

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023 to 2024, 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	82
Proportion (%) of pupil premium eligible pupils	70.7% (58 students)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	15.09.23
Date on which it will be reviewed	June 2024
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Stephen Thomas Principal
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,030
Recovery premium funding allocation this academic year	£29,256
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	£89,286

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to **provide additional support for Looked After Children and those from low income families**. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

As a school we have identified that poor attendance is a significant barrier to learning and have also identified that challenging behaviours, gaps in prior learning, poor attitude to learning are amongst the biggest contributors to lack of progress and under achievement in some pupils.

Poor attendance can occur for many reasons ranging from mental health issues leaving students feeling unable to attend and engage in education, a lack of motivation and willingness to engage with learning or the absence of social boundaries and expectations which make non-attendance acceptable within the family. As a school it is important that we challenge poor attendance and ensure that appropriate support is in place for pupils who may be in need. We will provide a supportive approach to engage students and families, utilising skilled staff such as the pastoral support advisor, to ensure all students are fully educated as to the importance of good attendance. We will also aim to provide a stimulating, engaging and enriching curriculum that provides students with the opportunity to make progress in both academic study and social development. In addition to this we will also highlight and celebrate good attendance and incentivise all students to work on improving attendance when and where appropriate.

Part of the curriculum offer to the students at Westlands Academy includes the opportunity to access experiences in a safe and controlled manner, which may not always be possible for low income families to provide. We aim to give each child the opportunity to develop their social skills in the community on a regular basis. This is made possible through the weekly enrichment offer, the outdoor education offer and the half termly trips and experiences. The ultimate aim of the curriculum is to ensure that all young people are adequately prepared for adulthood, and in particular have the skills and qualifications required to access post 16 provision which is suitable to their needs and allows them to fulfil their potential and aspirations.

Westlands Academy aims to provide the best education for our students.

Our curriculum will:

- Clearly set out the knowledge and skills that students will gain at each stage
- Recognise individual needs and academic and social starting points
- Promote an understanding of personal safety through positive decision making
- Develop positive choices that lead to improved physical, social and mental health
- Encourage, recognise and reward good and improving attendance
- Be broad and balanced, meeting the needs of all learners

- Support students by providing them with the appropriate knowledge and skills that they need to be successful in life
- Provide students with a variety of learning activities to promote their personal development
- Provide students with rich experiences
- Ensure that progress is measured and recorded so that targeted support can be implemented
- Provide access to counselling and other agencies where necessary

The pupil premium strategy plan will provide funding enabling the academy to:

- provide targeted intervention especially for disadvantaged pupils,
- support the work of the parent support advisor in engaging pupils and families from a disadvantaged background,
- Provide additional safeguarding support for pupils and families helping to ensure that negative and potentially harmful situation do not further hinder pupils progress and development,
- Provide a range of enrichment experiences,
- Re-engage disaffected learners
- Improve attendance through development of bespoke packages

Challenges

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

Challenge number	Detail of challenge
1	Pupils from disadvantaged backgrounds make slower progress in core subjects
2	Poor attendance and disengagement with education is a barrier to learning, progress and attainment.
3	Students presenting with sensory based issues, anxiety and ASD often struggle to effectively access the curriculum and make desired levels of progress without additional support
4	Challenges linked to poor emotional resilience and poor mental health can have a negative impact on progress and attainment
5	Pupils from disadvantaged backgrounds make slower progress across the curriculum
6	Poor attendance has a negative impact on progress and attainment

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
<p>Close the knowledge gap and ensure students gain suitable qualifications in English and Maths.</p> <p>Intervention sessions will provide bespoke support enabling students to develop knowledge, understanding and skills in core subjects and improve rate of progress, develop confidence and engagement.</p> <p>Students access high quality educational resources</p>	<p>All PP students make appropriate progress throughout the maths and English curriculum evidenced through progress data</p> <p>All PP students achieve appropriate qualifications in Maths and English by the end of KS4</p>
<p>Provide disengaged students with poor attendance with a more comfortable setting, where they are able to work and build up confidence in their own time with the long-term aim of fully reintegrating them back into the full school community.</p> <p>Bespoke timetables and support from PSA and appropriate sourced external agencies will improve levels of engagement.</p>	<p>Improved attendance and engagement in bespoke timetables</p> <p>Increase in school-based learning time for previously disengaged students</p> <p>Data will demonstrate that students make progress throughout bespoke curriculum</p>
<p>All PP students should make progress in all subjects studied throughout the AP programme. Further support has been provided throughout the year to help support students, especially Year 11, who are all on track to achieve their Maths and English qualifications. This also includes 1:1 tutoring for students with issues that preclude them from entering the school.</p> <p>Provide tutoring for students accessing home based education and AP students when and where appropriate with a focus on Maths and English</p>	<p>All PP students accessing AP will make appropriate progress throughout their bespoke curriculum offer.</p> <p>All PP students accessing PP will achieve appropriate qualifications in Maths and English by the end of KS4</p>
<p>Provide support for students with sensory based issues and anxiety.</p>	<p>Improvement in engagement and progress for identified students accessing Future Steps</p> <p>Reduction in duty lead data, major incidents, MIR's and other negative</p>

<p>Future Steps to provide support for students referred into the service by the school</p> <p>Provide pupils/students with the tools and strategies they need to regulate their own emotions</p>	<p>behaviour indicators alongside an improvement in SHAPE points for students accessing Future Steps support</p>
<p>All PP students to make expected progress throughout the curriculum relative to starting points and attendance.</p> <p>Students access high quality educational resources</p>	<p>All PP students make appropriate progress throughout the curriculum evidenced through progress data</p> <p>All PP students achieve appropriate externally accredited by the end of KS4</p>
<p>Improve attendance for students from a disadvantaged background by means of an engaging curriculum, enrichment activities, rewards, incentives and targeted support.</p>	<p>Improvement in attendance in PP groups.</p> <p>Reduction in need for attendance support plans and LA referrals for PP students</p>

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: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional resources to support reading and literacy development across the school.</p>	<p>First News subscription to provide staff with literacy based resources that can be accessed during form time</p> <p>EEF Teaching assistant interventions +4 impact</p> <p>EEF preparing for Literacy guidance report</p>	<p>1,2,5</p>

CPD relating to ASD awareness	All staff to complete CPD relating to ASD awareness which will provide strategies to support learnings EEF Self-regulation +7 impact EEF behaviour interventions +4	3,4,6
CPD designed to raise awareness of sensory based issues and to provide staff with practical strategies to help classroom delivery	All staff to complete CPD relating to Sensory and Anxiety based issues. It is designed to raise staff awareness and understanding and will provide strategies to support learnings EEF Self-regulation +7 impact EEF behaviour interventions +4 EEF Social and Emotional learning +4	3,4,6

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

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support identified students who are struggling with the curriculum and need 1:1 support	Staff to deliver and support with interventions. GL assessments to outline specific intervention work to highlight any gaps in learning. Students will benefit from a bespoke intervention plan delivered on a 1:1 basis or small ability-based group to minimise distraction and maximise professional support Making the best use of Teaching Assistants guidance report EEF one to one tuition +5	1,2,3,4,5,6
Students making good progress in all subjects	Provide opportunities for students to access a more appropriate curriculum and	1,2,3,4,5,6

studied on bespoke education packages	gain qualifications in these courses. For all students who are on bespoke education packages to gain qualifications in English and Maths that reflect their targets.	
To Integrate students who are on a bespoke education package into school to support with learning	The Academy to become more fluid in its movement of students through the various stages of bespoke education packages More students to engage in the PT provision within school EEF one to one tuition +5 EEF Self-regulation +7 impact EEF behaviour interventions +4 EEF Improving behaviours in schools guidance	2,3,5

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

Budgeted cost: £54286

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support students and family who have SEMH issues	Students and family engage with PSA and school staff to access appropriately identified support services EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	1,2,3,4,5,6
To provide clear support for families to engage students and provide	Students and family engage with PSA and school staff to access appropriately identified support services	1,2,3,4,5,6

enhanced support to our most vulnerable students	<p>Westlands DSL's to continue to track Safeguarding cases and review them regularly with the Trust Lead and or Deputy Lead for Safeguarding.</p> <p>To ensure the Academy has a clearer understanding of the support needed for our most vulnerable and that actions can be in place</p> <p>EEF Parental engagement +4 impact Working with parents to support children's learning guidance report</p>	
To provide enhanced staffing ratio's enabling more support for students during lessons both academic and emotional.	<p>Funding will contribute towards additional staff who are available to support students with academic work and incidents of social / emotional dysregulation.</p> <p>EEF Small group tuition +4 impact EEF Teaching assistant interventions +4 impact Making the best use of Teaching Assistants guidance report</p>	1,2,3,4,5,6
To enhance students learning outside the classroom	<p>To continue to increase the number of offsite activities for enrichment that will encourage better behaviour around school.</p> <p>To increase reward opportunities to encourage better behaviour and engagement</p> <p>EEF behaviour interventions +4 EEF Improving behaviours in schools guidance</p>	2,5,6
Provide Future Steps OT support for identified students	<p>Identified students have access to professional OT support which will help with sensory, emotional and behaviour regulation</p> <p>EEF Self-regulation +7 impact EEF behaviour interventions +4</p>	3,4
PSA/Safeguarding	Students and families require extra support to help them overcome their	1,2,3,4,5,6

	<p>individual barriers and develop strategies to enhance school engagement and attendance. The PSA/Safeguarding Team provide school support for our students and families when they require it.</p> <p>EEF Parental engagement +4 impact</p> <p>Working with parents to support children's learning guidance report</p>	
Behaviour Watch	<p>Behaviour Watch – Behaviour and Academic monitoring system. The system enables accurate tracking of student behaviour and progress. This enables staff to implement targeted strategies to enhance behaviour support.</p> <p>Behaviour watch is also an integral tool which enables the school to implement our positive behaviour approach and associated rewards.</p> <p>Behaviour interventions +4</p> <p>EEF Improving behaviours in schools guidance</p>	2,3,4,6
Enrichment and Rewards	<p>Additional contributions to support the positive behaviour system in school. This system promotes positive behaviours and attitudes as well as positive attendance.</p> <p>EEF Social and Emotional learning +4</p> <p>EEF Improving behaviours in schools guidance</p>	1,2,4,6
Summer Camp	<p>To enhance students' experiences and independence away from their usual home and local environment. This also builds up student confidence and resilience</p> <p>EEF Social and Emotional learning +4 months impact</p> <p>EEF Improving behaviours in schools guidance</p>	1,3,4,5,6

Breakfast Club	Breakfast Club ensures that students have eaten before they start learning. It also provides a welcoming and calm start to the morning and, if required students can talk to staff about any issues that are concerning them in a more informal setting.	1,2,5
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Total budgeted cost: £89,286

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 2022 to 2023 academic year.

Quality of Education

1:1 Weekly Literacy Intervention for Looked After Children

- This has enabled those students to receive more focused tutoring so that any gaps in their knowledge can be reduced. It also enables students to feel more confident during lessons as they have improved levels of literacy and can access more of the work without feeling left out or low on self confidence
- 100% of Y11 PP leavers achieved an English qualification

1:1 Weekly Maths Intervention for all Looked After Children

- The Maths tuition has enabled students to receive more focused tutoring in an environment where they are more comfortable in and can therefore learn from their mistakes. Increased numeracy skills not only improves students Maths progress and outcomes, but also develops confidence in other subjects where numbers are used.
- 100% of Y11 PP leavers achieved a Maths qualification

66.9% of KS3 students and 88.1% of KS4 students made good or better progress through the curriculum throughout the academic year.

AP Programme and Vocational Provision

- All PP students make progress in all subjects studied throughout the AP programme
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Resources / Online Resources

- Teaching staff and students were able to access high quality curriculum resources such as Conquer Maths that will enhance their curriculum knowledge. Packages such as GL Assessments and Hodder assessments are enabling accurate assessment to take place

Behaviour and Attitudes

Breakfast Club

- Ensured that students had eaten before they started learning
- Providing a welcoming and calm start to the morning and, if required, students were able to talk to staff about any issues that were concerning them in a more informal setting

PSA / Safeguarding Lead support

- Students and families who required extra support to help them overcome their individual barriers and develop strategies to enhance school engagement and attendance were provided with appropriate support.

Counselling

- Approximately 25% of the students at Westlands accessed an externally provided counsellor. Students accessed between 1 and 15 sessions based on identified

Personal Development

Summer Camp / Outdoor Education

- Students in both KS3 and KS4 had opportunity to attend summer camp. This providing them with a range of valuable skills and experiences.

Cultural/Social Enrichment

- Students participated in a variety of activities designed to enhance students' learning and socialisation outside the classroom at events such as cinemas, visits, sporting competitions
- Activities included theatre visits, trips to the beach, cinema trips and other leisure activities all accessed as part of our enrichment program.

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)	
Total budget for this academic year	£69545

Externally provided programmes

Programme	Provider
Counselling	ABC Therapy

Service pupil premium funding (optional)

Measure	Details
N/A	

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Further information (optional)

Additional activity

Planning, implementation and evaluation