

Pupil premium strategy statement – The Westleigh School

Shaw Education Trust's Developing Disadvantaged Potential Strategy

Rationale:

One of Shaw Education Trust's (SET) overarching strategic objectives is to 'nurture inclusive, high performing schools where every student excels'. SET serves primarily areas of socio-economic disadvantage, so our key focus is on ensuring our most vulnerable and disadvantaged students succeed and have the opportunity to compete with their non-disadvantaged peers in education, opportunity and life.

Definition:

For the purposes of this strategy, pupils are classified as disadvantaged if they have been eligible for free school meals (FSM) at any time in the last six years or are looked after by the local authority.

However, pupils can also be disadvantaged through other circumstances and therefore this strategy can benefit wider groups of children. This can include but is not limited to:

- those who are or have been known to social services (child protection)
- children previously looked after by a local authority or other state care, including children adopted from state care
- pupils with special educational needs and/or disabilities and young carers.

Strategic Aims

1. *Equality of opportunity*: ensure disadvantaged pupils have access to the same high-quality education, resources and enrichment opportunities as their peers, so that background or circumstance does not limit what they can achieve.
2. *Close the attainment and progress gap*: ensure that disadvantaged students achieve the same progress as their non-disadvantaged peers, and the gap in attainment (and progress) steadily reduces over time.
3. *Quality first teaching and personalised support*: ensure that high-quality teaching is the universal entitlement for all pupils, and that disadvantaged pupils also benefit from targeted, evidence-based interventions (academic, pastoral, social) as required.
4. *Address non-academic barriers*: remove or mitigate barriers to learning for disadvantaged pupils (e.g. poor attendance, low engagement, limited resources, low aspiration) so they can fully access and engage with the curriculum and school life.

5. *Raise aspirations and broaden horizons:* ensure disadvantaged pupils are exposed to cultural, enrichment and career experiences (e.g., trips, mentoring, employer links) so they develop aspiration, agency and are prepared for further education, employment or training.
6. *Promote equity and inclusion:* build a school culture where disadvantage is visible in our data, tracked, discussed, but pupils are not defined by it, so that they feel included, valued and supported.
7. *Continuous monitoring, evaluation and improvement:* regularly monitor the progress, attendance and wellbeing of disadvantaged pupils; evaluate the impact of interventions; adjust strategy and resource allocation accordingly so that the approach remains responsive and effective.
8. *Embed a Trust-wide approach and expectation:* ensure all schools implement this strategy whilst allowing each setting to tailor its practice and allocate resources effectively. To promote continuous professional development and collaborative learning across the Trust so that best practice for disadvantaged learners is scaled and adapted.

The strategy is structured in three parts:

1. **Overall Approach** (for all sectors)
2. **Sector-specific priorities and actions** (Primary, Secondary, Special)
3. **Implementation, monitoring and governance**

1. Overall Approach



Identify and Diagnose Disadvantaged Pupils' Needs and Barriers

- Conduct detailed data analysis to identify attainment gaps, attendance issues, behaviour issues and wellbeing concerns for disadvantaged pupils.
- Gather pupil voice and teacher feedback to understand individual barriers (e.g., access to technology, cultural capital, SEND, attendance).
- Use diagnostic tools such as pupil progress meetings, baseline assessments (such as reading data), and wellbeing surveys.

Outcome: A clear, evidence-based understanding of the specific needs and barriers faced by disadvantaged pupils across Trust schools.

Use Reliable Research to Support Strategy

- Draw on **EEF's Teaching and Learning Toolkit**, **EEF implementation guidance**, and other peer-reviewed sources to select approaches proven to have high impact.
- Prioritise high-quality teaching as the most powerful tool to close disadvantage gaps.
- Identify interventions with a strong evidence base (e.g., targeted academic support, metacognition and self-regulation, social and emotional learning).

Outcome: Strategic decisions are underpinned by robust educational research and cost-effectiveness analysis.

3. Develop Strategy

- Create a Trust-wide framework that allows schools flexibility to adapt to local contexts.
- Set measurable, time-bound targets for pupil progress, engagement, and enrichment participation.
- Ensure alignment between pupil premium, SEND, and wider school improvement plans.
- Include professional development for teachers and support staff to strengthen classroom practice.

Outcome: A coherent, well-resourced strategy that clearly defines responsibilities and expected impact.

4. Implement and Monitor Strategy

- Use a phased approach: pilot, scale, refine.
- Ensure fidelity to chosen approaches through training, coaching, and peer review.
- Regularly collect data (academic, attendance, wellbeing) to monitor progress.
- Establish accountability through line management and Trust-level oversight.

Outcome: Consistent, high-quality implementation with ongoing evaluation and responsive adaptation.

5. Evaluate and Sustain Strategy

- Use both quantitative (data) and qualitative (pupil/teacher feedback) evidence to assess impact.

- Conduct annual Trust-wide pupil premium reviews and share best practice across schools.
- Identify what works and embed successful approaches into long-term practice and policy.
- Plan sustainability beyond funding cycles by building capacity within staff teams.

Outcome: A sustainable, continuously improving strategy that embeds equity and excellence for disadvantaged learners

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	989
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Annual update October 2026; termly evaluation; final strategy review October 2027.
Statement authorised by	Carlton Bramwell
Pupil premium lead	Kris Burge
Governor / Trustee lead	John Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£450,390

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve well across the curriculum. We are committed to ensuring that disadvantage does not limit pupils' opportunities, experiences or outcomes, in line with Shaw Education Trust's vision of creating inclusive, high-performing schools where every child can thrive.

Our approach is founded on the principle of equity, ensuring that disadvantaged pupils have full access to a high-quality curriculum, expert teaching and a broad range of enrichment opportunities. We are committed to narrowing gaps in attainment and progress through evidence-informed strategies that support both academic success and personal development.

A central pillar of our strategy is high-quality teaching. Through a sustained programme of professional development, we equip staff with the knowledge and skills to deliver adaptive, responsive teaching that meets the needs of disadvantaged learners. Alongside this, we provide targeted academic support, including carefully planned interventions and literacy programmes, to address gaps in knowledge, understanding and skills.

We recognise that many disadvantaged pupils face barriers beyond the classroom, including challenges related to attendance, behaviour, and social, emotional and mental health. Our strategy therefore places significant emphasis on pastoral care, attendance improvement and effective behaviour systems, ensuring that pupils are well supported, ready to learn and able to achieve their potential.

We are equally committed to raising aspirations and broadening horizons. Through access to cultural capital, enrichment experiences and high-quality careers education, disadvantaged pupils are supported to develop confidence, ambition and a clear understanding of the pathways available to them in further education, employment and training.

Our work is underpinned by robust identification of need and rigorous evaluation. We use a range of evidence, including assessment information, attendance and behaviour data, student voice, and staff insight, to identify barriers to learning and determine priorities. Our strategies are informed by educational research, including guidance from the Education Endowment Foundation, and are regularly reviewed to ensure they deliver the greatest possible impact.

Through this comprehensive and responsive approach, we aim to foster a culture of high expectations, inclusion and opportunity, where disadvantaged pupils achieve outcomes comparable to their peers, participate fully in school life and are exceptionally well prepared for their future success.

Challenges

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

Challenge number	Detail of challenge
1	Reading and literacy: disadvantaged pupils are more likely to enter secondary school with reading skills below those of their peers. Gaps in decoding, fluency, vocabulary and comprehension restrict access to subject texts, examination questions and independent writing. Some pupils have limited opportunities or support to develop reading beyond school.
2	Progress, attainment and independence: disadvantaged pupils do not yet achieve as well as their peers across the curriculum. The 2026 Attainment 8 gap is 7.12 points. Gaps in essential knowledge and in the

	skills needed for independent study can accumulate, limiting success at KS4. High-quality teaching and targeted support must sustain core-subject gains and improve less consistent subject outcomes.
3	Attendance and SEMH: disadvantaged pupils attend less regularly than their peers, leading to missed teaching and gaps in learning. Attendance improved to 87.89% in 2025/26, but persistent absence remains high at 39.29%. For some pupils, social, emotional and mental health needs further affect attendance, engagement and successful participation in lessons.
4	Enrichment, aspirations and progression: some disadvantaged pupils face financial, practical or personal barriers to enrichment and wider experiences. Uneven access to careers information, encounters and guidance can restrict their understanding of available pathways and confidence in pursuing ambitious next steps.
5	Family engagement and home learning: some families face barriers to accessing school communication and supporting learning at home. Limited study space, resources, connectivity or confidence with learning platforms can affect independent work. Support must be accessible, targeted and based on individual family circumstances.

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
Literacy development Disadvantaged pupils strengthen reading, vocabulary and writing so that literacy barriers increasingly cease to limit curriculum access.	The gap between PP and non-PP pupils in the proportion meeting the school's standardised reading benchmark is below 10 percentage points. Pupils receiving reading intervention improve from matched starting points in the assessed component skills, with standard age scores and reading ages interpreted separately. Subject work shows more accurate vocabulary use, improved comprehension and increasingly independent writing; pupils with complex SEND are evaluated against appropriate individual goals.
Curriculum pathways Disadvantaged pupils access an ambitious curriculum and pathways suited to their strengths and future goals.	Every disadvantaged pupil has access to informed KS4 options guidance. Annual pathway reviews evaluate PP representation by prior attainment and SEND, identify barriers to ambitious choices and record action. Year 11 pupils have a clear progression route supported by their qualifications and individual guidance.
Professional development and classroom teaching Disadvantaged pupils experience consistently effective teaching that secures essential knowledge and develops independence.	Half-termly QA evaluates the five-phase framework, Westleigh Five and adaptive teaching through PP work, assessment and pupil voice. Follow-up shows that identified teaching weaknesses have been addressed and pupils apply learning more securely. PP attainment improves and the internal A8 gap reduces from 7.12 to below 6 points, alongside sustained core-subject gains and stronger option-subject performance.
Responsive feedback Disadvantaged pupils use feedback to correct misconceptions and improve subsequent work.	Subject assessment and work sampling show that identified errors are corrected and pupils apply the learning in later independent tasks. Teachers use checks for understanding to adapt teaching at the point of learning. Each faculty evaluates the impact of its

	feedback approach half-termy and acts where recurring misconceptions remain.
Catch-up provision and targeted support Disadvantaged pupils close diagnosed gaps in reading, numeracy and subject knowledge without losing access to an ambitious curriculum.	Every intervention has a baseline, specific learning goal, planned duration and review date. End-of-cycle retesting and later classroom work demonstrate whether targeted gaps have closed; ineffective support is adapted. Year 11 targeted pupils improve on comparable assessment content and access revision support equitably. Eligible Reconnect pupils have assessed needs, targeted support and a reviewed mainstream reintegration plan.
Attendance Disadvantaged pupils attend more regularly and recover learning missed through absence.	PP attendance rises to at least 90% and persistent absence falls below 35%, from 87.89% and 39.29% respectively. The gap with non-PP pupils narrows. Weekly monitoring and fortnightly reviews show improved attendance among supported pupils and completion of prioritised catch-up learning.
Climate for learning Disadvantaged pupils participate confidently, feel they belong and experience routines that protect learning time.	PP suspensions, repeat suspensions and lesson removals reduce from 2025/26, reported alongside pupil counts and lost learning. QA and pupil voice show increased participation and timely support for pupils struggling to engage. Reconnect reviews show increasing successful mainstream participation; post-exit follow-up identifies and addresses renewed difficulties.
Widening participation Disadvantaged pupils sustain participation in enrichment and wider experiences.	The proportion of PP pupils participating is at least in line with non-PP pupils, using the same definition and period. Half-termy tracking identifies non-participants and records barriers, matched offers and subsequent uptake. Pupil voice evaluates belonging, confidence and the value of experiences; attendance at a club is not treated as proof of academic improvement.
Post-16 and careers development Disadvantaged pupils make informed, ambitious choices and progress to sustained education, employment or training.	Every Year 11 PP pupil receives individual careers guidance and has a recorded intended destination and transition plan. Pupils at risk of an unsecured destination receive additional support and monthly review. Actual destinations are followed up and pupils without a place receive prompt support, with the aim that no disadvantaged pupil becomes NEET.
Supported study and digital access Disadvantaged pupils have the resources and support to complete purposeful independent learning.	Identified barriers to a functioning iPad, accessible resources, connectivity or study space are resolved or a supported alternative provided. Supported pupils improve both completion and quality of independent work from their starting points. Half-termy review checks that technology and study support are improving access and learning.
Parental engagement Families can access school communication and receive practical support matched to their child's needs.	Each targeted family has a named contact, an agreed accessible communication method and clear next steps. Reviews record whether identified barriers have reduced and whether the pupil's attendance, participation or learning improves. Event attendance and platform use inform delivery but are not used alone as evidence of impact.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [270,234]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development in explicit instruction, modelling, scaffolding, the Westleigh Five and responsive feedback. HoFs identify PP learning barriers through assessment and work sampling; coaching addresses practice requiring improvement.	EEF guidance on adaptive teaching, SEND and feedback supports clear explanation, effective checks and responsive support. QA evaluates pupil learning and independence.	1, 2, 3
Embed the three-wave literacy approach: disciplinary literacy in every subject; supported practice; diagnostic intervention. Faculty CPD specifies vocabulary, reading and writing demands within planned units.	EEF Improving Literacy in Secondary Schools supports subject-specific literacy alongside targeted help for pupils with additional needs.	1, 2
Use iPads, Showbie and assessment applications to provide accessible resources, model learning and identify misconceptions. Explicitly teach independent study and retain purposeful independent writing.	Digital tools support effective instruction and assessment; impact is evaluated through learning and work rather than device access alone.	1, 2, 5

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

Budgeted cost: £ [90,078]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver diagnostic reading support through trained staff using phonics, Lexonik and appropriate fluency, vocabulary and comprehension work. Sparx Reader and library provision support sustained practice.	EEF secondary literacy guidance supports matching provision to identified reading needs. Programme impact is evaluated through matched assessments and application in lessons.	1, 2

Deliver time-limited small-group numeracy and subject interventions linked to essential knowledge. Subject teachers define gaps, specialists deliver support and pupils complete comparable retests.	EEF small-group tuition evidence supports targeted content, trained delivery and close links to classroom learning.	1, 2
Within Westleigh Reconnect, assess eligible pupils' English/reading and mathematics needs and provide planned literacy, numeracy and curriculum catch-up alongside specialist support.	Assessment-led support and reviewed reintegration connect targeted teaching to mainstream learning. Reconnect is short-term provision for return after suspension or significant absence/illness.	1, 2, 3

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

Budgeted cost: £ [90,078]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use college teams, attendance staff and YAWOs to diagnose absence, agree individual plans, engage families and review support. Prioritise PP pupils below 90% attendance or with declining attendance.	Barrier-led support, named responsibility and frequent review connect attendance action to the pupil's circumstances and missed learning.	3, 5
Embed consistent routines, relationships and positive recognition. Provide targeted SEMH support and short-term Reconnect reintegration for eligible pupils.	EEF behaviour guidance supports consistent classroom approaches and targeted support. Reconnect combines assessment, purposeful intervention and increasing mainstream participation.	2, 3
Use hardship support to remove financial and practical barriers to enrichment, resources and curriculum experiences. Track sustained participation and respond to non-participation.	Equitable access supports personal development and belonging. Participation and pupil experience are evaluated directly; attainment benefits are not assumed.	4, 5
Provide targeted careers guidance, employer and provider encounters and transition support. Review uncertain destinations monthly.	Personalised guidance and practical follow-through support informed choices and successful progression.	2, 4
Provide supported study, usable digital resources and accessible family communication. Target support to individual barriers and review its effect on independent work.	EEF parental engagement guidance supports practical, accessible approaches linked to learning. Family contact is tailored to need.	2, 5

Total budgeted cost: £ [450,390]

Challenge	Actions	Timescales	Who	Success Criteria	Termly Review
Reading and literacy	- Diagnose specific reading needs; match pupils to intervention. - Deliver planned cycles, retest and check application in subjects. - Embed explicit vocabulary, reading and writing in faculty plans.	Autumn diagnosis; 6–8 week intervention cycles; termly reading assessment	Literacy lead; intervention team; HoFs; SENDCo	- PP/non-PP reading benchmark gap below 10pp - Targeted reading skills and independent subject work improve.	Termly: matched reading measures, intervention attendance and PP work; adapt support where progress is insufficient.
Progress, attainment and curriculum access	- HoFs identify PP gaps after assessments; record classroom response and targeted support. - Coach priority teaching practices. - Review weaker option subjects and ambitious pathways.	Each assessment cycle; retest after 4–6 weeks; half-termly QA	Quality of Education DHT; HoFs; subject teachers	- PP attainment improves; A8 gap below 6 points. - Retests and subsequent work show more secure essential knowledge and independence.	Termly: subject and subgroup outcomes, work and QA; agree next actions through FLMA.
Attendance, behaviour and SEMH	- Review PP attendance weekly; agree barrier-led plans with named leads. - Review supported pupils fortnightly. - For eligible Reconnect pupils, assess gaps, timetable support and increase mainstream participation through weekly reviews.	Weekly monitoring; fortnightly attendance plans; weekly Reconnect reviews	Attendance lead; college teams; SENDCo; SLT Reconnect lead	- PP attendance at least 90%; PA below 35%. - Fewer suspensions/removals and more successful mainstream participation.	Termly: attendance, lost learning and behaviour rates; Reconnect length of stay, reintegration and post-exit outcomes.
Aspirations, enrichment and progression	- Identify non-participants; diagnose barriers and make matched offers. - Remove costs and practical barriers.	Half-termly participation review;	Personal Development	PP participation at least in line with non-PP.	Termly: unique and sustained participants, pupil voice and

	Ensure Year 11 careers guidance and transition plans; review unsecured destinations monthly.	Year 11 transition review monthly	lead; careers lead; PP lead	All Year 11 PP pupils have guidance and a transition plan; unsecured destinations followed up.	destination risks; confirmed destinations after leaving.
Family engagement and home learning	- Identify resource, digital and study-space barriers; provide practical alternatives and supported study. - Agree named family contact and accessible communication. Review completion and quality of work.	Half-termly review; six-week review after new support	PP operational lead; pastoral teams; IT; subject teachers	Identified access barriers reduced; supported pupils improve completion and quality of independent learning.	Termly: pupil/family feedback, work and access records; continue, adapt or stop support according to impact.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2025–26 Pupil Premium Strategy had a positive impact on the three principal barriers identified for disadvantaged pupils: literacy, attendance and academic outcomes.

Targeted reading intervention through Lexonic resulted in substantial gains. Participating pupils' average standard age score increased from 93 to 108, while their average reading age improved by 29 months. This strengthened pupils' ability to access the curriculum and demonstrates the effectiveness of structured, evidence-informed literacy support.

Disadvantaged attendance improved from 84.95% in 2024–25 to 87.89% in 2025–26, an increase of 2.94 percentage points. Persistent absence among disadvantaged pupils also reduced from 43.46% to 39.29%. Although attendance remains a priority, these improvements indicate that targeted monitoring, family engagement and individualised support are beginning to reduce this barrier.

Academic outcomes improved substantially. The overall Attainment 8 score for disadvantaged pupils rose from 31.21 to 39.09, while the gap between disadvantaged pupils and their peers reduced from 9.31 to 5.92 points. Improvements were evident across all Attainment 8 elements:

- English increased from 6.78 to 9.19.
- Mathematics increased from 6.08 to 8.00.
- EBacc subjects increased from 9.00 to 12.01.
- Open subjects increased from 9.24 to 9.89.

Disadvantaged pupils performed above the Wigan disadvantaged average across the principal headline measures. In English and mathematics combined, outcomes exceeded the corresponding Wigan averages by 4 percentage points at Grade 4+, 7 points at Grade 5+ and 4 points at Grade 7+. Particularly strong year-on-year improvements were seen in English Language, English Literature, mathematics, combined science and history. Triple science outcomes were also exceptionally strong, with all eight disadvantaged entrants achieving at least Grade 5 in biology, chemistry and physics.

Overall, the evidence demonstrates meaningful improvement across each of the identified barriers. The strategy has strengthened reading, improved attendance and persistent absence, raised attainment across every Attainment 8 element and reduced the internal attainment gap. The school recognises that further work is required to ensure disadvantaged pupils achieve as well as their peers. The next phase will focus on sustaining improvements, further reducing attendance and attainment gaps—particularly for disadvantaged girls—and strengthening outcomes in less consistent subject areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Soundwrite	
Sparx Reader	
Sparx Maths	
Lexonic	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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