# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2025 to 2026, 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 | Westlands Academy |
| Number of pupils in school | 85 (+6 places in PDC) |
| Proportion (%) of pupil premium eligible pupils | % ( students) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | 29/9/25 |
| Date on which it will be reviewed | June 2026 |
| Review and recommendations for approval | Academy Council |
| Statement authorised by | Standards Committee |
| Pupil premium lead | Stephen Thomas<br>Principal |
| Governor / Trustee lead | TBC |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £65330 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £65330 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Westlands Academy, our purpose is to remove barriers to learning and ensure that every student — regardless of background or challenge — has the opportunity to thrive academically, socially, and emotionally. With **79% of our students eligible for Pupil Premium funding**, our context reflects the **high levels of deprivation** across Stockton-on-Tees and the wider Tees Valley area. Many of our students experience complex and overlapping vulnerabilities, including poverty, social care involvement, trauma, and unstable home lives. These challenges often manifest through difficulties with attendance, engagement, behaviour, and mental health, as well as slower academic progress.

The **indices of deprivation** for our catchment area show that Westlands serves some of the most disadvantaged communities nationally. This reinforces the importance of Pupil Premium funding, which is a vital resource for addressing not only academic gaps but also the **social and emotional barriers** that prevent young people from accessing education fully.

Our strategy is designed to ensure **equity, not just equality**. We know that disadvantaged students often require a different type of support to achieve their potential. This means focusing on **quality-first teaching**, targeted interventions, and holistic support that reflects the needs of a specialist SEMH (Social, Emotional, and Mental Health) provision.

This year, our strategy directly aligns with the **Academy Improvement Plan**, particularly:

**Objective 2 – Oracy and Literacy:** Improving reading, vocabulary, and communication to give students the tools to access the wider curriculum and future opportunities.
**Objective 6 – Attendance:** Strengthening monitoring and early intervention systems to remove barriers and improve attendance.
**Objective 7 – Non-Academic Progress (PSSP):** Capturing and celebrating students' personal and social development.
**Objective 8 – PSHE and Safeguarding:** Raising awareness of risks such as CCE, CSE, county lines, knife crime, and substance misuse through enriched PSHE/PSQ provision.
**Objective 10 – Attachment-Aware and Trauma-Informed Practice:** Building staff expertise and systems to better support students who have experienced trauma or attachment disruption.
All funding decisions are underpinned by **Education Endowment Foundation (EEF)** research. By aligning our approach with the **EEF Teaching and Learning Toolkit** and their guidance reports, we ensure that resources are spent on interventions with proven impact.
Examples include:

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| **Small group tuition** and **enhanced staffing ratios** to boost engagement and progress (+4 months impact, high evidence rating – EEF).<br>**Targeted literacy interventions** such as Reading Plus and phonics screening (+5 months impact – EEF).<br>**Behaviour interventions** and structured pastoral support (+4 months impact – EEF).<br>**Parental engagement** through the PSA role to strengthen home-school partnerships (+4 months impact – EEF).<br>Our **long-term vision** is to create a self-sustaining culture where disadvantaged students consistently make strong progress, develop the skills to self-regulate and engage positively with others, and leave Westlands prepared for life beyond school.<br>We will continue to evaluate and refine our strategy to ensure it meets the evolving needs of our students and community, with impact measured through robust data tracking, student voice, and outcomes aligned to the **SHAPE framework** (Safety, Health, Attendance, Progress, Employability). |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Literacy and communication gaps:**<br>Many disadvantaged students arrive with low reading ages, poor vocabulary, and underdeveloped communication skills. This limits their access to the curriculum and impacts progress across all subjects. For some, reading age is below their chronological age by several years, requiring intensive intervention. |
| 2 | **Attendance and persistent absence:**<br>Disadvantaged students are more likely to have irregular attendance or be persistent absentees due to factors such as family instability, poor routines, anxiety, and lack of engagement. Low attendance directly impacts attainment and personal development. |
| 3 | **Social, emotional, and behavioural needs:**<br>Many students have experienced trauma, ACEs (Adverse Childhood Experiences), or disrupted attachment, leading to difficulties with self-regulation, resilience, and engagement. This creates barriers to learning and requires highly skilled staff and consistent, therapeutic approaches. |
| 4 | **Mental health and wellbeing:**<br>High levels of anxiety, sensory regulation issues, and poor emotional resilience impact both attendance and engagement. Specialist interventions such as Occupational Therapy (Future Steps) are needed to support access to learning. |

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| 5 | **Limited cultural capital and life experiences:**<br>Students often lack access to enrichment opportunities, limiting their aspirations, social skills, and readiness for life beyond school. Without these experiences, they are less able to make informed choices about education, training, and careers. |
| 6 | **Safeguarding risks and external influences:**<br>A significant proportion of our cohort are vulnerable to CCE (Child Criminal Exploitation), CSE (Child Sexual Exploitation), county lines, knife crime, and substance misuse due to community factors. This impacts safety, attendance, and engagement. |

## 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 |
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| Improved literacy, vocabulary, and communication skills | - 90% of students receiving literacy interventions (e.g. phonics, That Reading Thing) make at least 1 year's progress in reading age by July 2026.<br><br>- Subject-specific vocabulary explicitly taught and embedded across all curriculum areas.<br><br>- Increased confidence in speaking and listening demonstrated through PSSP tracking and student voice feedback. |
| Improved attendance and reduction in persistent absence | - Whole school attendance improves by at least 3 percentage points compared to 2024–25.<br><br>- Persistent absence rate reduced by at least 10%.<br><br>- Real-time attendance tracking embedded and used proactively by SLT and pastoral teams.<br><br>- All high-risk students have a personalised attendance plan. |
| Enhanced emotional regulation and behaviour | - Reduction in serious incidents recorded on Behaviour Watch compared to 2024–25.<br>- Staff report increased confidence in supporting students with trauma or attachment-related behaviours (measured through surveys and CPD evaluations).<br>- Increased use of de-escalation techniques, evidenced through staff observation and behaviour logs. |

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| Improved mental health and wellbeing | - Future Steps OT programme implemented for identified students, with impact evidenced through individual plans and progress reviews.<br>- Improved student wellbeing scores captured through surveys and PSSP.<br>- Increase in positive engagement indicators such as participation in lessons and enrichment. |
| Broadened cultural capital and aspirations | - Every student participates in at least one enrichment or cultural capital activity per half term, tracked through PSSP.<br>- Increased student confidence and aspiration reported through student voice.<br>- At least one termly activity delivered through the Student Council, including external providers such as Power of Women. |
| Increased awareness of safeguarding risks | - Students demonstrate improved understanding of risks relating to CCE, CSE, county lines, knife crime, and substance misuse, evidenced through PSHE/PSQ assessments and feedback.<br>- External agencies deliver at least four targeted sessions across the academic year.<br>- Reduction in safeguarding-related incidents linked to external risks. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £14000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional staffing for small group tuition and regulation support | Enhanced ratios enable small group and 1:1 teaching, particularly in core subjects and for students with high SEMH needs. EEF evidence shows +4 months progress with small group tuition.<br>£11000 | Challenges 1, 3 & 4 |
| Curriculum resources (including vocational) | Provides access to a wider curriculum, supporting engagement and employability readiness.<br>£3000 | Challenge 1 & 5 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Future Steps Occupational Therapy Package | Specialist OT assessments and regulation strategies to address sensory and emotional barriers to engagement. | Challenge 4 |
| Behaviour Watch annual licence | Provides a robust digital system for tracking behaviour, attendance, rewards, and interventions. Supports QA and early identification of concerns. | Challenges 2 & 3 |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,726.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| PSA and safeguarding team support | Dedicated family engagement role to improve attendance and overcome barriers. EEF evidence shows parental engagement provides +4 months progress and improves student outcomes. (£10000) | Challenges 2 & 6 |
| Breakfast Club provision | Addresses food insecurity and morning routines, improving punctuality and readiness to learn. (£5000) | Challenge 2 |
| Enrichment rewards fund | Incentivises attendance and positive behaviour through SHAPE-linked rewards, encouraging intrinsic motivation and engagement. (£3000) | Challenges 2 & 3 |

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| Student Council & leadership activities (e.g., Power of Women workshops) | Builds student voice, leadership, and empowerment. Particularly supports girls and under-represented groups. (£1000) | Challenge 5 |
| Summer Camp residential | Provides outdoor learning, life skills, and resilience-building experiences, enhancing confidence and independence. (£4000) | Challenge 5 |
| External agencies for PSHE enrichment | Delivers specialist workshops on safeguarding topics: CCE, CSE, county lines, knife crime, and substance misuse. (£3000) | Challenge 6 |
| Tees Valley Sport – Alternative Education Event Plan | Subscription provides access to a variety of sports events to promote healthy lifestyles, social skills, and engagement. (£300) | Challenge 5 |
| Duke of Edinburgh Award subscription (special schools) | Nationally recognised programme to develop teamwork, resilience, and leadership. (£120) | Challenge 5 |
| Duke of Edinburgh equipment fund | Ensures financial barriers do not prevent participation in expeditions and activities. (£2683) | Challenge 5 |

## Total budgeted cost: £65330

# 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 2024 to 2025 academic year.

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| The Pupil Premium allocation for 2024–25 was focused on addressing barriers to learning and engagement, particularly:<br>- Improving attendance and readiness to learn through Breakfast Club, PSA engagement, and family support.<br>- Reducing social, emotional, and behavioural barriers through specialist OT input and structured interventions.<br>- Providing targeted academic support, particularly for literacy and communication. |

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £54,175 |
| Recovery premium funding allocation this academic year | £15,370 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| **Total budget for this academic year** | £69,545 |

## Externally provided programmes

| Programme | Provider |
|---|---|
| Occupational Health | Future Step |
| | |

## Service pupil premium funding (optional)

| Measure | Details |
|---|---|
| N/A | |

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## Further information (optional)

**Additional activity**

**Planning, implementation and evaluation**