacy attainment of the lowest achieving children. ECC focuses on numeracy and is aimed to help the students “catch up”, so that they can engage with mathematics at a more age-appropriate level. Group sessions will run with no more than 4 students at a time and last approximately 10 weeks. EEF research shows that small group tuition can impact up to 3 months on attainment.	1, 3
Provide targeted academic support to a focus group of Y11 students across a range of subjects.	EEF teaching and learning toolkit – small group tuition (+4 months)	

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

Budgeted cost: £138,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school revision	Key concepts from: ‘The Revision Revolution: How to Build a Culture of Effective Study in Your School,	1, 3

	Helen Howell, Ross Morrison McGill', will inform a 5 year strategy to improve students' study skills.	
Alternative curriculum pathway refinement (year 3)	DfE: School exclusion: a literature review on the continued disproportionate exclusion of certain children	3, 4, 5
Attendance team strategies to reduce instances of persistent absence and improve the attendance of students for whom we receive the pupil premium		4
Increased SEMH support provision	From needs analysis. A significant number of our disadvantaged students have fundamental mental health needs that necessitate the access to a school counsellor.	2,3,4
Form time reading rollout from Y9 to Y7-10	Alex Quigley, EEF developing literacy – combined approach of promoting reading for pleasure and vocabulary instruction/disciplinary literacy. Consultation/visits with David Ross Education Trust and Astrea Academy Trust for implementation guidance	1
Refined Positive Discipline strategy to support all students in engagement with learning		3
Further develop the enriched curriculum offer focusing on the participation of <b>all</b> students.		3,5

**Total budgeted cost: £414,690**

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

### Pupil Premium funding budget allocations 2021-22

Total Pupil Premium Funding received	£327,284 and recovery premium £40,238 Total = £367,522
Allocated:	Total = £367,522
Teaching and Learning	£69,448
Academic Support	£138,892
Wider	£159,182

### Pupil premium strategy outcomes 2022-23

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

<p><b>Y11 outcomes</b></p> <p>The progress and attainment of pupils for whom we receive the pupil premium improved significantly in 2023.</p> <ul style="list-style-type: none"> <li>• The Pupil Premium P8 measure improved from -1.54 in 2022 to -0.74 in 2023.</li> <li>• This improvement in progress represents a narrowing of the gap to -0.64 from -1.41 in the previous academic year.</li> <li>• The percentage of pupil premium pupils achieving a positive P8 score rose from 18.4% in 2022 to 37.8% in 2023.</li> <li>• The percentage of students attaining grade 9-5 in English and Maths rose from 20.8% in 2022 to 26.0% in 2023.</li> <li>• The percentage of students attaining grade 9-4 in English and Maths rose from 30.2% in 2022 to 40.3% in 2023.</li> </ul> <p><b>Quality of Teaching and Learning</b></p> <p>Enquiry visits showed that improvements in curriculum and responsive teaching strategies are having a positive impact on the learning of students. This was evidenced in the rise in progress and attainment</p>
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from previous exam years. The school recognised that comparative levels of attainment and progress still reflected the presence of a significant disadvantaged gap. The development of enquiry visits, modelled on deep dives, as a method of quality assurance has ensured that school leaders at all levels have an accurate understanding of the impact of provision. Focusing an enquiry visit on provision for disadvantaged students in the summer term of 2021 gave valuable insight into the needs of our disadvantaged students. This was rolled out into the whole school strategy for 2022, ensuring that all subject based enquiry visits had a sharp focus on the quality of provision for pupil premium students. In the Summer term, we augmented this quality assurance with an external review of pupil premium provision supported by Marc Rowland.

The impact of the 2022/23 CPD programme was a greater understanding of the needs of our students by teaching staff which resulted in teaching and learning which was more inclusive with more students engaged in learning.

### **Targeted academic support**

The school utilised various tutoring formats including:

- In school face to face with school staff
- Online (in school) during school hours via NTP providers
- At home online tutoring for non-attending students

Face to face and online Maths tuition resulted in students making approximately 0.5 grades better progress over one academic year than peers who did not receive tutoring.

Reading interventions in Y7 continue to impact positively on disadvantaged students with lower reading ages on entry:

- Lexonik is accelerating average reading ages by 1.2 years
- Lexia and Toe by Toe are accelerating average reading ages by 2.4 years

Isolating the impact of period 6 is not possible with the complex set of variables impacting on student progress however, there is a correlation between attendance and achievement. It is therefore a priority this year to ensure that all disadvantaged students attend period 6 and that the provision responds to the needs of those most likely to disengage.

### **Wider strategies**

#### **Engagement in learning**

The alternative curriculum provision was successful in supporting students whose disengagement with school (for varying reasons) was an extreme barrier to academic success. Individualised successes vary based on personal circumstance but have resulted in students previously disengaged with school completing at least core subject exams and being successful in engaging with post-16 provision.

The percentage of pupil premium students in Y11 entered for the EBacc rose from 5.7% in 2022 to 27.3% in 2023.

Over the course of the academic year 2022-23 for the students for whom we receive pupil premium funding:

- the number of suspensions decreased from the previous academic year
- Attendance improved from 2021/22 more than for the non pupil premium cohort
- Persistent absentees fell from 2021/22 figures more than for the non-pupil premium cohort

## Externally provided programmes

Programme	Provider
NTP tutoring	Pearson
Think for the Future mentoring	Think for the Future
Online Maths tutoring	Third Space Learning

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not reported separately n/a
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

N/A