Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Westbourne Academy
Number of pupils in school	1039
Proportion (%) of pupil premium eligible pupils	33.4% (354)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 to 2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Martin Higgon
Pupil premium lead	Richard Hawkes and Maxine Abbott
Governor / Trustee lead	Paul Arch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£371,700

Part A: Pupil premium strategy plan

Statement of Intent

Westbourne is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

Our academy values are linked to our STAR ethos where we want to embed the key skills which all students need, not just in school but in the wider world. We want our students to be safe, thoughtful, accountable and respectful. We have high expectations of our students and want to ensure that all students, regardless of background, achieve academically but also become well rounded and thoughtful citizens.

We also want to fully embed LORIC throughout the academy in order to ensure that students leave the academy with the skills needed to ensure they are successful in life outside Westbourne.

We want to ensure that our disadvantaged pupils achieve in line with their peers and hopefully exceed their own expectations. Our strategy is built around the following key principles:

- **Achievement** - ensuring that all students have the opportunity to achieve or exceed expectations through effective teaching, support and early intervention.
- **Attendance** - it is crucial that students attend the academy and we will ensure that all barriers to attendance are removed.
- **Reading** – we know that reading is a key to success in all subjects and we want to promote a culture where reading is celebrated and where students can have additional support when needed.
- **Motivation** – we want our students to enjoy learning and be committed to their learning.
- **Behaviour and social communication** – a higher proportion of PP students have higher levels of behaviour incidents and suspensions. We want to put processes in place to support students as much as possible through quality first teaching, a warm strict environment, teaching of behaviour expectations, culture and personal development
- **Home Learning** – we recognise the importance of home learning and this has been magnified due to the aftermath of the pandemic. We want to ensure that our learners have access to all the tools at home to support their achievement.
- **SEMH** – there has been a distinct increase in the number of students who need support in terms of their mental health. In certain cases, this is leading to Emotional Based School Avoidance. We recognise that we need to offer tailored SEMH support to help students as much as possible.
- **Enrichment and cultural opportunities** – we need to provide as many opportunities for students to participate in extracurricular activities and also opportunities to extend their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers, with higher PA.
3	PP students' literacy including reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort, use of the inclusion room and suspension statistics.
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents evenings) is on average lower than their peers.
6	SEMH needs are on the increase and we need to ensure that we have appropriate support in place.
7	PP students have limited cultural capital and enrichment opportunities in comparison to their peers.

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
Improve student outcomes at GCSE **(Challenges 1,3,4&5)**	During the academic year 2023/2024. the P8 score was -0.48 in comparison to Non PP which was – 0.19. This figure, whilst still affected by the attendance of key PP students (84.8% compared to 90.2% non pp students) in the academy, shows a closing of the gap. We need to ensure that PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2026 based on 2021 baseline. For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2026. Boys PP to have closed the gap year on year to national average or better. In 2022/2023, Boys PP was -1.33 in comparison to Non PP at -0.27. This remains a focus area. This is now -0.48 compared to -0.47 for non pp boys.

	We need students achieving in English which is improving year on year. For 2023/2024, pp was -0.58 for English, for Non PP it was -0.19 We need to ensure that EBacc increases. EBACC, the gap between pp and non pp was -0.19, and for the open bucket the largest gap at -0.52
Improve quality of teaching and learning with "quality first teaching" in all classrooms embedding Rosenshine's Principles of instruction. **(Challenges 1,3&4)**	Learning walks, book checks and departmental deep dives, identify that all students experience lessons that enable at least good progress to be made. Dedicated CPD time to explore the challenges and solutions to PP underachievement. PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2026 based on 2021 baseline.
Improve attendance of PP students **(Challenges 1&2)**	Attendance for PP in line with peers by 2026. Persistent absence to decrease from 2023 figure 52%
Improve PP students' attitude to learning through CLASH data and reduce number of Internal and Fixed Term Suspensions given to PP students so that it is inline with their peers **(Challenges 1,4&6)**	Student CLASH effort scores for PP in line with peers by 2026. Behaviour data including C3, Seclusion and suspension data for PP is in line with peers by 2026. Currently it is considerably higher For the % of PP students who receive internal and fixed term suspensions to fall year on year, with the aim of being equivalent to their peers by 2026.
Ensure that the achievement of PP students is recognised with appropriate rewards (**Challenges 1,4&7)**	Re-establish a rewards system that is fit for purpose and ensures that PP students have the same opportunities as their peers. Launch of the 100% club and awards for 100% attendance.
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers **(Challenges 1,2,4&7)**	An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2026

Provide high quality CEIAG provision to all PP students i.e.: Further improve access to further education paths in to post 16 education. Ensure all PP students provided with at least two meaningful encounters with a careers adviser. Improve attendance of PP students to careers related trips and experiences. Improve access to further education paths in to post 16 education. Select students on the green pathway have access to alternative provision to broaden their curriculum and skill set (**Challenges 1,2,4&7)**	Attendance of PP parents and students at School events such as Careers and Success Fayres are in line with their peers. Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students. All Year 9-11 students to have 1 career related trip / experience per school year There are no incidents of NEETS year on year. In 2021/2022, there were four NEETS in total and only one was PP.
Improve the literacy of PP students through a targeted library programme for all KS3 students and interventions for students who are below age related expectations. (**Challenges 1, 3 &4)**	Reading ages of PP students in KS3 to be in line with non PP students by June 2026 NGRT data shows the average difference between chronological age and reading age is closing between PP and non PP Reading ages and proficiency of PP students in KS4 to be in line with non PP students by June 2026.
Increase PP parents' engagement with school (**Challenges 1,2,4 &5)**	Attendance at parents evening for PP is in line with their peers by 2026. Attendance averages 75% for non pp students, but just over 50% for pp Re-establish events within school e.g. EAL coffee mornings and parental workshops to improve engagement of all parents.
Support students where SEMH is an issue (**Challenges 1,2,4 &6)**	Thrive profiling and CLASH data shows that students feel supported Classroom environments enable students to feel safe, secure and validated.

Provide opportunities for students within the academy who struggle with home learning to ensure they have access to support, resources and equipment **(Challenges 1,4 &5)**	CLASH data identifies student home learning data is improving and the gap between PP and their peer is closing.

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) - £204,665.00

Activity	Evidence that supports this approach	Challenge number(s) addresse d
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists. We recruit additional staff from Teach First to supplement our own recruitment process.	Research reported by the **DFE (2016)** suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Upskilling staff to take on additional whole school responsibilities and develop leadership capacity.	Giving staff whole school projects will enable staff to develop leadership skills but also support retention.	1,3 and 4
Teaching and Learning focus on evidencebased strategies to support Quality First Teaching.	**Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)** suggests high quality teaching as a key aspect of successful schools. **Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies e.g. Rosenshine's Principles of Instruction are most effective at improving student outcomes.** This is further supported by the	1,4

	EEF Tool Kit (2021) which claims significant improvement in learning e.g. *Interleaving and questioning which has an impact of seven months and* *Assessment for learning / feedback which has an impact of six months.*	

CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson and ensure classroom consistency across the academy.	CPD to be based on the methodologies that are highlighted as most effective in wider literature **e.g. Rodgers (2015)** This is further supported by the **EEF Tool Kit (2021)** which claims that '*effective behavioural management strategies have a benefit of significant improvement in learning of four months'.* Use of Dixons Academy methodology in the 'Teaching and Learning Playbook' to support classroom consistency.	1,4
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. **Lemov (2010) & Sherrington, (2019)** highlights importance of effective assessment improving student outcomes. This is further supported by the **EEF Tool Kit (2021)** which claims effective assessment has a significant improvement in learning of seven months.	1, 4
QA led by teaching and learning Team, SLT and HoDs/SENCO/EAL Coordinator to provide developmental feedback, identify training needs and to share best practice.	**DFE guidance on Teacher Standards** states that '*Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.* Collected teacher efficacy is highlighted by **Hattie (2016)** as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4
Disciplinary Literacy is embedded across all departments. Students are exposed to the tier two and three vocabulary within different subject areas. Curriculum leaders will ensure that this is embedded in schemes of learning.	The **EEF guidance report (2018) on 'Improving Literacy within Secondary Schools'** highlights that '*Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects'* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 3 and 4

Teaching staff have the opportunity to participate in the NPQ qualifications to support professional development but also to contribute to the wider life of the academy.	**DFE (2021)** '*The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.* *They are part of a wider set of teacher development reforms which together will create a 'golden thread' of high-quality evidence underpinning the support, training and development available through the entirety of a teacher's career.* https://www.gov.uk/government/publications/nation al -professional-qualifications-npqs-reforms/nationalhttps://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reformsprofessional-qualifications-npqs-reforms	1, 3, 4 and 5
Teaching and Learning Team have developed instructional coaching using a range of experienced and outstanding practitioners. This will allow staff to coach other members of staff to ensure that quality first teaching is the key driver to improve the progress of PP students.	**John Hattie (2014)** states '*coaching is the essence of teaching in that it requires deliberate listening, deliberate connecting, deliberate interventions, deliberate practice, and deliberate feedback*' https://coachingwhatworks.com/hattie-foreword/	1, 3 and 4
Newly qualified staff (ECTs) have a comprehensive in house training programme provided by the academy. Additionally, they also have other avenues of professional development and the support of a dedicated mentor.	Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress for students. This is evidenced by ongoing **EEF** and **NFER** research.	1, 3 and 4

Opportunities are provided for staff to upskill their subject knowledge for GCSEs and also to attend any relevant training.	**DFE Teachers Standards** states that '*teachers need to have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Additionally, they need to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.'*	1 and 3
Teaching staff are aware of the needs of the students within their teaching groups and promote inclusivity. Additionally, they are aware how to diffuse and deescalate confrontational situations when they arise.	**DFE Teachers Standards** states that teachers need to '*have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these'.*	1 and 4
Launch of coordinated revision strategies across the academy from Year Seven so students have the skills to be successful throughout their academic journey at Westbourne.	Evidence from '**Strengthening the School Toolbox' by Dunlosky (2013)** which provides a very clear overview of the most and least effective techniques students can use when revising: 1. Practice testing 2. Distributed practice 3. Interleaving 4. Elaborated interrogation.	1, 3 and 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £101,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions. We will offer a suite of reading interventions for students who are significantly below chronological reading age. This includes 'Fresh Start Phonics' and 'Catch Up Literacy' as well as more bespoke dyslexia interventions.	The **EEF guidance report (2018) on 'Improving Literacy within Secondary Schools'** highlights that '*Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach.*' https://educationendowmentfoundation.org.uk/educati on-evidence/guidance-reports/literacy-ks3-ks4 The **EEF Toolkit** highlights that **Phonics** can have an impact of five months on a student's progress. Additionally, **the EEF Toolkit** also highlights that **Reading Comprehension** programmes can have an impact of six months on a student's progress.	1, 3, and 4
Speech and Language. There is a correlation between expressive and receptive language with behaviour. We will assess identified students and will provide a personalised programme depending on need. Through analysis of data, we will be able to evidence impact.	The **EEF toolkit** highlights that '*There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.*' Evidence from the EEF Toolkit suggests that oral language interventions can have an impact of at least six months. https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventionsevidence/teaching-learning-toolkit/oral-languagehttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventionsinterventions	1, 3 and 4

Catch Up Numeracy. Catch Up Numeracy will be offered to KS3 students who have gaps in learning within Maths. Assessment data will be analysed and students identified. Students will have three 15 minute 1:1 sessions per week	**NFER/EEF** research shows that 1:1 support from a TA implementing schemes like Catch Up Numeracy is proven to have an impact on all students.	1 and 4
Night Club. Night Club will be open four nights a week until 5pm. This intervention will be targeted at Year Eleven students who need extra support with revision and study skills but also providing an opportunity for students to catch up on coursework etc.	The **EEF** states that extending the school day can have an impact of an additional three months progress over the course of a year. The **EEF** also states ' *that there is some evidence to suggest that disadvantaged pupils might benefit from more additional school time.'*	1, 3 and 4

Period Six. From October half term, subject areas will be targeting students who are underachieving. This will start initially with vocational subjects. They will be providing revision sessions which will close the gaps in learning.	According to the **EEF**, small group tuition has an impact of four months additional progress. Additionally,*'small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'*	1, 3 and 4

Aspire Centre. From September 2022, we launched our Aspire Centre to support students with EBSA and persistent absence. This will be a programme called 'Engage' which will be six weeks with an aim at reintegration into mainstream education.	The **EEF i**s currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England **(gov.uk 2020).** Research has found that poor attendance is linked to poor academic attainment across all stages (**Balfanz & Byrnes, 2012; London et al., 2016**) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (**Gottfried, 2014; Baker, Sigmon, & Nugent, 2001**).	1,2, 4 and 6
'Evolve' programme for KS3. From September 2023, we will be launching the 'Evolve' programme to support our students with the most challenging behaviour.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'* This has an impact of four months on progress but also supports the drive of attendance. Due to the ongoing impact of Covid, our students are increasingly less social and emotionally literate so this is a vital intervention for them.	1, 2, 4 and 6

Oasis Centre. Our Oasis Centre is our other alternative provision centre and is specifically aimed at students who are struggling to come into school for attendance reasons or who are struggling with their SEMH needs. Students have taught bespoke 1:1 sessions on the different subjects which they study.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'* This has an impact of four months on progress but also supports the drive of attendance. Due to the aftermath of Covid, our students are increasingly less social and emotionally literate so this is a vital intervention for them.	1, 2, 4 and 6

Home Learning Club. In order to support students with their home learning, the LRC is open until 4pm where students can access support for their home learning.	According to the **EEF**, '*surveys suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space and are less likely to have access to a device suitable for home learning.*' Home Learning can have an impact of five months on progress.	
Use of digital platforms. We have bought subscriptions and licences to support blended learning and home learning within different subject areas. This includes Doddle for both English and Science, VIVA for MFL, Accelerated Reader for English, Mathswatch, Hegarty Maths and Sparx for the Maths Department. GCSE Pod to support Year Eleven students.	The **EEF** states that '*the use of digital technology can improve the quality of explanations and modelling and additionally, improves the impact of retention*' Digital platforms are also being used to implement some of Rosenshine's principles e.g. knowledge recall. Accelerated Reader has been reported to **Baye, Slavein**, **Haslam** (2019) to have a significant effect of +0.24.	1, 4 and 5
Revision text books and copies of key texts are purchased for GCSE students. Digital licences are also secured where possible.	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1 and 3
Provision of digital devices to support students without access to technology at home.	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1, 3 and 5
Increased 1:1 Careers Advisor Interviews.	**CEC** (2020) highlights the importance of careers guidance. **Hattie** (2016) shows that careers interventions have an effect size of +0.39 and likely to have a positive impact on student achievement.	1, 2, 3 and 7

Small group and 1:1 tuition for identified students to address any gaps in learning.	The **EEF** evidence states that small group tuition can have an impact of up to four months on students' progress. One to one tuition has an impact of five months on students' progress.	1, 3 and 4
Holiday Revision Sessions for targeted students. During the half term holidays and Easter, we will run revision sessions for targeted students to support them in making progress within different subject areas.	According to the **EEF**, small group tuition has an impact of four months additional progress. Additionally, *'small group tuition is most likely to be effective if it is targete at pupils' specific needs*	1, 3 and 4

Wider Strategies (for example, related to attendance, behaviour, wellbeing) £65,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager. Historically, there has been a marked difference between the attendance of PP students versus non PP students. There is also an issue with persistent absence with PP students. The Attendance Manager's role will be part funded through the PP money with a focus on using strategies to support students' attendance. An EWO caseload has been paid for and the appointment of an attendance apprentice.	The **EEF i**s currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England **(gov.uk 2020).** Research has found that poor attendance is linked to poor academic attainment across all stages (**Balfanz & Byrnes, 2012; London et al., 2016**) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (**Gottfried, 2014; Baker, Sigmon, & Nugent, 2001**).	2, 4 and 5
Thrive. Thrive is an intervention to support the emotional wellbeing and resilience of students, improving engagement in learning and reducing poor learning behaviours in school.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'*	1, 2 and 6
ELSA. From September 2021, we have a trained emotional literacy support assistant who can deliver social and emotional/wellbeing sessions to support KS3 students who are struggling with aspects of their mental health.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'*	1, 2 and 6

4YP Counselling. In order to support students, we have bought in the services of a 4YP counsellor to support students who are struggling massively with their mental health.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'*	1, 2 and 6
Draw and Talk. From September 2021, we have launched Draw and Talk therapy to support individual students with their SEMH needs.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'*	1, 2 and 6
Outdoor Learning/Physical Wellbeing Programme. We are revising our outdoor learning programme to support students who might be struggling with engaging in school.	The **EEF** states that '*outdoor adventure learning may have positive impacts on other outcomes such as self efficacy, motivation and team work.'*	1, 2, 6 and 7
Cooking for success. This is a programme where students work 1:1 on producing a product but also developing both literacy and numeracy skills.	According to the **EEF** '*social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'*	1, 2 and 6
Behaviour Process. From September 2022, we have refined our behaviour management process to ensure that there is a clear plan for students and also to ensure that cycles of interventions are implemented effectively.	**Hattie** (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes.	4

Pastoral Team. As an academy, we value the importance of pastoral care to support our students in accessing school but also supporting them with wider issues. Each House has a dedicated non teaching Pastoral Lead who can support students as and when needed.	The **EEF** reports that mentoring has an impact of two months on students' progress. **Hattie** (2016) states that behavioural intervention programmes have an effect size of +0.62 and when these programmes are specifically linked to the needs of students, this rises to +0.77.	1,2, 4 and 6
Behaviour Support Lead. In order to support us with the drive on behaviour, we have employed a Behaviour Support Lead to help us with student behaviour, build relationships with students and families	**Hattie** (2016) states that behavioural intervention programmes have an effect size of +0.62 and when these programmes are specifically linked to the needs of students, this rises to +0.77.	1, 2, 4 and 6
Inclusion Room. In order to support students whose behaviour is an issue, we have established the Inclusion Room. Our Inclusion Room is used for those students who would normally be fixed term excluded. Within inclusion, students are still accessing learning and are also having the opportunity to reflect on the incident. Additionally, this time can also be used for any screening to identify any unmet needs.	**Hattie** (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes. The screening allows for more specific interventions to take place.	1, 2, 4 and 6

Breakfast Club. Research has shown that a significant number of students often do not eat breakfast and this impacts on them during the day. We will be providing 'Grab and Go' Bagels to support students first thing in the mornings.	The **EEF** reports that breakfast clubs can boost a student's academic performance by two months.	1 and 2
Westbourne Hardship Fund. We will have hardship fund which families can apply for if they need help with school uniform, school trips etc. We want to ensure that all students have the opportunity to attend trips and educational visits.	The **EEF** reports that '*pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.*'	1,2,3,4,5,6 and 7
Disadvantaged students are less likely to gain significant cultural capital from their home lives. Therefore, we need to provide these opportunities through our LORIC strategy, extra curricular and educational visit provision.	The **EEF** reports a two month benefit from both arts and sports participation.	1,2 and 7
Increased parental engagement in the academy through early online booking for parents evenings and offering alternative dates for subjects where there is high demands. Hosting events on site for parents focusing on different aspects e.g. careers, transition, success fayre, EAL coffee mornings etc.	The **EEF** reports that effective parental engagement can have a two month benefit to student progress.	1,5 and 7

Launch of the Westbourne Community Hub to support parents. Launched from December 2022, we will host a monthly Community Hub where parents can come for food parcels, soft furnishings etc. There will also be an opportunity for parental workshops.	The **EEF** reports that effective parental engagement can have a two month benefit to student progress.	1, 5 and 7
Rewards – 100% club and 100% attendance. In order to promote good behaviour, attendance and commitment to learning, we are launching a rewards strategy which encapsulates many different elements including 100% attendance, attendance VIPs, 100% club, rewards trips etc.	A research report by the **Department of Education** found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour. Common systems included: Celebration assemblies for pupils with consistently good behaviour Physical reward tokens which could be 'spent' at the school in exchange for prizes Reward trips for the students with both good behaviour and high levels of attendance Another study found that simply commenting on and recognising positive behaviour resulted in an average 80% increase in wellbehaved students	1,2, 4 and 5

Launch of the Aspiration Mentoring Project to support students who are struggling with attendance, engagement, motivation and behaviour within the academy. This involves two members of staff who will have a caseload of students and also the launch of a peer mentoring scheme as well.	The **EEF** guidance states that 'on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour'.	2 and 6

Launch of 'Morning Meetings' to support the drive on behaviour and social norms within the academy.	The overall goals of any morning meeting are to: • Provide students with opportunities to check-in with their emotional state by labeling or naming feelings • Establish psychological safety and trust among students and caring adults • Support social-emotional needs as the foundation for academic learning and engagement • Build a strong sense of connection and community • Set the tone for the day (and the overall classroom climate) • Encourage teamwork, a growth mindset, and collaboration	2 and 6.

Total Budgeted cost: £484,665

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Section 1 Academic performance/Achievement
Progress
Exam data indicates that the progress gap between disadvantaged and other students has reduced over the three year period from -0.62 to -0.29.
Attainment
The attainment gap shows a slight improvement from 2022-23 to 2023-24. However, with 2024-25 measures likely to be focusing on the attainment of students in their best subjects, this is an area for immediate priority.
Basics
The gap between pp and non pp students for basics shows an increase at grade 4+, however, this is partly down to a reduction in the gap at 5+.
Boys and girls
The gap between disadvantaged and non disadvantaged boys has reduced by nearly a whole grade. However, the is girls p8 gap still has work to be done.

	2021-22	2022-23	2023-24
Progress 8 PP	-0.82	-0.79	-0.48
Progress 8 non PP	-0.2	-0.01	-0.19
Progress gap	-0.62	-0.78	-0.29
Attainment 8 PP	3.88	3.17	3.38
Attainment 8 non pp	4.58	4.36	4.5
Attainment 8 gap	-0.7	-1.19	-1.12
Basics 4+ PP	50.88%	39.34%	40.74%
Basics 4+ non pp	69.85%	60.53%	66.45%
Basics 4+ gap	-18.97%	-21.19%	-25.71%
Basics 5+ pp	26.32%	24.59	25.93
Basics 5+ non pp	52.21%	43.86	42.58
Basics 5+ gap	-25.89%	-19.27	-16.65
Boys P8 gap	-0.94	-0.8	-0.01
Girls P8 gap	-0.13	-0.83	-0.75

Section 2 Attendance

	2021-22	2022-23	2023-24
Attendance PP	87.2	85.8	83.9
Attendance Non pp	91.3	91.4	89.1
Persistent Absence PP (>90%)	39.5	43.8	52.2
Persistent Absence Non PP (>90%)	27.7	25.4	36.9

Severely persistent absence PP (>50%)	5.9	6.6	6.2
Severely persisitent absence non PP (>50%)	1.9	2.9	2.2

Attendance declined in 2023-24 to its lowest over the 3 year time period. The gap has also widened during this time, due to the impact of a small number of severely persistently absent disadvantaged students.

Section 3 Behaviour

Student behaviour continues to be a challenge at Westbourne since the pandemic. Both low level disruption (removal from lessons) and high level disruption (suspensions) have increased across the academy. However, this has been disproportionately increased for pupil premium students.

Behaviour	2021-22	2022-23	2023-24
C3 pp per student (departmental isolations)	3.01	6.36	11.36
C3 non pp per student (departmental isolations)	1.56	3.28	6.48
Suspension % pp	54.22	72.1	190
Suspension % non pp	20	23.26	88.89