

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	76.5% (85 students)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	18.09.24
Date on which it will be reviewed	June 2025
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Stephen Thomas Principal
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,225
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	£57,225

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 and 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>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 some 1:1 tutoring for students with issues that preclude them from entering the school.</p>	<p>All PP students accessing any form of AP will make appropriate progress throughout their bespoke curriculum offer.</p> <p>All PP students accessing any form of AP 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>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>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 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>All PP students make appropriate progress throughout the curriculum evidenced through progress data</p>

Students access high quality educational resources	All PP students achieve appropriate externally accredited by the end of KS4
Improve attendance for students from a disadvantaged background by means of an engaging curriculum, enrichment activities, rewards, incentives and targeted support.	Improvement in attendance in PP groups. Reduction in need for attendance support plans and LA referrals for PP students

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: £3,548.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional resources to support reading and literacy development across the school.	Reading Plus membership that provides literacy specific assessments and targeted resources to help develop literacy. First News subscription to provide staff with literacy based resources that can be accessed during form time EEF Teaching assistant interventions +4 impact EEF preparing for Literacy guidance report	1,2,5
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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students making good progress in all subjects studied on bespoke education packages	<p>Provide opportunities for students to access a more appropriate curriculum and gain qualifications in these courses.</p> <p>For all students who are on bespoke education packages to gain qualifications in English and Maths that reflect their targets.</p>	1,2,3,4,5,6
To Integrate students who are on a bespoke education package into school to support with learning	<p>The Academy to become more fluid in its movement of students through the various stages of bespoke education packages</p> <p>More students to engage in the PT provision within school</p> <p>EEF one to one tuition +5</p> <p>EEF Self-regulation +7 impact</p> <p>EEF behaviour interventions +4</p> <p>EEF Improving behaviours in schools guidance</p>	2,3,5

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

Budgeted cost: £28,676.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

To support students and family who have SEMH issues	<p>Students and family engage with PSA and school staff to access appropriately identified support services</p> <p>EEF Parental engagement +4 impact</p> <p>Working with parents to support children's learning guidance report</p>	1,2,3,4,5,6
To provide clear support for families to engage students and provide enhanced support to our most vulnerable students	<p>Students and family engage with PSA and school staff to access appropriately identified support services</p> <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</p> <p>Working with parents to support children's learning guidance report</p>	1,2,3,4,5,6
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</p> <p>EEF Teaching assistant interventions +4 impact</p> <p>Making the best use of Teaching Assistants guidance report</p>	1,2,3,4,5,6
To enhance students learning outside the classroom	To continue to increase the number of offsite activities for enrichment that will encourage better behaviour around school.	2,5,6

	<p>To increase reward opportunities to encourage better behaviour and engagement</p> <p>EEF behaviour interventions +4 EEF Improving behaviours in schools guidance</p>	
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	<p>Students and families require extra support to help them overcome their 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 Working with parents to support children's learning guidance report</p>	1,2,3,4,5,6
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 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>	1,2,4,6

	EEF Social and Emotional learning +4 EEF Improving behaviours in schools guidance	
Summer Camp	To enhance students' experiences and independence away from their usual home and local environment. This also builds up student confidence and resilience EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools guidance	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

Total budgeted cost: £57,225

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 2023 to 2024 academic year.

Quality of Education

- 81.3% of students made good progress through the curriculum
- 78.5% of KS3 students made good progress through the curriculum
- 92.1% of KS4 students made good progress through the curriculum
- 82.1% of PP students made good progress through the curriculum
- 100% of PP students achieved a KS4 qualification in Maths
- 100% of PP students achieved a KS4 qualification in English

AP Programme and Vocational Provision

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

Resources / Online Resources

- Teaching staff and students were able to access high quality curriculum resources such as Conquer Maths and First News that enhanced their curriculum knowledge. Packages such as GL Assessments and reading plus helped provide accurate assessments and intervention strategies.

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.

OT Future Steps

- Difficult to measure direct impact however an overall reduction in MIRs is supported by staff and students having a better understanding of sensory based issues and therefore have better regulation skills and techniques. 15 PP students were provided with full OT assessments and have OT plans now in place to support their regulation and ability to access the curriculum.

Personal Development

Summer Camp / Outdoor Education

- Students in both KS3 and KS4 had opportunity to attend summer camp (although this sadly, was negatively impacted by poor weather). This provided 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 historical site / venue 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)	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	

Further information (optional)

Additional activity

Planning, implementation and evaluation