



# Pupil Premium Strategy Statement: Westgate Academy 2024 - 2025



This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Westgate Academy
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	36% (158 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	Feb 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Body
Pupil premium lead	John Beaven
Governor / Trustee lead	Matthew Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,640
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	£211,640

## Pupil premium strategy plan

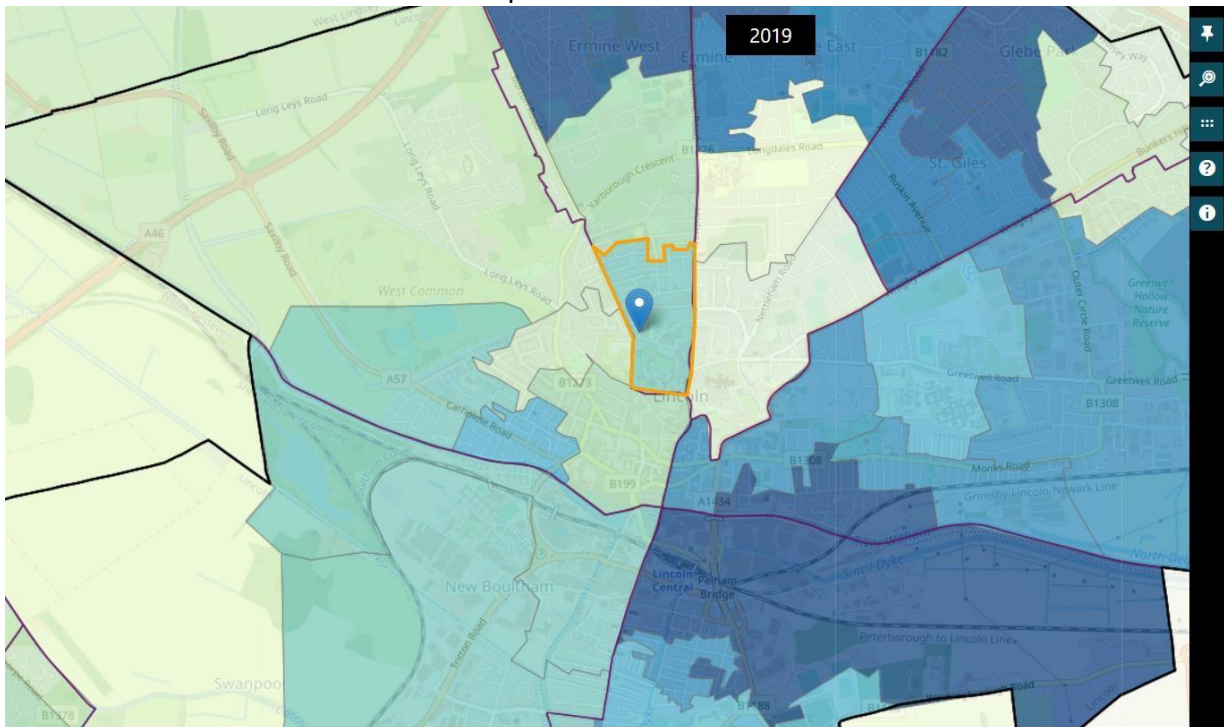
### Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and

identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **The context of the school**

The location of Westgate Academy itself, is within the Castle ward of the Lincoln local authority district. In 2019, this LSOA is ranked 14,726 out of 32,844 LSOA's in England. This area, alone, is amongst the 50% most deprived neighbourhoods in the country. Pupils who attend Westgate academy are based in areas ranked the 10% and 20% least deprived, as well as areas which are in the 10% and 20% most deprived.



### **Identified barriers to learning**

Westgate Academy have identified the following areas as potential barriers to learning for **some** of our PP children.

- Poor attendance and/or late arrival at school.
- Social and emotional problems linked to home circumstances (domestic violence, separation, young carers, bereavement) resulting in low self-esteem, poor behaviour choices (which may have been witnessed at home), difficulties making and maintaining friendships, limited concentration in class and problems socialising with others.
- Parental engagement with school – especially in regard to reading, homework completion and attendance.
- A reduced exposure to cultural/social activities due to lower household income.
- Home environments that are not conducive to study (with fewer resources or overcrowding).
- Limited access to after school clubs and activities that promote physical well-being/fitness and a wider understanding of the world around them (cultural capital)
- Lower standards in vocabulary and comprehension concepts – caused by limited life experience, increased/inappropriate or excessive use of technology/social media.

- Not being 'school ready' – on entry to school our Year 3 children are below National expectations for Reading, Writing and Maths. Furthermore, pupil demonstrated, access to uniform and/or PE kits may be limited, Nutrition - pupils are sometimes hungry/thirsty as no breakfast has been provided at home.

### **Rationale for expenditure in 2024-2025**

1. **Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning**
2. **Ongoing training and reviewing of accountability, outcome / progress and reporting systems.**
3. **Enable access to resources and opportunities, in school, if identified as not being available at home.**
4. **Accelerate the progress for PP children to diminish identified differences.**

### **Principles for using the Pupil Premium Grant at Westgate Academy**

Westgate Academy has a commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this. Westgate Academy never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels. We have created an overall package of support aimed to tackle the range of barriers including professional development (focusing on improving outcomes for eligible pupils), raising the quality of teaching and learning, supporting language acquisition, improving parental engagement, offering opportunities for first-hand experiences and the development of literacy and numeracy skills.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning
2	Ongoing training and reviewing of accountability, outcome / progress and reporting systems.
3	Enable access to resources and opportunities, in school, if identified as not being available at home.
4	Accelerate the progress for PP children to diminish identified differences.

### **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress and Attainment in Reading	Achieve above national average progress scores in KS2 Reading with attainment within 10% of school and national.
Progress and Attainment in Writing	Achieve above national average progress scores in KS2 Writing with attainment within 10% of school and national.
Progress and Attainment in Maths	Achieve above national average progress scores in KS2 Maths with attainment within 10% of school and national.
Phonic intervention and development for pupils in lower school (Years 3&4)	Pupils who failed both Year 1 and Year 2 Phonics Screening Check at their respective infant schools, pass or are within 10% of pass rate in Year 3 and/or Year 4
Other	Ensure attendance of disadvantaged pupils is above 95%

### 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 (e.g. additional adult support, intervention, CPD)

Budgeted cost: **£85,207**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils' achievement will be in line with non-disadvantaged children by the end of KS2 in reading, writing and maths combined.	<b>Chosen action / approach</b> 1:1 and small group support in Reading, Writing and Maths – targeted through assessment point outcomes and gaps in learning <b>What is the evidence and rationale for this choice?</b> Small group, regularly boosted sessions in reading and maths have been a very successful strategy used in the past. <b>How will we ensure it is implemented well?</b> Termly progress outcomes for Reading, Writing and Maths.	4

### Wider strategies (e.g. attendance, behaviour and wellbeing)

Budgeted cost: **£93,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The improved wellbeing of all pupils will ensure disadvantaged children attend regularly, function positively within the classroom and receive targeted emotional provision delivered by the schools Support Team for Additional Needs (STAN) department.	<b>Chosen action / approach</b> Social inclusion groups Transition support Social and emotional intervention groups Peer support groups <b>What is the evidence and rationale for this choice?</b> Small group, regular nurture provision has always been successful and effective in previous years <b>How will we ensure it is implemented well?</b> Continuous tracking and termly analysis of exclusion rates.	1,2,3

<p>The improved parental engagement and support will ensure disadvantaged children approach school positively</p>	<p><b>Chosen action / approach</b> Family support worker to support vulnerable pupils</p> <p><b>What is the evidence and rationale for this choice?</b> The role of the family support worker is vital in our school in providing a point of contact for our vulnerable families</p> <p><b>How will we ensure it is implemented well?</b> Incidents of safeguarding are always dealt with in the appropriate way. Children &amp; parents continue to seek advice &amp; counsel when required.</p>	<p>1</p>
<p>Transport to and from school offered to children in an aim to increase attendance.</p>	<p><b>Chosen action / approach</b> Provide taxi services to children who have poor attendance and struggle to commute to school.</p> <p><b>What is the evidence and rationale for this choice?</b> An increased attendance rate will impact positively on attainment and progress.</p> <p><b>How will we ensure it is implemented well?</b> Attendance meetings will show a positive impact.</p> <p>Termly progress outcomes for Reading, Writing and Maths.</p>	<p>1,4</p>

**Wider Opportunities (e.g. extra curriculum activities)**

Budgeted cost: **£12,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The opportunity to access extra curricular activities. For example: music lessons, school trips , clubs and experiences.	<p><b>Chosen action / approach</b></p> <p>Funding available for trips, music lessons and clubs.</p> <p>PPG funded places per Synergy club.</p> <p><b>What is the evidence and rationale for this choice?</b></p> <p>This will enable children to be provided with experiences that would not usually be available to them.</p> <p><b>How will we ensure it is implemented well?</b></p> <p>Increased uptake from PPG children in the wider experiences being offered.</p>	3
The development of a sensory room for children to access when required.	<p><b>Chosen action / approach</b></p> <p>A sensory room to be developed in an existing space in the school.</p> <p><b>What is the evidence and rationale for this choice?</b></p> <p>A sensory room will enable children a calm, safe space to regulate. In turn, this should decrease behaviour incidents.</p> <p><b>How will we ensure it is implemented well?</b></p> <p>Continuous tracking and termly analysis of exclusion rates.</p>	3

**Total budgeted cost: £190,974**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

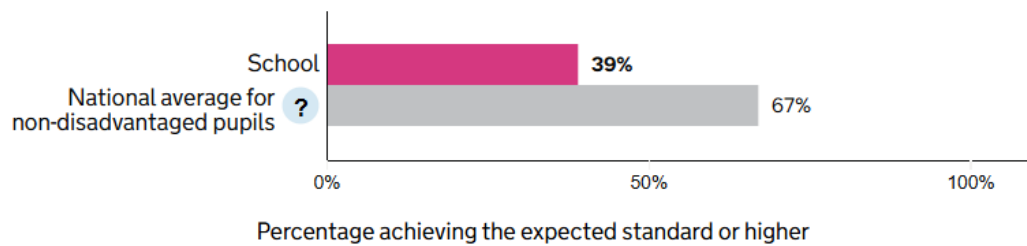
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### **End of Key Stage Assessment Results 2024**

## **Reading, writing and maths combined**

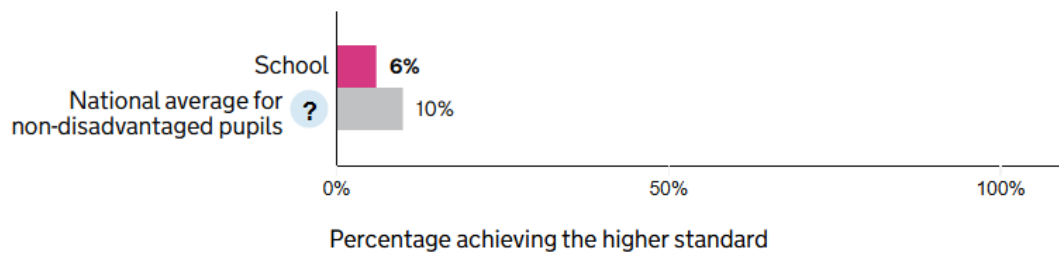
### **Percentage of disadvantaged pupils achieving the expected standard or higher**

Number of disadvantaged pupils = 31



### **Percentage of disadvantaged pupils achieving the higher standard**

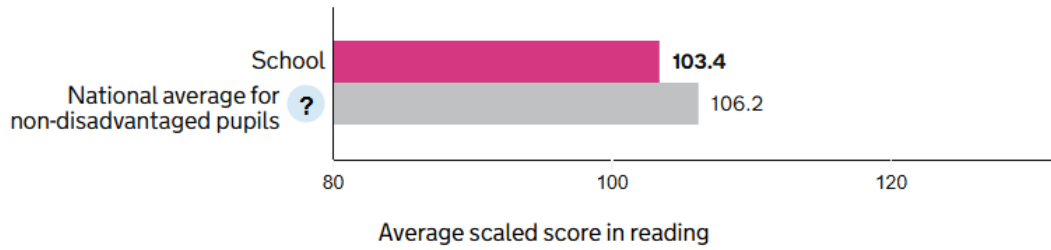
Number of disadvantaged pupils = 31



## Average scaled score for disadvantaged pupils in:

### Reading ?

Number of disadvantaged pupils = 31

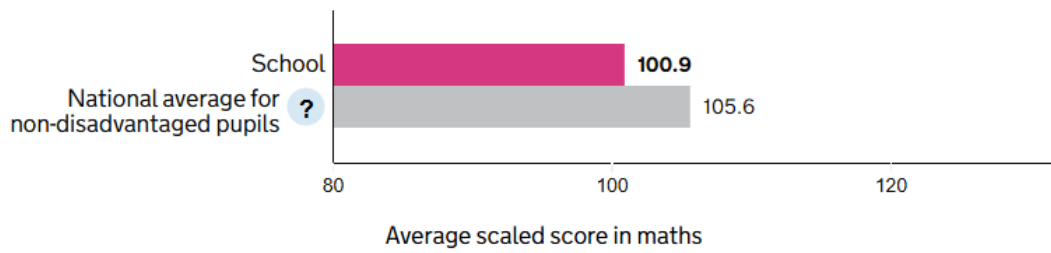


 [Explore data in detail](#)

 [View pupil breakdown](#)

### Maths ?

Number of disadvantaged pupils = 31



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.