

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025 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	1350
Proportion (%) of pupil premium eligible pupils	28.2% (380 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024/25</b> 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	G A Jones
Pupil premium lead	J Halliday
Governor / Trustee lead	S Adams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,500
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£325,500

# Part A: Pupil premium strategy plan

## Statement of intent

At Westfield we have a commitment to our ethos of **Outstanding Achievement for All**. This means with our proud community and the 'Westfield Way', we value learning and inspire excellence so that everyone can be the best that they can be. However, we understand that individual students each have their own unique context and starting point.

Outstanding progress does not come as equally to all, and the playing field is not level. Students who attend school and engage really well with their learning, both at school and at home, make good progress. Those who also have a rich vocabulary, confident reading, numeracy and oracy base have the foundations to make the very best progress.

The intention of the pupil premium strategy at Westfield school is support disadvantaged students in attending school regularly, engaging in great lessons, learning well at home, developing the breadth and depth of their vocabulary and developing their ability and 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
- Praise and positive feedback for meeting expectations
- A curriculum rich in experience, culture, opportunity and challenge

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 and providing targeted academic support.

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

### 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
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1.	<p><b>Language and Communication</b></p> <p>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.</p>
2.	<p><b>SEND</b></p> <p>There are higher instances of SEND amongst the cohort of students for whom we receive the pupil premium.</p>
3.	<p><b>Attitude to Learning</b></p> <p>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 visits). Some of these students do not have the self-regulation and metacognitive skills to achieve their full potential.</p>
4.	<p><b>Attendance</b></p> <p>The attendance of the pupil premium cohort of students is lower than other students. There is a clear attendance gap and pupil premium students are at greater risk of falling into the persistent absence category.</p>
5.	<p><b>Personal Development</b></p> <p>Our students and our disadvantaged students demonstrate lower levels of cultural and social capital. This has an impact both inside and outside of lessons including the take up for extra curricular activities, trips and confidence to plan for Post 16.</p>

## 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
Higher levels of attendance at school and in	<p>Reduction in percentage of DA cohort who are in the persistent absence category so that this number is in line with non-DA cohort.</p> <p>Reduction in instances of internal truancy to zero for all children especially those in the DA Cohort</p>
Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	<p>Attainment for Non-DA Students and DA students will be reduced and in line with national statistics. Over three years we will aim for DA and Non-DA P8 figures to be the same.</p>
Improve the literacy skills and reading levels of disadvantaged students	<p>Scores on NGRT reading screening for DA students at the end of year 7, 8 and 9 continue to improve in line with their Non-DA peers.</p> <p>Students will be able to fully access the curriculum by reading to learn.</p>

<p>Improve the attitude to learning of disadvantaged students</p>	<p>The gap between ATL scores for DA and Non-DA students will narrow further so that DA and Non-DA students have the same ATL.</p>
<p>Improve access to a wider range of personal development opportunities for those in the disadvantaged cohort</p>	<p>Registers for trips and extracurricular clubs that DA students are just as likely to be part of Extracurricular as their NON-DA peers.</p> <p>DA students take up careers' advice so that their aspirations are raised and more of them access level 3 qualifications or training.</p>

## Activity in this academic year 2024-25

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: £66,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
School CPD programme – focusing on meeting the needs of the disadvantaged cohort in the classroom.	EEF guide to PP spending identifies improvements in the quality of teaching as the first priority. Internal and external quality assurance has highlighted meaningful participation as requiring development. School review supported by Marc Rowland	1-5
Clear Responsive Leadership – provide strategic direction regarding whole school strategies to 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  Develop the personal development curriculum and behaviour policy to support students to engage effectively and participate meaningfully.	Strategic leadership of Pupil Premium – delivered by Marc Rowland, Unity Research School, 2023	3,4,5
Establish a consistently taught, subject based vocabulary curriculum. Establish a strategic whole school approach to reading development.  Implement The Thinking Reading Programme including NGRT testing and utilise the Oracy 21 programme	Improving Literacy in Secondary Schools – guidance report, EEF Mortimer, Katherine. Disciplinary Literacy, 2020 Beck, Isabel. Bringing words to life, 2013 Quigley, Alex. Closing the vocabulary gap, 2018	1

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

Budgeted cost: £111,595

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	1, 2, 3
Lexonic	“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 groups of students Including a foundation learning pathway in Y7,	EEF teaching and learning toolkit – small group tuition (+4 months)	1, 2, 3

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

Budgeted cost: £147,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative curriculum pathway - specific work with vulnerable learners at risk of persistent absence/PX, tailored pathway for KS4 students.	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	Working Together to improve school attendance (DfE)	4
SEMH support provision	From needs analysis. A significant number of our disadvantaged students have fundamental mental	2,3,4

	health needs that necessitate the access to a school counsellor.	
Careers Provision – priority work with disadvantaged students to make sure they access work experience and complete post 16 applications	Promote Ethos of Achievement for All – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice- November 2015’	5

**Total budgeted cost: £325,500**

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

### Pupil Premium funding budget allocations 2023-24

Total Pupil Premium Funding received	£329,130 Pupil Premium £85,560 Recovery Premium Total = £414,690
Allocated:	Total = £414,690
Teaching and Learning	£69,446
Academic Support	£138,892
Wider Strategies	£138,892

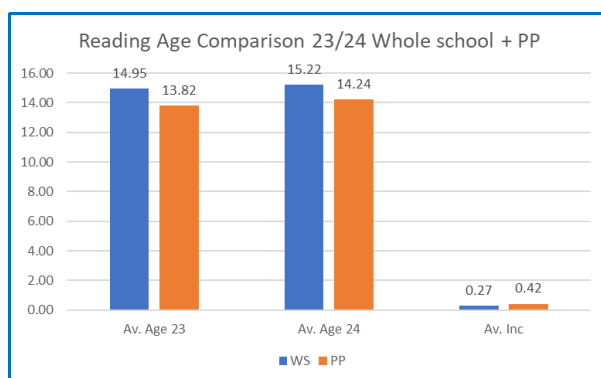
### Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

- 1. Increased attainment and closing of the gap for our disadvantaged students**  
**Success Criteria: P8 = -0.3 for students for whom we receive the pupil premium**  
23/24 Review of Success Criteria: The Progress 8 figure for our Y11 cohort eligible for Pupil Premium continues to improve year on year although there is still a gap in their progress when compared to the non-PP eligible cohort. The gap between our PP cohort and non-pp cohort is smaller than national averages in English and Maths. Similarly, the attainment of this cohort is also improving as a higher percentage of young people achieve a Grade 4 or 5 in English and maths each year.
- 2. Levels of vocabulary for disadvantaged students improve at an accelerated rate.**  
**Success Criteria: A narrowing of the reading age gap in each year group. Meaningful participation in lessons increases as evidenced by our assessment of the quality of teaching and learning.**  
23/24 Review of Success Criteria: Meaningful Participation can be seen in many subjects and the impact of this is that our PP cohort progressed very well in their GCSE course for Religious Education and Food Technology. Other subjects that showed increased success are Drama, French and Photography. English and maths show that our PP cohort are progressing well when compared to national levels, this is around half a grade better than nationally in those subjects.

The following graph shows the improvements in reading ages in our Whole School (WS) and our PP cohort. Overall, all reading ages have improved however DA reading ages have improved more than non-DA.





**3. Levels of numeracy for disadvantaged students in Y7 accelerate.**

**Success Criteria: Deliver Every Child Counts (ECC) to a targeted cohort of students in Y7, impacting positively on their numeracy age.**

23/24 Review of Success Criteria: ECC continues to be successful. On average, the children in this programme make between one year to two years progress in the numeracy age.

**4. Improved attendance**

**Success Criteria: Persistent absence and general attendance for disadvantaged students improves to be in line with non-disadvantaged students.**

23/24 Review of Success Criteria: General attendance improved by 1% from 22/23 to 23/24. This is against an increase in the number of children in the PP cohort. However it was below the national level by 2%. Persistent absence rates increased from 22/23 to 23/24 by 2.8% for the PP cohort. The gap between the PP cohort and the non-pp cohort remained the same. It is worth noting that the overall attendance of students at Westfield School has increased and was above national averages.

**5. Improved attitudes to learning**

**Success Criteria: FTE reduce to be in line with non-disadvantaged student Attitude to Learning (ATL) in range 1.8-2.0**

23/24 Review of Success Criteria: Suspensions involving the PP cohort has not reduced this year nor is it in line with non-disadvantaged students when compared to 22/23. The overall rate of suspensions has reduced significantly for all students. ATL data shows an improvement in the final ATL scores when compared to 22/23. The Disadvantaged cohort had an ATL of 2.03.

## Externally provided programmes

### 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?	n/a

**Further information (optional)**

N/A
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