

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026 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	1371
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gaynor Jones
Pupil premium lead	Gaynor Jones
Governor / Trustee lead	Steve Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£381,134
Recovery premium funding allocation this academic year	£0
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	£381,134

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 equally to all, and the playing field is not level. Students who attend school and engage 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 bases 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 and a love of reading
- Praise and positive feedback for meeting expectations
- A curriculum rich in experience, culture, opportunity and challenge in and out of the classroom
- Appropriate reasonable adjustments to create equity of opportunity across the curriculum

How will we achieve these objectives?

We will ensure that the school improvement 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 improvement plan, assess impact and respond 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
1.	Language and Communication 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.	SEND There are higher instances of SEND amongst the cohort of students for whom we receive the pupil premium.
3.	Attitude to Learning 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.
4.	Attendance 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.
5.	Personal Development 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 extracurricular activities, trips and confidence to plan for Post 16.

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
1. Higher levels of attendance at school and in lessons	Reduction in percentage of DA cohort who are in the persistent absence category so that this number is in line with non-DA cohort. Reduction in instances of internal truancy to zero for all children especially those in the DA Cohort
2. Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	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.

3. Improve the literacy skills and reading levels of disadvantaged students	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. Students will be able to fully access the curriculum by reading to learn.
4. Improve the attitude to learning of disadvantaged students	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.
5. Improve access to and engagement with a wider range of personal development opportunities for those in the disadvantaged cohort	Registers for trips and extracurricular clubs that DA students are just as likely to be part of Extracurricular as their NON-DA peers. DA students take up careers' advice so that their aspirations are raised and more of them access level 3 qualifications or training.
6. Improve the wellbeing and resilience of all disadvantaged students	<p>Student survey data, including Aspire, shows the wellbeing and resilience of DA students to be in line with their non-DA peers.</p> <p>Bespoke interventions and curriculum pathways show attitudes, engagement and wellbeing have improved for DA students.</p> <p>DA students are proportionally represented on Student Leadership programmes.</p>

Activity in this academic year 2025-26

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: £69,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain approach to PP Strategy:</p> <ul style="list-style-type: none"> - 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. 	<p>The EEF guide to the Pupil Premium</p>	<p>1,2,3 & 4</p>
<p>CPD from Voice21 Programme to improve oracy</p>	<ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). 2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. 3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. 4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. <p>EEF 2025</p>	<p>1 & 2</p>

CPD to focus wave 1 teaching of tier 3 vocabulary across all subject areas	EEF guide to PP spending identifies improvements in the quality of teaching as the priority. 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, 2 & 3
Recruitment and retention of specialist teachers in maths, English and science. Using recruitment and retention, providing ECT support and mentoring.	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) and Early Career training with a recognised provider EDT.	1,2,3, & 4

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

Budgeted cost: £155,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Foundation Learning Pathway (FLP) to provide targeted support for children in the SEND/DA cohort	EEF research shows that small group tuition can impact up to 3 months on attainment.	1, 2, 3 & 4
Westfield Engagement Hub to provide targeted support for children in the SEND/DA cohort	Strategic Leadership of Pupil Premium Strategy – ensure that we are data driven and not assumption led	1, 2, 3 & 4
Yellow Pathway to provide targeted support for children in the SEND/DA cohort	DfE: School exclusion: a literature review on the continued disproportionate exclusion of certain children	1, 2, 3 & 4
Every Child Counts & Sparx Maths	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	2 & 4

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

Budgeted cost: £156,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Moving to one lunchtime to provide space for extra curricula clubs and activities to increase wellbeing and belonging	EEF Supporting School Attendance. DFE 'Using Pupil Premium: guidance for school leaders' March 2025	3, 4, 5 & 6
Introduction of revised 'Attendance' Strategy to support wellbeing and learning opportunities	Approaches to support attendance are outlined in the Working Together to Improve School Attendance guidance and in the Attendance Toolkit. • The EEF has produced a supporting school attendance resource structured around six evidence-informed themes to support school leaders and attendance teams	3, 4, 5 & 6
Part of formalised programme with 'Carr Manor Community School' in Leeds to develop restorative and relational approaches in school to improve wellbeing, belonging and attainment.	DFE 'Using Pupil Premium: guidance for school leaders' March 2025 – page 6 'supporting pupils' social, emotional and behavioral needs.	5 & 6
All extracurricular activities to have a representation of PP students in line with school demographics.	DFE 'Using Pupil Premium: guidance for school leaders' March 2025 – page 6 Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trip	5 & 6

Total budgeted cost: £381,134

Part B: Review of outcomes in the previous academic year

Pupil Premium funding budget allocations 2024-25

Total Pupil Premium Funding received	£325,500 Pupil Premium Total = £325,500
Allocated:	Total = £325,500
Teaching and Learning	£66,484
Academic Support	£111,595
Wider Strategies	£147,421

Pupil premium strategy outcomes 2024-25

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

Suspensions and lesson removal data is reducing. The bespoke pathways in the form of 'Foundation Learning Pathway' and 'Yellow Pathway' provide extra support through a bespoke curriculum and targeted pedagogy without narrowing the curriculum offer.

Literacy Based Strategies:

- The Thinking Reading Programme cohort was 100% DA students in 24/25. This will continue to be the policy throughout this academic year. All students who attended 6 or more lessons made at least 6 months progress in terms of their reading age.
- All subject areas focussing on tier 3 vocabulary in and out of school means that children are becoming more aware of the key skills, concepts and knowledge in each subject area.
- Introduction of strategies to support Oracy in year 1 have led to clearer interventions with students around their learning behaviours to help them to adapt to learning environments.

Attendance strategies:

Personal Development Strategies:

- Extra curricula activities include more PP students than in previous years
- Re-focus on PSHE includes contextual PSHE to support all our students but especially those in the DA cohort.

Students in the outgoing Y11 24/25 made significant progress between Y10 most likely outcome grades and their final GCSE grades for English and Maths (an almost doubling in the number of

students achieving grade 4 and grade 5 in both English and Maths, and an increase in A8 from 23.75 to 28.24).

Externally provided programmes

Programme	Provider
None	

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
