

# Pupil premium strategy statement – Westgate Academy



## School overview

Detail	
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	01.12.25
Date on which it will be reviewed	12.26
Statement authorised by	John Beaven
Pupil premium lead	Hannah Willows
Governor / Trustee lead	Matthew Davison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,340
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£236,340</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Westgate, our intent is to ensure that every Pupil Premium child thrives academically, socially, and emotionally by removing barriers to learning and providing equitable opportunities for success. To close attainment gaps and improve outcomes for disadvantaged pupils through evidence-based approaches, ensuring equity and excellence for all.

We recognise that our disadvantaged pupils face persistent attainment gaps in Reading, Writing, and Maths, compounded by a high prevalence of SEND (38%), lower attendance rates, and increased behaviour challenges.

Our strategy is rooted in high expectations and evidence-based practice, focusing on improving comprehension skills, mathematical reasoning, and language mechanics while addressing wider needs such as attendance, SEMH, and parental engagement. We aim to build on pupils' strengths—such as their strong participation in enrichment activities, leadership roles, and positive attitudes toward school—while delivering targeted support and high-quality teaching. Through a tiered approach aligned with EEF guidance, we will prioritise professional development, structured interventions, and wider strategies to ensure that all Pupil Premium pupils achieve their full potential and leave Westgate as confident, resilient learners prepared for the next stage of education.

### Challenges

Challenge number	Detail of challenge
1	<b>Academic Underperformance</b>

	<ul style="list-style-type: none"> <li>• PP pupils consistently score <b>below the whole cohort</b> in all subjects.</li> <li>• Largest gaps in <b>Grammar &amp; Punctuation</b> and <b>Spelling</b> (<math>\approx 8-10\%</math>).</li> <li>• Reading weaknesses: <b>Inference, Retrieval, and Summarising</b>.</li> <li>• Maths weaknesses: <b>Fractions/decimals</b> and <b>multi-step calculations</b>.</li> </ul>
2	<b>High SEN prevalence</b> <ul style="list-style-type: none"> <li>• Complex needs (MLD, SEMH, ADHD) require tailored interventions.</li> </ul>
3	<b>Attendance and Behaviour</b> <ul style="list-style-type: none"> <li>• Persistent absence and higher behaviour incidents, especially in upper KS2.</li> </ul>
4	<b>Language Mechanics</b> <ul style="list-style-type: none"> <li>• Grammar terminology and punctuation consistently low.</li> <li>• Spelling gaps in higher-level objectives (Y5/6 word lists).</li> </ul>
5	<b>Social and Emotional Needs</b> <ul style="list-style-type: none"> <li>• 12% accessed ELSA; many need additional therapeutic support.</li> </ul>
6	<b>Wider needs of PP pupils which includes the need to promote healthy living and enrichment.</b>

### 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
<b>Academic Underperformance</b> To close the academic gap between Pupil Premium children and rest of the cohort at the end of Key Stage 2.	The gap, at the end of Key Stage 2, between the school disadvantaged and the national non-disadvantaged will narrow. The end of year data in years 3 to 6 will show an improvement in the areas identified as weaknesses in 2025.
<b>High SEN prevalence</b> To reduce the prevalence of high SEN identification by implementing early intervention strategies, improving universal classroom practices, and strengthening targeted support systems.	Provision map will show a clear link between need and intervention. The intervention will have clear baseline and outcome data to measure impact. Provision will have evident in classroom observation.
<b>Attendance</b> To improve overall pupil attendance by addressing barriers to engagement, fostering a positive school culture, and implementing proactive monitoring and intervention strategies.	The goal is to ensure that all pupils attend regularly, reducing persistent absence and promoting equitable access to learning opportunities.
<b>Behaviour</b> To decrease the number of behaviour incidents by fostering a positive and inclusive school culture, implementing consistent behaviour expectations, and providing timely interventions and support for pupils.	This will promote a safe, respectful learning environment where pupils are engaged and able to thrive academically and socially. The incidents of behaviour will decrease.

<p><b>Language Mechanics</b> To improve pupils' language mechanics by ensuring consistent use and understanding of grammar terminology and punctuation, while addressing spelling gaps in higher-level objectives (including Year 5/6 statutory word lists).</p>	<p>This will enhance accuracy, fluency, and confidence in written communication across all subjects. Writing data across the year groups will improve.</p>
<p><b>Social and Emotional Needs</b> To strengthen pupils' social and emotional resilience by embedding whole-school approaches that promote emotional regulation, positive relationships, and self-confidence.</p>	<p>The outcome of pupil voice will show that children continue to feel safe but that they also report they have more self-confident and experience more positive relationships.</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop all staff's understanding of SEND and how they can better adapt and support to meet additional needs in the classroom through a carefully planned training programme which is monitored for implementation and impact.</p>	<p>We are moving away from an approach that views learners with SEND as outliers that always need to be catered for and taught differently. Separating learners with SEND out for numerous interventions or over relying on teaching assistants to deliver teaching to a group of learners with identified SEND, can in fact be detrimental. Evidence tells us the most important contribution to improved outcomes for learners with SEND is quality teaching. <a href="#">Universal SEND Services   Whole School SEND</a> Education Endowment Foundation (2020), Special Educational Needs in Mainstream Schools: Guidance Report. [Online]</p>	<p>1, 2, 5</p>
<p>Further develop the Mastery Approach to teaching maths through carefully planned training by a NCETM Math Hub trainer which is monitored for implementation and impact.</p>	<p>Year 1 focuses on Representation and Structure. The intention is to support pupils in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that students can use to think about and discuss mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.</p>	<p>1, 2</p>

	<a href="#">Supporting Research, Evidence and Argument   NCETM</a>	
Further develop the approach to writing ensuring that there is a link between the writing and the reading process through the embedding of a Literacy Tree to mirror a feeder school.	“Opportunities to write frequently and at length can support pupils to become fluent and effective writers.” Ofsted. Research review series: English.	1, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)  
Budgeted cost: £132,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured MELSA interventions which will take place in and outside of the classroom to improve outcomes for pupils.	MeLSA is an evidence-informed training and supervision programme that promotes adult practitioners' understanding of the processes of children's learning.  The aim is to develop adult practitioner skills that support children and young people to become as independent as possible in their learning. MeLSA was developed by the Bristol Educational Psychology Service and is now being delivered and used by schools nationwide. <a href="#">MeLSA - The Psychology Collaborative</a>	1, 2, 4
To embed the use of IDL Literacy intervention software to effectively support the development of pupils learning to improvement outcomes.	The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. This dyslexia software for schools can be used as a dyslexia intervention, or can also be used effectively as a school wide literacy software solution. <a href="#">IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK</a>	1, 2, 4
Targeted interventions to support language development, literacy and numeracy	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching	1, 2, 4

	and matched to individual pupil's specific needs, while not inhibiting their access to the wider curriculum. <a href="#">Teaching and Learning Toolkit   EEF</a>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a programme of social, emotional and behaviour intervention which is delivered on a group or 1-to-1 basis to support the development of pupils social and emotional needs to reduce behaviour incidents and gives pupils strategies to support.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="#">Social and emotional learning   EEF</a>	3, 5
To implement the feelings detective programme with small groups of children to reduce anxiety by teaching coping skills.	Feelings Detectives is a 12-week coping skills intervention programme specifically designed for young people aged between 7 and 13 years who need support with social communication and interaction difficulties. The programme teaches coping skills to help young people manage anxiety.  <a href="#">Cognitive behavioural interventions with pupils with learning disabilities: an evaluation of the impact of the Feelings Detectives Programme on anxiety - Nottingham ePrints</a>	1, 2, 3, 5
Milk provided free of charge for PP children.	To ensure all PP children have the right nutrition to support with their development and to support with their academic learning.	1, 3
Develop and embed a whole school PSHE programme which is research based.	The whole Jigsaw Programme has clearly shown the positive impact on children, behaviour, school ethos, empathy, relationships and learning capacity, happens more quickly with the whole-school approach embedded. ('Does Jigsaw work?', Sheffield Hallam, 2016)	3, 5
To further develop our Family support programme that aims to	School-Home Support works with schools, local authorities and other children's settings, to provide	3, 5

reduce the barriers that our families are facing.	personalised support to children and families, tackling the underlying barriers to a successful education to improve the life chances of children. <a href="https://committees.parliament.uk/writtenevidence/26117/pdf/">committees.parliament.uk/writtenevidence/26117/pdf/</a>	
Educational visits	Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, orienteering, or sailing. These can be organised as intensive residential courses at local outdoor centres.  Adventure education usually involves collaborative learning experiences with high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion are also involved. <a href="#">Outdoor adventure learning   EEF</a>	6
Music Tuition	Arts participation is defined as involvement in artistic and creative activities, such as music. Overall, the impact of arts participation on academic learning have shown improvement in Maths & Science. EEF Guidance	6
Breakfast club	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. EEF Guidance	6

**Total budgeted cost: £236,340**

#### Outcomes for disadvantaged pupils

Pupil Premium pupils at Westgate represent approximately 40% of the school population and are a diverse group with significant strengths and areas for development. They are actively engaged in enrichment opportunities, with strong participation in music, sports, and leadership roles, demonstrating resilience and enthusiasm for wider school life. Many pupils show positive attitudes toward learning and benefit from supportive relationships with staff and peers, as reflected in parental feedback indicating high levels of happiness and safety at school.

However, data highlights persistent attainment gaps compared to non-Pupil Premium peers across Reading, Writing, and Maths. Following the success of phonic interventions, the most pronounced weaknesses are in reading comprehension—particularly inference, retrieval, and summarising. In

mathematics, work on number and place value means that this is now a strength across all year groups. However, reasoning skills, including fractions, decimals, and multi-step problem solving, remain key challenges. In EGPS, results are close to national, but the gap vs non-disadvantaged is widening.

Attendance for Pupil Premium pupils is consistently lower than their peers, with 20.5% below 90%, however this group's attendance is better than national data. Behaviour incidents are higher, particularly in upper KS2. A substantial proportion (38%) have additional SEND needs, including moderate learning difficulties, SEMH, and ADHD, which compounds academic and social challenges. However, progress was made in securing a SENCo who has been driven by the results of an external audit.

Despite these barriers, Pupil Premium pupils demonstrate strong engagement in creative and sporting activities and are increasingly taking on leadership roles, which supports confidence and personal development.

### Service pupil premium funding

#### **How our service pupil premium allocation was spent last academic year**

Pupils are offered emotional support as and when they need it. Class teacher communicate with parents about the child's needs and the level of support they need.

#### **The impact of that spending on service pupil premium eligible pupils**

Educators and parents have reported notable enhancements in the emotional wellbeing of service children, thereby enabling them to thrive and maintain a strong focus on their academic pursuits.

### Further information

#### **Additional activity**

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

- The training of teaching staff to develop their teaching toolkit with the use of the WalkThrus. This has been running for two years and has been observed in the classroom.
- Training significant staff to be Mental Health First Aiders to help sign post children, staff and parents.
- All afterschool clubs are free to all children, even when they are provided by an external company.
- Setting up a Soihull Parenting Course in school with one of our feeder infant schools.

#### **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 looked at several 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 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.