

# Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024/25 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 Academy
Number of pupils in school	1021
Proportion (%) of pupil premium eligible pupils	27.33
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 - 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Simon Dallimore, Headteacher
Pupil premium lead	Matthew Reid Deputy Headteacher
Governor / Trustee lead	Sue Howes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	262,435
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	262,435

# Part A: Pupil premium strategy plan

## Statement of intent

At Westfield School, we are committed to ensuring that all students, regardless of their background or the challenges they face, make substantial progress and achieve high attainment across the curriculum. Academic success equips students with the skills and knowledge necessary for:

- Progression to further and higher education
- Enhanced employability
- Broader social opportunities

At Westfield, we are dedicated to closing the disadvantage attainment gap through a combination of high-quality teaching, early intervention, robust support systems, and enriching experiences. By aligning our practices with the latest research and continuously evaluating our strategies, we strive to ensure that all students have the opportunity to succeed and thrive.

### Evidence-Based Approach to Addressing Disadvantage

Our strategy is grounded in the latest educational research, particularly insights from the Education Endowment Foundation (EEF) and the Sutton Trust, which highlight several key factors influencing the attainment gap:

- **Quality Teaching:** High-quality teaching is the most effective lever for improving outcomes for disadvantaged students. This includes targeted support based on robust diagnostic assessment of need and ensuring access to a broad and balanced curriculum.
- **Targeted Academic Intervention:** While the attainment gap often emerges in the early years, research shows that targeted support in secondary school can still have a significant impact. Many students enter secondary education with gaps in literacy, numeracy, or other foundational skills, which can widen over time if not addressed. Evidence-based secondary interventions — such as literacy and numeracy support, alongside targeted subject-specific support— have been shown to accelerate progress and improve long-term outcomes. By identifying these gaps early through robust assessment and providing tailored support, we ensure that all students have the tools they need to succeed in the curriculum and beyond.
- **Attendance and Engagement:** Disadvantaged students often face barriers to consistent school attendance. Research indicates that unauthorized school absence is

a significant factor in widening the attainment gap, particularly affecting GCSE outcomes

We recognize that academic success is closely linked to well-being and personal development. Our approach includes:

- **Pastoral Care:** Providing outstanding pastoral care to support students' emotional and social development, fostering good behaviour and attendance as the basis for academic success.
- **Enrichment Opportunities:** Offering a wide range of extracurricular activities in the performing and visual arts and sport, ensuring that disadvantaged students have access to opportunities that may not be available outside of school.

### **Support for Service Children**

Our school is committed to ensuring that Service Children receive the tailored support needed to thrive academically, socially, and emotionally. We recognise the unique challenges faced by pupils from Armed Forces families, including mobility, periods of parental deployment, and the need for stability during transitions. Funding is used to provide targeted pastoral support, emotional wellbeing programmes, and opportunities to build resilience. We prioritise strong communication with families to ensure smooth integration during admissions and mid-year moves, and we monitor academic progress closely to identify and address gaps swiftly. Through these measures, we aim to create a consistent, nurturing environment where Service Children can succeed and feel fully included in school life.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in attendance and punctuality patterns post-COVID
2	Increasing social, emotional, and mental health (SEMH) needs
3	Accessing enrichment activities in and beyond school
4	Disadvantaged outcomes below both national and local averages. We have identified 2 major factors <ul style="list-style-type: none"> <li>• Low prior attainment and low levels of literacy and numeracy</li> <li>• Affordability of equipment, resources and curricular activities (including technology outside of school)</li> </ul>

## 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
To achieve and sustain improved attendance and punctuality among disadvantaged pupils, reducing persistent absence and increasing engagement in school life.	<ul style="list-style-type: none"> <li>• Whole-school attendance above <b>93%</b>.</li> <li>• <b>Persistent absence</b> for disadvantaged pupils below <b>18%</b>.</li> <li>• Improved punctuality data, with fewer late arrivals recorded.</li> <li>• Positive feedback from students and families through attendance surveys</li> </ul>
To improve emotional wellbeing, resilience, and self-regulation among disadvantaged pupils through enhanced SEMH support and intervention	<ul style="list-style-type: none"> <li>• Reduction in <b>behaviour incidents, suspensions, and internal referrals</b> for SEMH-related issues.</li> <li>• Improved wellbeing indicators from student and parent surveys.</li> <li>• Increased engagement with school-based counselling, mentoring, and pastoral programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Case studies show measurable progress in individual SEMH outcomes</li> </ul>
<p>To broaden disadvantaged pupils' horizons by increasing exposure to cultural, academic, and vocational experiences beyond the local community</p> <p>To build confidence with unfamiliar contexts as early as KS3.</p>	<ul style="list-style-type: none"> <li>• Increased participation in <b>enrichment trips, university visits, and cultural events.</b></li> <li>• Positive pupil feedback indicating raised aspirations for post-16 and post-18 pathways.</li> <li>• Measurable increase in the number of disadvantaged students applying for <b>Level 3 courses, apprenticeships, or higher education.</b></li> <li>• Positive engagement and contribution in lessons indicating broadened cultural awareness, strengthened empathy and increased confidence when engaging with unfamiliar material, particularly with unseen texts.</li> <li>• Curriculum audits show improved cultural representation and enrichment opportunities.</li> </ul>
Improved outcomes for disadvantaged pupils in all subjects by improving levels of literacy and numeracy alongside ensuring full access to the curriculum.	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils have access to necessary learning equipment and technology.</li> <li>• Reduction in reported barriers to participation in school activities due to affordability</li> <li>• Disadvantaged pupils' literacy and numeracy scores show measurable improvement termly/annually.</li> <li>• The attainment gap between disadvantaged pupils and peers narrows compared to previous years.</li> </ul>

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All KS3 disadvantaged students are provided with their own Chromebook. Where necessary, replacement chromebooks have also been purchased for disadvantaged KS4 students</p> <p>This included allocated funding for repairs and maintenance of chromebooks for disadvantaged students</p>	<p>We are now established as a school that uses Google technology within the classroom. This was a project started 5 years ago in order to provide students and staff with another tool to use in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	4
<p>Support for curriculum areas with resources for disadvantaged students: Food, Art and Photography</p>	<p>Participation in practical subjects is important for our school community. We understand that our families may not be able or willing to offer these activities without financial support</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3,4
<p>Subsidising activities fund (including Music lesson subsidies)</p>	<p>Music has always been a strength at Westfield. Results for music GCSE have been among the highest in the county. Additionally we believe that Access to music tuition varies within our partner primary schools and we want to encourage wider participation in the arts.</p> <p>We are also developing our provision of the Wider Arts</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3,4

Reduce Maths and English class sizes	<p>We recognise that English and Maths are vital subjects for our students to progress onto the next stage of their education/training and employment. It is part of a wider strategy to raise aspirations</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>All year 11 disadvantaged provided with revision resources for GCSE subjects, where advised by HOD</p> <p>This includes the purchase of digital textbooks</p>	The EEF toolkit suggests that 'The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment.'	4
<p>Targeted intervention programmes , including: LexiaRapid Reader Plus, Literacy Booster, Phonics, Talisman Reading,, Numicon, Emotional Literacy, Nurture Group, Breakfast Club, Lunch Club, EAL, Speech and language Intervention</p>		4

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 4 Academic Interventions lead to provide academic mentoring and support to disadvantaged students  and  Enhanced Learning+ provision	Many disadvantaged students come from families with low expectations and limited if any experience of higher or further education. Evidence from the EEF toolkit suggests 'some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.'  <a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 4
Exam Reader pens The pens are personalised for each student	We recognise that accessing texts is crucial for students in exams. This is part of a wider literacy, and in particular reading strategy  <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	4
New SLT roles created to focus on Key Stage 3 and earlier interventions. Leading on new mentoring and in focus programmes	We recognise that relationships are key. Better use of data allows us to identify much earlier students who will need extra support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	



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

Budgeted cost: £131,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional pastoral support to support student engagement - supporting attendance, behaviour and well-being:</p> <ul style="list-style-type: none"> <li>• 5 Non-teaching HOY</li> <li>• 4 Non-teaching Assistant HOY to reflect increased size of individual cohorts</li> <li>• Attendance Officer</li> <li>• PFSA</li> <li>• Non-teaching DSL and deputy DSL</li> </ul>	<p>There is well documented evidence that indicates that good behaviour and attendance is essential in order to achieve academic success.</p> <p>The additional staffing supports our wider work in improving our students':</p> <ul style="list-style-type: none"> <li>• Self-awareness;</li> <li>• Self-regulation;</li> <li>• Social awareness;</li> <li>• Relationship skills; and</li> <li>• Responsible decision making</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>We have also used case studies from 'SW learning context case studies: Improving the performance of disadvantaged students' which argued that 'building strong relationships was essential to the success of all pupils</p>	1,2
Raising aspirations lead appointed	<p>We want more of our students to access higher and further education. Being involved with universities and understanding the pathways is important for our community that has historically very low levels of engagement with education post-16. Research is very clear that a major indicator for attending university is having a parent who attended. We recognise that this is a major barrier and need to expose more students to post-18 education</p>	3

**Total budgeted cost: £ 231,000**



## 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 2024-2025 academic year.

In the last academic year, we continued to prioritise the mental health and wellbeing of our students. Assessments and observations indicated that periods out of school, uncertainty about the future, and challenges accessing support were affecting behaviour, wellbeing, and mental health to varying degrees. Pupil Premium funding was used to provide targeted wellbeing support and interventions where required.

The increased pastoral provision enabled a more proactive approach, contributing to reductions in suspensions and permanent exclusions. This additional capacity has also supported improvements in attendance and strengthened engagement with families. While national and local evidence shows that disadvantaged students are disproportionately affected, our targeted support continues to mitigate these challenges.

Attendance for our students has improved substantially over the last academic year, placing the school in the top 30% nationally. Targeted support for disadvantaged students, proactive engagement with families, and increased capacity within the attendance team have all contributed to this achievement. Mentoring, pastoral interventions, and tailored support for vulnerable students have ensured that more pupils are attending school regularly, enabling them to fully engage with their learning and make consistent academic progress. This improvement demonstrates the positive impact of our focused strategies on both attendance and overall student outcomes

Through targeted use of Pupil Premium funding, we have supported disadvantaged students to achieve improved academic outcomes. Tailored interventions, small-group support, and access to additional learning resources have enabled students to make measurable progress, particularly in vocational subjects where disadvantaged students continue to excel. The **Learning+** provision and targeted mentoring have ensured that vulnerable students can complete examinations and achieve qualifications that facilitate their next steps in education, training, or employment. These strategies have contributed to closing attainment gaps and ensuring that disadvantaged students can achieve their potential alongside their peers.

Pupil Premium funding was also used to enhance curriculum access, including online resources, Chromebooks, and support for extra-curricular activities and school trips, ensuring disadvantaged students have equitable opportunities. Increased CPD funding has enabled staff to access the

latest research and best practice, strengthening teaching and pastoral strategies to support academic and personal development.

Overall, targeted use of Pupil Premium funding has contributed to improved outcomes, increased attendance, enhanced wellbeing, and better engagement for our disadvantaged students.