

Westbourne Academy Pupil Premium Strategy

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Close the attainment gap between disadvantaged (pupil premium, PP) and non-disadvantaged pupils so PP pupils achieve outcomes in line with their peers (A8 gap removed; Progress 8 at least in line with national).
- Improve pupils' attendance, reduce persistent absence (PA) and truancy for PP pupils so they can access high-quality teaching every day.
- Ensure PP pupils (including those with SEND and EAL) consistently access an ambitious, adaptive curriculum and make strong progress, with targeted support for middle- and low-ability pupils and boys.
- Reduce behaviour-related lost learning (suspensions, internal isolation) for PP pupils by improving whole-school culture, behaviour systems and targeted SEMH support.
- Improve literacy (decoding, vocabulary and disciplinary reading) so disadvantaged pupils can access EBACC and the full curriculum and raise Ebacc/GCSE outcomes.

How this strategy works towards those objectives

- We use the DfE Menu of Approaches three-tier framework: Wave 1 High-Quality Teaching (whole-school and classroom), Wave 2 Targeted Academic Support (tutoring, small groups, structured literacy), Wave 3 Wider Strategies (attendance, behaviour/SEMH, family engagement, enrichment).
- Interventions and curriculum changes are evidence-informed (principally drawing on Education Endowment Foundation guidance) and targeted using our internal data (PP = 39.5% of roll 387/988 students; PP attendance 76% vs non-PP 89%; PA 52% PP vs 32% non-PP; A8 PP gap -8.43; and PP students 435/766 -57% of total suspensions are attributed to PP students which equates to 102% of the roll).
- We prioritise implementation fidelity, measurement and iteration (diagnostic assessment → precise targeting → regular review) in line with EEF implementation guidance.

Key principles

- Prioritise in-class teaching improvements first (adaptive teaching, formative assessment) so all pupil's benefit; supplement with targeted tuition and structured interventions where evidence shows greater impact for disadvantaged pupils. [EEF Teaching & Learning resources](#)
- Use data to identify need precisely (attendance, PA, diagnostic literacy, behaviour triggers, SEND needs) and deliver proportionate, responsive support. (EEF: responsive and targeted approaches show promise for attendance; diagnostic assessment supports adaptive teaching) [Education Endowment Foundation — Attendance summary](#), [EEF — Adaptive teaching resources](#)
- Combine universal whole-school approaches (consistent behaviour culture, high expectations) with targeted personalised support (daily report cards, functional behaviour assessment, trauma-informed responses) to reduce disruption and exclusions. (EEF behaviour guidance + local trauma guidance) [EEF — Improving behaviour in schools](#), [BANES Trauma Informed Behaviour guidance](#)

- Prioritise early and frequent interventions for literacy (diagnose decoding vs comprehension; targeted phonics for decoding; vocabulary & disciplinary literacy across subjects). (EEF guidance) [EEF — Improving Literacy in Secondary Schools](#), [EEF — Phonics Toolkit](#)
- Build family and community partnerships to address attendance and barriers out of school; use responsive, multi-component approaches where appropriate. (EEF attendance REA) [EEF — Attendance interventions rapid evidence assessment](#)

OFSTED / statutory context

- This strategy is aligned with the OFSTED Education Inspection Framework 2025 emphasis on attendance and behaviour, achievement, personal development and inclusion.
- Additionally, it incorporates the Westbourne Academy’s improvement priorities (attendance, adaptive teaching, middle/low ability progress, EBACC, boys & disadvantaged outcomes).
- OFSTED comments (2025 inspection) highlighted behaviour disruption, inconsistent SEND/adaptive practice and weak reading oversight these are specifically addressed below.

1. Challenges

Challenge Number	Detail of challenge
1	Very low attendance and very high persistent absence among PP pupils: current PP attendance 76% vs 89% non-PP; PA 52% PP vs 32% non-PP. Poor attendance undermines access to learning, belonging and progress.
2	Inconsistent adaptive teaching for SEND, boys and PP pupils: variable use of formative assessment, scaffolding and in-lesson adjustments; separate withdrawal spaces are not delivering targeted support.
3	Behaviour (disruption and derogatory language) disproportionately affects PP pupils: PP pupils account for 56% of suspensions, which equates to 102% of pp roll; disruptive behaviour in lessons and corridors reduces learning time and staff morale; discriminatory language often normalised.
4	Low literacy for a sub-cohort of pupils (including PP and SEND): weak systems to identify which pupils need decoding/vocabulary/comprehension support and insufficiently monitored early reading interventions for secondary pupils who cannot access GCSE curriculum.
5	Attainment gap: Attainment 8 for PP pupils lags significantly behind non-PP (A8 for PP is - 8.43 compared to non-PP overall), with boys and middle/low ability PP pupils particularly underperforming and EBACC uptake/outcomes low for disadvantaged pupils.

(School data above used to define priorities and link to DfE Menu tiers.)

2. Intended Outcomes

Intended Outcome	Success Criteria
<p>Raise PP overall attendance from 76% → 86% within 24 months (moving toward parity) and reduce PP PA from 52% → 30% within 24 months.</p>	<p>Termly attendance reporting shows a steady improvement; PA cohort reduces year-on-year; gap between PP and non-PP attendance reduces from 13 pp to ≤5 pp. (Monitoring: attendance officer weekly, termly Governors) — approach informed by EEF attendance evidence (parental engagement, responsive interventions). EEF — Attendance interventions REA</p>
<p>All teachers consistently implement adaptive teaching and formative assessment strategies; pupils with SEND and PP make improved in-class progress.</p>	<p>QA (learning walks, book checks, departmental review) shows adoption of adaptive ‘Check → Reflect → Respond’ routines; reduction in out-of-class withdrawals for SEND where not necessary; improved progress for PP pupils in internal assessments (termly). Evidence: EEF on adaptive teaching and SEN guidance. EEF — Adaptive teaching blog, EEF — SEN in mainstream schools</p>
<p>Reduce behaviour disruption and suspensions for PP pupils (suspensions as % of roll and proportion of total suspensions) by 50% in 12 months; reduce incidents of derogatory language and increase reporting.</p>	<p>Fixed-term suspensions (number and % of PP) fall by 50% within 12 months; incident reporting increases (showing reduced normalisation); staff survey shows improved confidence in behaviour systems. Evidence: EEF behaviour guidance, trauma-informed practice recommended. EEF — Improving behaviour in schools, BANES Trauma guidance</p>
<p>Improve secondary literacy for struggling readers: targeted decoding interventions for identified pupils; raise reading ages and disciplinary vocabulary so more PP pupils’ access EBACC.</p>	<p>Diagnostic reading assessments (NGRT or similar) show progress: 80% of targeted PP pupils make ≥0.5 years reading age gain within one year; vocabulary and comprehension show measurable increases; EBACC entries and outcomes for PP cohort rise year-on-year. Evidence: EEF secondary literacy guidance & phonics for older readers. EEF — Improving Literacy in Secondary Schools, EEF — Phonics</p>
<p>Narrow Attainment 8 gap: A8 for PP cohort increases (aim +1.0 A8 gap narrows to -7.43 in year 1 and further progress year 2); improvements in outcomes for boys and middle/low ability PP students.</p>	<p>Internal tracking / mock exams show rising APS for PP cohorts; Progress 8 component measures for boys and middle ability PP improve; EBACC performance improves. Evidence: targeted tuition, small group tuition and high-quality teaching from EEF. EEF — Small group tuition, EEF — One to one tuition</p>

3. Activity in This Academic Year

Notes on evidence

- Each activity below is mapped to the DfE Menu of Approaches tier it fits. Evidence links are to EEF guidance/reviews and to trauma-informed local guidance where specified. All evidence cited is from reputable sources (EEF; local authority guidance where relevant) and is hyperlinked in the Evidence column.

Teaching (Tier 1: High-Quality Teaching — curriculum, CPD, recruitment)

Amount allocated £303,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme on adaptive teaching (Check → Reflect → Respond), formative assessment (hinge questions, live marking), scaffolding and subject-specific adaptive strategies. Regularly reviewed departmental action plans, instructional coaching for teachers and peer-observation cycles.	EEF: moving from differentiation to adaptive teaching and practical guidance on formative assessment / adaptive practice; EEF emphasises CPD & subject-specific models to support adaptive teaching. EEF — Moving from differentiation to adaptive teaching	2
Implement EEF 'Five-a-day' classroom practice and embed Teaching & Learning Toolkit priorities (feedback, explicit instruction, classroom management). Use regular QA and coaching to ensure fidelity.	EEF guidance/toolkits indicate high-quality teaching and consistent classroom management are Tier 1 priorities to reduce disruption and raise attainment. EEF — Teaching & Learning resources	2, 3, 5
Targeted CPD & coaching for teachers on supporting secondary literacy across curriculum (disciplinary reading, vocabulary instruction, modelling comprehension strategies). Routine vocabulary planning for EBACC subjects and subject literacy plans.	EEF Guidance Report: Improving Literacy in Secondary Schools — recommends curriculum-wide disciplinary literacy and explicit vocabulary instruction. EEF — Improving Literacy in Secondary Schools	4, 5
Strengthen SEND identification and in-class adaptive provision (timely one-page profiles, stronger liaison between SENDCo, departments and pastoral team; audit and repurpose separate withdrawal spaces as structured interventions when needed). Training on EEF SEN guidance and scaffolding approaches.	EEF Guidance on SEN in mainstream schools and EEF blogs on adaptive teaching; EEF guidance stresses scaffolding and high quality in-class strategies rather than routine withdrawal. EEF — SEN in mainstream	2

	schools / Adaptive teaching resources	
Recruit/retain effective staff (targeted TLRs for disadvantaged outcomes, invest PP funding into retention bonuses for experienced PP-facing teachers, recruitment of English/EBACC specialists) and develop induction with behaviour management and trauma-informed practice content.	EEF: investing in recruitment/retention and professional development improves access to high-quality teaching (implementation guidance). Also, EEF behaviour guidance highlights leadership & training. EEF — Improving behaviour in schools	2, 3, 5

Targeted Academic Support (Tier 2: Tutoring, small group, literacy interventions)

Amount allocated £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group tuition (2–4 pupils) in core subjects (English & Maths) for targeted PP pupils (middle & low ability), scheduled 3x weekly for 10–12 weeks; link content to classroom curriculum and use diagnostic assessment to target gaps. Delivered by trained teachers or trained tutors/experienced TAs; ongoing progress monitoring.	EEF: Small group tuition typically delivers ~+4 months learning; effective when tied to curriculum, frequent sessions and diagnostic assessment. EEF — Small group tuition	5, 2
High-quality tutoring (1:1 or 1:2) for the most vulnerable PP pupils in Year 10–11 focusing on EBACC subjects and exam technique; use evidence-based tutoring models / vetted providers and ensure alignment to curriculum. Schedule blocks during term time and holiday catch-ups.	EEF: one-to-one tuition high impact (+5 months); EEF tutoring guidance emphasises frequency, alignment and monitoring. EEF — One to one tuition	5, 4
Targeted structured literacy programme for secondary struggling readers: systematic decoding instruction (where diagnostic shows decoding deficits), and small-group comprehension/vocabulary programmes for	EEF guidance: phonics and targeted literacy interventions are effective even in secondary settings for decoding; secondary literacy guidance recommends structured interventions and disciplinary vocabulary	4

pupils with vocabulary/comprehension deficits. Use validated programmes and frequent sessions (4–5x weekly where needed).	work. EEF — Phonics toolkit , EEF — Improving Literacy in Secondary Schools	
Weekly revision skills session with tutor groups and peer tutoring and structured mentoring for KS4 revision subject-volunteer mentoring at night club, to boost engagement for boys and PP pupils.	EEF: peer tutoring and mentoring have supportive evidence when structured and monitored. Mentoring has mixed evidence for attendance but small gains for attainment when well-implemented. EEF — Tutoring & Mentoring summaries	5, 3
Teaching Assistant (TA) deployment review: train TAs to deliver structured small-group interventions and reading practice, integrated with teacher plans and overseen by subject leads.	EEF guidance on Making Best Use of TAs: targeted TA-led interventions can be effective when structured and overseen. EEF — Teaching assistants guidance pages	2, 4

Wider Strategies (Tier 3: Attendance, behaviour, rewards, SEMH, enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: create a whole-school attendance team (attendance lead + PP link+ EWO), early identification flags, daily phone/text nudges to parents with data on days missed, positive messages on Bromcom, targeted family casework and responsive packages (transport support, breakfast provision, parental engagement meetings, incentives where appropriate). Multi-component responsive intervention for persistent absentees.	EEF attendance rapid evidence assessment: parental communication/engagement and responsive multi-component approaches show promise; interventions must be tailored to the needs of our pupils. EEF — Attendance interventions rapid evidence assessment , EEF — Summary of evidence	1
Breakfast provision + targeted free breakfast access for PP pupils and a breakfast hub for vulnerable pupils (universal offer to encourage belonging).	EEF: Meal/breakfast provision shows small positive effects on attendance/behaviour and can improve classroom readiness (Magic Breakfast evidence). EEF — Attendance REA / Magic Breakfast evaluation referenced	1, 3

<p>Whole-school behaviour strategy refresh: adopt EEF recommended whole-school and classroom strategies (clear expectations, greet at door, behaviour-for-learning, relationship building), implement consistent sanctions & restorative practice, staff coaching on classroom management and 5:1 positive praise ratio narrating the positive. Introduce targeted functional behaviour assessment for those persistently in seclusion and daily report cards for high-needs PP pupils.</p>	<p>EEF Improving Behaviour guidance: whole-school consistency, classroom management training, restorative and targeted approaches reduce disruption and improve attainment; relationship-based, trauma-informed practice reduces harm. EEF — Improving behaviour in schools, BANES Trauma guidance</p>	<p>3</p>
<p>Trauma-informed SEMH offer and mentoring: create a SEMH pathway (in-school counselling/ELSA, targeted small group resilience/SEL programmes, restorative circles, family work) with triage by pastoral lead and external referrals as needed. Train staff in Emotion Coaching and trauma-informed language; clarify use of withdrawal/alternative rooms (repurposed for structured support) and reduce punitive isolation.</p>	<p>BANES trauma-informed guidance + EEF behaviour & SEL evidence emphasise relational approaches and whole-school wellbeing. BANES Trauma guidance, EEF — Improving behaviour in schools</p>	<p>3, 4</p>
<p>Parent engagement programme: structured attendance meetings, parental workshops on reading at home, parental literacy packs and attendance contracts; regular text/email nudges on attendance and attainment.</p>	<p>EEF: parental engagement shows small positive impacts on attendance; communication nudges can produce small improvements. EEF — Attendance REA: Summary of evidence</p>	<p>1, 4</p>
<p>Enrichment & recovery: expand targeted extracurricular offers for PP pupils (Cadets, sport, arts, study hubs) and holiday provision (combining academic tutoring with enrichment and food) to increase belonging and reduce disengagement.</p>	<p>EEF attendance REA: extracurricular and meal provision evidence is mixed but may support engagement; enrichment linked to confidence/leadership in Ofsted comments. EEF — Attendance REA summary</p>	<p>1, 3, 5</p>
<p>Monitoring & evaluation: termly impact reviews (attendance, behaviour, attainment disaggregated by PP, boys, SEND), cost-benefit and fidelity checks, adjust resource allocation each term. Use EEF Implementation guidance/School's Guide to Implementation.</p>	<p>EEF "A School's Guide to Implementation" emphasises fidelity, monitoring and adaptation for scaling evidence-based approaches. EEF — A School's Guide to Implementation</p>	<p>All challenges</p>

4. Monitoring, Evaluation and Governance

- Strategic lead: Assistant Principal (PP lead) accountable to Principal and Local Governing Body/Trust for Pupil Premium strategy; termly report to Governors with RAG against success criteria.
- Data & monitoring: central dashboard disaggregating attendance, PA, suspensions, attainment (A8, Progress), and literacy diagnostics by PP / SEND / EAL / gender; weekly attendance meetings for tiered response; termly QA of teaching (learning walks, book looks) focused on adaptive practice.
- Implementation fidelity checks: coaching logs, CPD attendance, tutor session trackers, reading intervention attendance & pre-mortem/post-mortem diagnostics.
- Evaluation: Year-on-year comparisons and termly review cycles; use EEF suggested outcome measures (months progress proxies, attendance rates, PA %, suspension rates, A8 scores).
- Risk management: ensure capacity for tutoring and in-school SEMH support; contingency funds for emergency family support (uniform, transport, IT) to remove barriers to attendance/engagement.

Evidence base for monitoring approach

- EEF recommends implementation planning, monitoring and iterative cycles to secure impact; attendance & behaviour evidence highlights the need for tailored, responsive approaches and fidelity checking. [EEF — A School's Guide to Implementation](#); [EEF attendance REA](#); [EEF behaviour report](#)
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5. Indicative Resource Priorities (summary for budgeting)

- Attendance team (attendance officer / EWO time) — Tier 3
- Targeted tutoring (1:1 and small group) contracts and TA training — Tier 2
- CPD & Instructional Coaching hours for adaptive teaching & behaviour management — Tier 1
- Structured literacy programmes / validated phonics/comprehension resources & assessment licences — Tier 2
- SEMH lead time, counselling/ELSA sessions, restorative practice training — Tier 3
- Breakfast provision / targeted meal support — Tier 3

(Exact costings to be confirmed; prioritise activities with strongest evidence while ensuring sustainable staffing models.)

6. How activities align to the DfE Menu of Approaches

- Wave 1 — High-Quality Teaching: whole-school CPD on adaptive teaching, formative assessment, classroom management; SEND in-class provision; recruitment & retention of high-quality staff. (EEF evidence on adaptive teaching, effective professional development and classroom management.) [EEF — Adaptive teaching blog](#), [EEF — Improving behaviour in schools](#)
- Wave 2 — Targeted Academic Support: small-group and 1:1 tuition, structured reading interventions (decoding & comprehension), TA-led targeted groups, peer tutoring. (EEF

evidence: small group & 1:1 tuition; phonics & literacy interventions.) [EEF — Small group tuition](#), [EEF — Phonics](#)

- Wave 3 — Wider Strategies: attendance interventions (family liaison, breakfast, responsive packages), SEMH/trauma-informed practice, restorative practice, enrichment and parental engagement. (EEF attendance REA, BANES trauma guidance and EEF behaviour guidance) [EEF — Attendance interventions REA](#), [BANES Trauma guidance](#)
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7. School-specific rationale and links to inspection findings

- OFSTED noted that behaviour disruption, inconsistent SEND practice and weak oversight of early reading support were hindering PP pupils' access to learning. This strategy directly responds: (a) strengthen behaviour systems and trauma-informed whole-school practice to reduce disruption and suspensions; (b) embed adaptive teaching & SEND identification so PP and SEND pupils access ambitious curriculum; (c) implement structured secondary literacy and targeted tuition to raise reading and A8 outcomes for disadvantaged pupils.
 - The attendance strategy prioritises targeted family engagement and responsive, multi-component support because Westbourne's PP attendance (76%) and PA (52%) are critical barriers to progress. The EEF's attendance REA recommends precisely these approaches. [EEF — Attendance interventions REA](#)
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8. Timescales (high level)

- Immediate (first half term): develop attendance team and baseline diagnostic data (attendance, NGRT/reading diagnostic, behaviour logs); begin CPD on behaviour basics and adaptive teaching; set up tutoring blocks for identified KS4 PP pupils.
 - Short (term 1–2): roll out small-group tuition blocks; begin structured literacy groups; commence family engagement/attendance interventions; QA cycle for classroom adoption.
 - Medium (term 3–4): evaluate first tutoring/literacy blocks; refine groupings; scale successful models; introduce restorative practice and emotion coaching training across staff; repurpose withdrawal rooms as structured interventions.
 - Long (year 2): measure impact against success criteria (attendance, PA reduction, A8 changes, suspension reduction, reading gains), scale successful approaches and review resource allocation.
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9. Key evidence sources (selected, cited in document)

- Education Endowment Foundation — Attendance interventions: rapid evidence assessment (March 2022). [Education Endowment Foundation — Attendance interventions rapid evidence assessment](#)
- Education Endowment Foundation — Summary of evidence: Supporting Attendance. [Education Endowment Foundation — Summary of evidence \(Supporting attendance\)](#)
- Education Endowment Foundation — Improving behaviour in schools (Guidance Report). [Education Endowment Foundation — Improving behaviour in schools](#)
- Bath & Northeast Somerset — Trauma Informed Behaviour Policy Guidance (local authority / practice guidance). [BANES Trauma Informed Behaviour Policy Guidance](#)

- Education Endowment Foundation — Moving from ‘differentiation’ to ‘adaptive teaching’ (EEF blog & resources). [EEF — Moving from differentiation to adaptive teaching](#)
 - Education Endowment Foundation — Phonics (Teaching & Learning Toolkit). [EEF — Phonics toolkit](#)
 - Education Endowment Foundation — Improving Literacy in Secondary Schools (Guidance Report). [EEF — Improving Literacy in Secondary Schools](#)
 - Education Endowment Foundation — Small group tuition; One-to-one tuition (Teaching & Learning Toolkit). [EEF — Small group tuition](#), [EEF — One to one tuition](#)
 - Education Endowment Foundation — A School’s Guide to Implementation. [EEF — A School’s Guide to Implementation](#)
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