

Pupil premium strategy statement –The Westleigh School

This statement details our school's use of pupil premium (and recovery 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	Formal review Oct 2027 Interim review Oct 2025 – reviewed at Academy Council meeting Sept 2025
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
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£450,390

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This pupil premium strategy works towards achieving those objectives by focussing on narrowing the gaps, including those because of Covid-19, in order to diminish the difference between our disadvantaged and non-disadvantaged students.

One of our main challenges is reading ability, and therefore one of the key principles of this strategy plan is to improve the reading habits and reading ages in all year groups. We have focussed heavily on this area and will ensure our disadvantaged students have access to the most appropriate reading material, participate in reading schemes and develop a love for reading in order to allow them to access all areas of their curriculum.

This plan also provides support for disadvantaged students who display problem behaviours to raise their aspirations and keep them in education. This also includes improving the attendance gap by exploring the barriers and enabling good attendance. We also value the benefits of students experiences outside of the classroom and the provided curriculum and as such, this plan focuses on improving students' experiences by broadening their curriculum offer which develops students' character and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	<p>Current Reading Ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4.</p> <p>Culture of reading at home is not embedded</p>
2	<p>By the time they leave in Yr11, a proportion of students who are disadvantaged do not make the same progress as their peers. Their progress and attainment across a range of subjects is lower than non-disadvantaged students.</p> <p>Students' confidence and self-reliance as learners, in school and at home, can prevent them from building and deepening their knowledge and skills base. As a result, gaps in achieving challenging curricular goals widen over time.</p>
3	<p>The attendance of disadvantaged students often lags behind that of non-disadvantaged students and national expectations.</p> <p>In addition, social, emotional and mental health issues disproportionately affect disadvantaged students at The Westleigh School.</p>
4	<p>Many disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum enrichment and experiences.</p> <p>Students own expectations and aspirations for their own future career are often not as high as their peers, or as high as they should be.</p>

5	Parental engagement with school is typically lower for disadvantaged students. Complex need and a lack of resources for disadvantaged students can limit learning at home.
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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
1.	Literacy Development <ul style="list-style-type: none"> Reading ages for pupil premium students are at least at their chronological age, in order to access and benefit from a full and challenging curriculum at KS3 & 4. This is supported by a 3 Wave approach to Disciplinary Literacy and catch up to ensure all students read well, write well, speak well. Both teaching staff and support staff are trained in Lexonik, Sparx reader and a phonic based programme. 	<ul style="list-style-type: none"> Closing the gap between PP and NPP students, in terms of reading ages being above age-related expectations, to below 10%. PP students identified as below age related expectation on entry make rapid progress from their starting points, as a result of Lexonik, Sparx reader and Phonic based programmes, make more than chronological progress in their reading age data. By the end of KS3 PP students with SEND, can read at functional level as a minimum standard. GL/CATs/Sparx assessment data demonstrates clear accelerated progress for students by summary testing, resulting in a diminished difference between PP and NPP students achieving above average outcomes. Students' literacy and written work is of a consistently high standard and serves as an accurate record of their learning and achievements, as evidenced in work scrutiny.
2.	Curriculum Pathways <ul style="list-style-type: none"> All PP students are on a suitable pathway to support them to further learning and employment. 	<ul style="list-style-type: none"> Improvement to the curriculum intent provides equity of choice and opportunity for all subgroups, including option choices at KS4, as evidenced through internal and external QA systems.
	Continued Professional Development <ul style="list-style-type: none"> A continued focus on bespoke CPD to continually develop the skills of existing teachers and those new to the profession, so that the curriculum offer is high 	<ul style="list-style-type: none"> A programme of CPD, including specific focus on developing teacher subject knowledge, is informed by evidence based research, including EEF foundation, Rosenshines Principles of Instruction, Every Lesson Counts and TLAC.

	<p>quality and engaging, across the school.</p>	<ul style="list-style-type: none"> • CPD is bespoke to staff at each stage of their career and development. • All staff have clear knowledge of who PP students are in their class, can articulate their learning needs and provide targeted support where need is identified. All pupil premium students will be identified on Arbor and teacher seating plans. • All staff access, analyse and prepare student profiles to ensure an awareness of literacy capabilities. Student profiles will be utilised during development and review activities. • Books, assessments and lessons demonstrate that students know more and remember more. • Students articulate a clear learning journey, over time in every subject. • Student voice is positive, articulates challenge and engagement both in and outside the classroom. • Students make accelerated progress that is better than that expected of them at their stage in their education. This will be demonstrated by a narrowed gap in PP and NPP progress and attainment at GCSE • QA will show the impact of CPD, lesson study and bespoke coaching upon PP students' learning and progress, including subgroups.
2	<p>Student Feedback</p> <ul style="list-style-type: none"> • Feedback is effective and has a demonstrable impact in improving student knowledge and skills over time. 	<ul style="list-style-type: none"> • Students work shows continued improvement because of purposeful ongoing dialogue and feedback. • Curriculum plans clearly identify specific formative assessment opportunities, in line with feedback policy, to evaluate students' progress in securing intended curricular goals. • Feedback effectively evaluates students' progress against specific curricular goals, identifies misconceptions and provides clear guidance for improvement. • Students value feedback, respond and improve over time and

		<p>make good progress, evidenced in internal assessment data. This will be shown in student voice activities.</p> <ul style="list-style-type: none"> • Staff are aware of how to effectively use assessment data in their ongoing planning, evidenced by data review meetings and departmental development reviews.
2	<p>Catch Up Provision and Support</p> <ul style="list-style-type: none"> • Students who are PP are fully supported to access a full range of learning through targeted intervention, resourcing and technology. 	<ul style="list-style-type: none"> • Targeted support in intervention sessions leads to Increased participation, engagement and performance in lessons as evidenced through increase in positive reward points • Improvement in reading, writing and vocabulary skills as a result of bespoke curriculum resourcing, measured through retesting at KS3 using GL assessments and a reduced gap in English GCSE attainment. • Identification of PP students at risk of not making adequate progress from data collection is used to inform DTT cycle of intervention • There will be equal attendance for Year 11 NPP and Year 11 PP students at revision/intervention sessions before and after school. • Measurable increase in the attainment and progress of year 11 PP students from November mock exams to February mock exams • Intervention programme is sharply focused on provision for PP students, across all year groups, identified as having gaps in knowledge and skills from prior and current attainment data. As a result, there is demonstrable impact in their attainment and progress.
3	<p>Attendance</p> <ul style="list-style-type: none"> • Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with all students nationally. 	<ul style="list-style-type: none"> • Effective deployment of attendance officer, Heads of College, Director of Standards • Regular mentoring, monitored attendance of focus groups, student voice is effective. • Improvement demonstrated through closing of the gap for the school year 2024/2025 so that attendance of PP students is in line

		with non-PP students and whole school attendance is above 94%, national average and attendance for the previous academic year.
3	<p>Climate for Learning</p> <ul style="list-style-type: none"> All students experience a positive learning environment where they feel challenged and confident to contribute and ask questions. Increased participation in lessons from PP students. 	<ul style="list-style-type: none"> 100% participation strategies, including No Opt Out questioning, successfully engages PP students. Behaviour data demonstrates that PP students take an equally active role in their learning as non PP students. Learning walks and behaviour data shows effective use of the reward strategies, ensure academic structures and routines in line with whole school strategy are effective in maximising learning time. Reduction in the number of removals and FTE's PP students receive compared to the previous academic year. These are in line with non-PP students and reducing for all groups.
4	<p>Widening Participation</p> <ul style="list-style-type: none"> Enhance students' learning experiences in and beyond the classroom as an integral part of personal development. 	<ul style="list-style-type: none"> Measurable increase in attendance of disadvantaged students experiencing wider curriculum opportunities over time. Students can apply their learning and use of vocabulary in a wide range of contexts, this is evidenced in the attendance of PP students to extra-curricular activities (% attending will be proportional to the % of PP students in the school). All departments offer curriculum activities in and outside the classroom to enhance students culture capital. Tracking of extra-curricular sessions is used to prioritise and direct PP students to engage in extracurricular opportunities New opportunities are offered as a response to student voice. Parental communication, webinars and drop-in sessions support the removal socio-economic barriers for PP students supporting the development of skills through uptake in the curriculum on offer Levels of engagement for PP students to be at least in line with non PP students.

4	<p>Post 16 and career development</p> <ul style="list-style-type: none"> Ensure that all PP students have continued access to high quality CEIAG provision. This includes opportunities in and out of the classroom for CEIAG based learning and experiences, with tracking of PP children's experiences to ensure equity of opportunity. 	<ul style="list-style-type: none"> PP voice shows positive response to opportunities during specific CEIAG voice activities Students' knowledge of current labour market information is enhanced in all year groups as an integral part of students' personal development curriculum, tailored to the needs of each specific student year/cohort. Students engage in a wide range of careers and employer based experience and education both externally and in the classroom enabling them to experience a wide range of careers. All PP students are offered CEIAG events relevant to their year group. There are clear links between school-based learning career pathways. Careers are promoted and explored through subject specific curriculum plans PP students are represented equally in further and higher level courses at Post 16 pathway, the gap in terms of level 3 study from 2023 will narrow. Access to school careers advisor meeting 1-2-1, to ensure a personalised career plan for all PP students results in 0% NEET.
5	<p>After School Study Provision</p> <ul style="list-style-type: none"> Including technology, homework and reading support. 	<ul style="list-style-type: none"> Digital strategy and access to iPads provides clear resourcing for each subject home learning. Increased performance, engagement and confidence in lessons due to increased completion of homework and independent learning.
5	<p>Parental Engagement</p> <ul style="list-style-type: none"> Ensure communication, guidance for families and parents of students who are PP is regular, calendared and targeted throughout the year so that those parents are better equipped to support their children in all aspects of their development, achievement and attainment. 	<ul style="list-style-type: none"> Calendared parent evening events encourage parents to be able to support their children to make progress, for example in reading, independent revision and homework. Parents are supported to monitor in their children's learning activities through explicit use of Showbie Parental engagement has a positive impact across the metrics shown in intended outcomes resulting in higher attendance rates, academic outcomes, confidence and self esteem

		<ul style="list-style-type: none"> Intensive support for families in crisis significantly reduces the risk of exclusion and persistent absenteeism
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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: £ [270,234]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff focusing on direct instruction and adaptive teaching strategies such as: modelling, scaffolding and checking for understanding to ensure that all students can access challenging learning, and that teachers can be responsive to students' learning needs when delivering this learning	Modelling and scaffolding allow students to become independent in the application and understanding of knowledge to ensure it is well understood. Checking for understanding is at the core of responsive teaching and allows teachers to identify knowledge gaps and then respond appropriately in the lesson to fill these: EEF blog: Modelling Independence – The ‘Seven-step Model’... <i>EEF</i> (educationendowmentfoundation.org.uk) EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... <i>EEF</i> (educationendowmentfoundation.org.uk)	1, 2
Development of a 3 Wave whole school literacy strategy.	EEF Improving whole school secondary literacy “Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.”	1, 2
Purchase of a reading programme (Lexonik Advance) to support students who require additional reading intervention, but are at a stage of reading above that which requires the use of phonics, and appropriate staff training	Reading intervention strategies focus on supporting students; comprehension and understanding of texts, which will allow them to access the curriculum with greater ease and therefore make more progress: Reading comprehension strategies <i>EEF</i> (educationendowmentfoundation.org.uk)	1, 2

and release time to ensure that the programme is delivered effectively		
Training for staff focusing on developing literacy across the curriculum, that is bespoke to each faculty area, in line with the EEF's Improving Literacy in Secondary Schools guidance	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with progress and attainment across the curriculum: <i>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) word-gap.pdf (oup.com.cn)</i>	1, 2
Investment in the digital strategy and use of iPads and app based low stakes quizzing that supports students in addressing gaps in knowledge to allow them to make excellent progress. This also allows teachers to be responsive to the needs of the students in their classes and adapt their teaching accordingly	Responsive and adaptive teaching is vital in ensuring that students' learning needs are met and therefore to either address knowledge gaps or prevent them from appearing: <i>EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and... EEF (educationendowmentfoundation.org.uk)</i>	1, 2

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
Designated fulltime librarian Lexonik Advance reading package. Phonics training for students not yet secondary ready and those with reading ages below 6 years old.	Reading comprehension strategies can have a positive impact on the students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <i>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</i>	1, 4
Delivery of small group intervention for those students who have the greatest gaps in their knowledge, particularly	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students who have fallen behind, including when this is delivered in small groups:	1, 2, 4

in the core subjects (English, Maths and Science)	<i>Small group tuition EEF (educationendowmentfoundation.org.uk)</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [90,078]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new behaviour strategy and positive rewards	<p>“Classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school”</p> <p><i>EEF Improving behaviour in schools – recommendations) +4 months</i></p>	2, 5
Introduction of new college model with Heads of College and Directors of Standards accountable for attendance, behaviour and progress of all students in their college	<p>With the introduction of the college model, we are in a position to increase parental engagement and better meet the needs social and emotional needs of disadvantaged students.</p> <p><i>EEF Parental engagement “Parental engagement has a positive impact on average of 4 months’ additional progress.</i></p>	3, 5
Full time attendance officer Two full time YAWOs New attendance strategy	<p>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</p> <p><i>The National Centre for Education Statistics, 2009</i></p> <p>Rewards, mentoring and deployment of attendance officer to closely monitor all PP students’ attendance, build relationships with families and implement strategies where needed.</p>	3, 5
Wider Curriculum and creative offer	The Benefits of Participating in Extracurricular Activities	2, 4

<p>PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning.</p>	<p>Claudette Christison, 2013 “Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.”</p> <p>Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p><i>EEF Arts Participation +3 Months</i></p> <p>Enrichment education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</p> <p><i>EEF Sports Participation +2 months</i></p>	
<p>Parental engagement</p>	<p>“Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged students make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <p><i>EEF Parental Engagement +4 months</i></p>	<p>2, 5</p>

Total budgeted cost: £ [450,390]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, the performance of disadvantaged students has shown clear improvement, reflecting the impact of targeted support and enhanced provision across the curriculum. Attainment 8 for disadvantaged students increased by 1.67 points compared to the previous year. While the gap between disadvantaged and non-disadvantaged students has widened and remains a key area of focus, the overall upward trend demonstrates progress, with our school now holding the smallest attainment gap between disadvantaged and non-disadvantaged students in the local authority.

Performance across subject “buckets” indicates improvement in most areas: +0.9 in the Open bucket, +0.48 in English, and +0.2 in EBacc, while performance in Maths remained stable. Subject-level Attainment 8 analysis provides further evidence of impact, with disadvantaged students achieving higher outcomes in several key areas compared to 2023/24:

- English Language: +0.1 of a grade
- English Literature: +0.1 of a grade
- French: +0.6 of a grade
- Geography: +0.3 of a grade
- Science: +0.1 of a grade
- iMedia: +0.4 of a grade
- Catering: +0.25 of a grade

These improvements highlight the strengthening of classroom provision for disadvantaged students. While the attainment gap remains a priority, the positive trajectory across multiple subjects demonstrates that strategies are having a tangible impact and provide a strong foundation for continued progress in 2025/26.

We have maintained a relentless focus on attendance, acknowledging the national challenges faced by disadvantaged students. This year has seen positive improvement, with overall attendance for disadvantaged students rising from 81.69% in 2023/24 to 84.65% in 2024/25. The proportion of disadvantaged students identified as persistently absent reduced significantly, from 55.37% to 45.35%, showing that more pupils are consistently accessing their learning. While further progress is needed to close the gap with non-disadvantaged peers, these outcomes demonstrate clear progress in supporting disadvantaged students to engage more regularly in their education.

Reading continues to be a whole-school priority. Through the Sparx Reader programme, Tier 1 teaching of reading, and a rigorous intervention programme (including Lexonic), disadvantaged students have made rapid gains. Across the disadvantaged cohort, the average standardised score increased by 12 points (97 → 109), while average reading ages rose by over two years

and five months within the intervention period. Every student made measurable progress, with some achieving exceptional gains — for example, one pupil improved by 37 points, while several others secured gains of 15–20 points. Importantly, the proportion of disadvantaged students reading significantly below their chronological age has reduced, enabling more pupils to access the curriculum with confidence. These outcomes demonstrate that interventions are effective in accelerating reading progress and closing the literacy gap.

Case Studies – Reading Intervention Impact

- *Pupil A*: Improved standardised score by 37 points (108 → 145), gaining almost five years in reading age.
- *Pupil B*: Gained 18 points, with reading age improving by over six years, enabling greater confidence in accessing texts across the curriculum.
- *Pupil C*: Improved by 15 points, with a reading age gain of over four years.
- *Pupil D*: Gained 15 points, showing marked improvement in reading fluency and comprehension.
- *Pupil E*: Improved by 20 points, with reading age advancing by over four years.

This year, disadvantaged students have also benefitted from an increasingly inclusive wider curriculum offer, with 50% of disadvantaged students taking part — closely matching the whole-school average of 51%. Participation is particularly strong in Key Stage 4, where 76% of Year 11 disadvantaged students and 84% of Year 10 disadvantaged students engaged with enrichment activities. This demonstrates that our older disadvantaged learners are embracing opportunities beyond the classroom. The breadth of participation highlights how disadvantaged students are building confidence, resilience and cultural capital. While engagement in KS3 remains an area for development, particularly in Year 9, the overall picture is positive and shows that disadvantaged learners are increasingly accessing a rich wider curriculum as they move through the school.

Externally provided programmes

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

Programme	Provider
Soundwrite	
Sparx Reader	
Sparx Maths	
Accelerated reader	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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