

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



- Selflessness**
- put **children** at the heart of all we do
 - prioritise others and build **healthy teams**
 - **be brave**
- Ambition**
- **work hard**
 - **strive** to be even better
 - be the **best** we can
- Collaboration**
- build **trust**
 - build **strong relationships**
 - be **stronger together**

How will we succeed?



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	West Exe School
Number of pupils in school	1,242
Proportion (%) of pupil premium eligible pupils	274 (22.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Julie Fossey
Pupil premium lead	Natalia Pragnell
Governor / Trustee lead	Barbara Sweeney

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£287,700

Part A: Pupil Premium Strategy Plan

Statement of Intent

At West Exe School our students are at the heart of everything we do. We are a vibrant community united in its commitment to creating opportunities for all students and staff to achieve success. We have high expectations of all our pupils and believe that students achieve excellent outcomes when they are challenged, develop high aspirations, and take advantage of all that school has to offer. Our curriculum is unashamedly academic and our vision is to deliver a knowledge-rich curriculum which is designed with long-term memory in mind.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced 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.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment and study guides for disadvantaged students.

- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Our disadvantaged students are prioritised for careers advice and support in securing work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons. Our ambition is that all students develop confidence to talk about their future and have the skills required to make well informed decisions throughout their lives.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Attendance and punctuality issues</p> <p>Disadvantaged students across all year groups are more likely to have attendance below the national average. There is still a disproportionate effect on those from disadvantaged backgrounds following the COVID-19 School closures on the understanding of excellent attendance.</p> <ul style="list-style-type: none"> • The overall attendance figures for academic year 2023/24 marginally fell by 0.5% to an average of 88.30% to the previous year of 88.80%. However, this was below the national average of 90.1%. • There was more of a significant gap between our disadvantaged pupils and their non-disadvantaged peers in regards to over attendance. The overall attendance for Pupil Premium eligible students was 81.60% in 2022/23 which has decreased to 79.80% in 2023/24. • Data also shows that there was a higher rate of persistent absence amongst our disadvantaged students. In 2022/23 the persistent absence of our disadvantaged students was at 17.8% however this has increased to 19.6% for the academic year 2023/24 • Following tracking, over the last academic year, our disadvantaged pupils are also more likely to be late to school
2	<p>Progress and attainment 8 score gap between disadvantaged and non-disadvantaged students.</p> <p>Validated data from summer 2023/24</p> <ul style="list-style-type: none"> • progress 8 (P8) scores saw a decline from +0.41 in 2023 to +0.09 in 2024. • The gap in progress 8 and attainment 8 scores between disadvantaged students and non-disadvantaged students is still evident (P8: -0.87 and Attainment 8: -13.5). • 2023/24 results saw a 56.36% EBACC entry for our PP students, which was significantly higher than previous year of 46.15%. • Languages are currently the limiting factor. However, the percentage of our DS pupils receiving a 5+ in English language was 37.74% and in literature it was 46.94% compared to 40.91% in 2022/23. • The percentage of our DS pupils receiving a 5+ in Maths was 41.51%. In the same subject, the percentage of our DS pupils receiving a 4+ was 54.72% in English language, 63.27% in English literature and 71.7% in Maths.

3	<p>Lesson isolation and Suspension concerns</p> <p>Disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be isolated from lessons and receive suspensions.</p> <ul style="list-style-type: none"> • The number of days lost to suspensions ended on 330 academic year 2023-24. Our FSM pupils made up 43.9% of these suspensions, this was a marginal increase of 0.09% from the previous academic year. • West Exe undertook only 2 permanent exclusions last year, both of which were pupils in receipt of FSM. • Lesson Removal data in 2023-24 showed a marginal decrease from previous academic year 2022-2023. The number of Lesson Removals from our DS students reduced from 44% in 2022-23 to 40% in 2023-34.
4	<p>Resilience and independent learning habits.</p> <p>Many disadvantaged students lack resilience and independent learning habits.</p> <ul style="list-style-type: none"> • PP eligible students disproportionately de-merited for lack of homework, have inconsistent or poor attitude to learning and show fewer positive attitudes towards school as evidenced in student surveys. • Disadvantaged students receive more homework detentions than non-disadvantaged peers, on average, last academic year 23.8% of extended practice (homework) detentions were issued to DS pupils, this is disproportionate to the DS cohort in the school but is more positively is a 12.2% reduction on the same data for 2022-23.
5	<p>Literacy skills.</p> <p>On average, disadvantaged students have reading age below chronological age on entry causing depressed attainment and progress across the curriculum.</p> <p>2023/24 English progress 8 scores for DS remained fell to -0.42. Therefore, the gap still remains and has increased between DS and non-DS peers (0.85)</p>
6	<p>Effective methods of gaining parental engagement and support from home.</p> <p>There is a lower representation of parents of students eligible for pupil premium at progress evenings and at the parent voice group. As a school, we need to analyse and explore the most appropriate methods of engaging parents in discussions about their student's behaviour and progress.</p> <p>As a school we have understood the need to create a stronger sense of connectedness with our families and local communities. We have developed stronger systems to increase our students and their families sense of belonging at West Exe School.</p>
7	<p>Primary school transition.</p> <p>Disadvantaged students have a higher rate of absence at the end of primary school and this gap increases over the first three years of secondary school compared to other pupils. Pupil absence during KS3 strongly predicts academic progress between from KS2-KS4.</p> <p>There is a pressing need to support disadvantaged pupils more effectively in Key Stage 3 (KS3) and prepare them better during Key Stage 2 so they can make a successful transition to secondary school.</p> <p>https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/</p>

8	<p>Post-16 opportunities.</p> <p>Disadvantaged students are less likely to progress onto appropriate post-16 courses and more likely to be NEET. The Sutton Trust claims that highly able pupils who receive Pupil Premium are at risk of underperforming at age 16.</p> <p>Schools should be encouraged to use the Pupil Premium funding for these pupils to improve the support they are able to give them.</p> <p>Our number of NEETs from the 2023/24 cohort rose to 8 students in total, 5 of which were disadvantaged.</p>
9	<p>Numeracy skills.</p> <p>Maths department have identified weak numeracy skills causing depressed attainment and progress for disadvantaged students across Maths and Science.</p> <ul style="list-style-type: none"> • 2023/24 Maths progress 8 data for DS pupils marginally decreased to -0.14 and the significant gap still remains between DS and non-DS peers (0.61) <p>The EEF states that leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education</p>
10	<p>Student leadership and enrichment opportunities.</p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for Student Leadership Roles, attend enrichment activities and go on trips and visits.</p> <p>The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility.</p> <p>As a school, we will improve the understanding and awareness for families that may need support for taking part in trips and visits.</p>

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
<p>Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.</p>	<ol style="list-style-type: none"> 1. Attendance gap between DS and non-DS will decrease. 2. DS students' attendance remains in line or better than the local and national benchmarks. 3. Persistent absence for disadvantaged students will reduce to <45%.
<p>KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students.</p>	<ol style="list-style-type: none"> 1. The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with non- disadvantaged peers. 2. Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average. 3. Increase EBacc entry of disadvantaged students to at least 50%.

<p>Students experience success in the classroom resulting in fewer hours of lessons lost through lesson removal of DS students. Fewer days are lost through fixed term exclusion of DS students.</p>	<ol style="list-style-type: none"> 1. Reduction in number of Lesson Removals of disadvantaged students. 2. Fewer disadvantaged students receive multiple visits to host schools and days in isolation. 3. All pupils who reach threshold for significant Lesson Removals will complete behavioural interventions to help in future reductions. Wave interventions (consisting of specialised interventions; Bullying Behaviours, Equality, Disabilities and Discrimination, Racism, LGBTQ+, Physical Altercations etc.) 4. Reduction in the number of suspensions received by disadvantaged pupils.
<p>Disadvantaged students' complete extended practice (homework) regularly and rarely receives detentions for lack of completion. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.</p>	<ol style="list-style-type: none"> 1. Disadvantaged student extended practice completion rate is in-line with non-disadvantaged peers and so receive fewer detentions for non-completion of homework proportionately than non-disadvantaged students. 2. Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers. 3. Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.
<p>Pupils eligible for Pupil Premium reading ages improve rapidly.</p>	<ol style="list-style-type: none"> 1. DS students' reading ages improve in line with their chronological ages. Reduced progress gap between DS and non-DS to 0. 2. Improve attainment of DS students to bring in line with non-DS. 3. DS English progress 8 scores continued to be well above national average.
<p>Increased parental relationships with the school fostering a sense of community. Parental engagement with school events and our communications.</p>	<ol style="list-style-type: none"> 1. Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings. 2. Accurate, timely, efficient and accessible communication regarding academic attainment, behaviour and upcoming events. 3. Wider representation of parents of disadvantaged students at parent group. 4. Responses to the parent survey will show positive shifts when asked about how informed they feel regarding their child's attainment and behaviour.
<p>Students are supported through the primary school to secondary school transition with proactive support where needed. A strong start is made to develop strong relationships with parents.</p>	<p>Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified an enhanced transition offered within all phases.</p> <p>Pupils with low primary school attendance are identified prior to joining secondary school, based upon needs, these pupils are offered enhanced transition and/or prioritised for attendance support early into year 7.</p>

<p>Students experience an increased optimism about their future and in their confidence talking about and making decisions that will influence their futures.</p>	<p>Disadvantaged students' responses to the Future Skills Questionnaire will demonstrate increasingly positive attitudes in relation to their future and their confidence accessing information to make informed decisions.</p> <p>Students will be able to reflect on encounters with employers and a range of educational providers to make informed decisions.</p>
<p>Pupils eligible for Pupil Premium are confident in their post 16 plan A and plan B. They apply for a Post 16 destination at the appropriate level in line with their predicted grades.</p>	<p>Careers advisor will meet all disadvantaged students as a priority.</p> <p>Potential NEET risks are identified early, starting in Year 10. They will be prioritised for Career and Guidance meetings during cycle 3.</p> <p>Regular review of our identified NEET risk disadvantaged students throughout year 11 allows an enhanced level of transition support and guidance. They and will be discussed and action plan produced at SLT level.</p> <p>Support and guidance available on results day to ensure students are able to revise plans should they wish/need.</p> <p>Regular monitoring of the data available to us in relation to Y12 when they have left us to ensure we put additional support in place where students struggle to make the transition to their chosen post-16 provider.</p> <ol style="list-style-type: none"> 1. No DS student is NEET
<p>Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.</p>	<p>Disadvantaged students progress in Maths continues to be above national average.</p> <ol style="list-style-type: none"> 1. Reduce progress gap between DS and non-DS to 0.
<p>An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for Pupil Premium is held back from participating in enrichment opportunities because of their background.</p>	<ol style="list-style-type: none"> 1. The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort. 2. Disadvantaged students attendance on trips, visits and activities is proportionate to their year group cohort represented to at least 30%. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families. 3. Disadvantaged students engagement in extracurricular opportunities is proportionate to their year group cohort. 4. The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.

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 Budgeted cost: £143,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining high quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2
Incremental coaching for all teaching staff with bi-weekly targets set and reviewed by coaches trained in the West Exe approach.	"Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF, 2019	2
Deliberate practice weekly CPD	Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice- with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.	2
No One Left Behind Vision and Culture	As quoted by the EEF, when it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.	All

Targeted academic support Budgeted cost: £71,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tuition	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	2, 5,

Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches... has high impact for low cost based on extensive research. https://educationendowmentfoundation.org.uk/education-	
	evidence/early-years-toolkit/communication-and-languageapproaches	
University Tuition (University of Exeter)	1:1 tuition has shown positive trends in the metacognition of disadvantaged pupils. The EEF claims that one to one tuition offers greater levels of interaction and feedback which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	2, 4
Sparx reader and the Cannon	Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies	2, 5
Homework intervention group	Research from the EEF states that disadvantaged pupils may however be less likely to have access to the space, technology and conditions required for effective learning at home, so it may be better to consider homework clubs which take place in school. Evidence based research has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework	2, 4
Talking Futures Programme	Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults.	8

Wider strategies Budgeted

cost: £71,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continuation of new attendance strategy	<p>2022 guidance from the DfE states that ‘As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	1
Family Partnership and Targeted Support Officer	<p>The DfE suggest several ways in which schools should be supporting attendance. Some of which are to carry out robust first day calling procedures including priority routine for vulnerable children and to work with families and the community to identify which methods of communication work best, recognising potential barriers in hard to reach families and find methods that work and are understood.</p>	1
Multi-Agency Support Approach	<p>Findings from the EEF toolkit state that social emotional interventions can add an additional four months’ progress over the course of the year. Social emotional interventions in education are shown to likely support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional regulation, both of which may subsequently increase academic attainment.</p>	1, 3, 6
Wave intervention (Live Lessons and AC)	<p>“More successful schools...seek out strategies best suited to addressing individual needs...and provide individual support for pupils that have very specific learning needs.” - DfE ‘Supporting attainment of disadvantaged learners’ 2015</p> <p>The EEF states “A pupil cannot benefit from a lesson if they are not in the classroom, engaged in the lesson and behaving appropriately for learning”.</p>	3
Education Welfare Service	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1
Electives programme	<p>Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Potential for Success, Sutton Trust 2018</p>	10
Year 7 transition support Alternative Curriculum	<p>Several studies have shown a dip in attainment coinciding with the time of change from Primary to Secondary school. The EEF suggest that by anticipating the risk points during the time of transition, good communication across schools can help with specific planning to address pastoral needs and academic support. The DfE suggest that engaging with feeder schools to access absence information in order to identify target cohorts prior to transfer is a way of supporting attendance.</p>	7

<p>Parent group and Progress interviews</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>The evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). The EEF states that the average impact of Parental engagement is an additional four months’ progress over the course of the year. There are higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>
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Total budgeted cost: £287,700

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data has demonstrated that West Exe students are continuing to perform well and experience success greater than that of other non-selective comprehensive schools in the region.

Validated data from summer 2023/24, progress 8 scores saw a slight decline from +0.41 in 2022/23 to +0.09. This is in line with the national picture as grade distribution returns to pre-pandemic norms.

2023/24 saw a significant increase EBACC entry in 2022/23 lay at 46.15% for our PP students, whereas the most recent saw EBACC entry for our PP students lie at 56.36%.

Languages remains as a current limiting factor. However, the percentage of our DS pupils receiving a 5+ in English language was 37.74% and in literature it was 46.94%, of which English Literature was 6.03% higher than previous year 2022/23. The percentage of our DS pupils receiving a 5+ in Maths was 41.51% and increase of 0.69% on previous year. In the same subject, the percentage of our DS pupils receiving a 4+ was 54.72% in English language, 63.27% in English literature and 71.7% in Maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap in progress 8 and attainment 8 scores between disadvantaged students and non-disadvantaged students is still evident. The progress 8 of our disadvantaged students was -0.58, -0.87 lower than their peers. The attainment 8 of our disadvantaged students was 37.79, which is -13.5 lower than their peers. Both of these gaps show decrease in comparison to 2023 and reinforces our drive to invest in the CPD our staff receive to ensure our disadvantaged students experience the highest quality teaching possible hereby maximising their success.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We have implemented new

strategies within the school to help support our students in these following areas, such as the Mental Health coordinator and Family Partnership and Targeted Support Officer

The data demonstrated that our disadvantaged students are experiencing successful post-16 transitions, in line with their peers. They are also accessing and thriving in a range of leadership opportunities across the school. However, our disadvantaged students remain disproportionately represented in the Lesson Removal room, in isolation and experiencing suspensions. They are also receiving detentions for incomplete extended practice more regularly than their peers.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the new attendance strategy is bringing about positive change although there is still work to be done. However, there is still a significant amount of progress we to make regarding outcomes and bringing the progress and attainment of our pupil premium eligible children in line with that of their non-disadvantaged peers.

Furthermore, there are real strengths in our strategy in relation to the electives programme and leadership opportunities. However there remain areas for development specifically in relation to disadvantaged student's attainment and progress, attendance, behaviour and supporting their transition to post-16 destinations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Intended Outcome	Success Criteria	24-25	26-27	27-28
KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students.	Disadvantaged student's progress and attainment 8 scores will improve and be in line with non-disadvantaged peers.			
	Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.			
	Increase EBacc entry of disadvantaged students to at least 50%.			
Pupils eligible for Pupil Premium reading ages improve rapidly.	DS students' reading ages improve in line with their chronological ages.			

	Reduced progress gap between DS and non-DS to 0.			
	Improve attainment of DS students to bring in line with non-DS.			
Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.	Disadvantaged students progress in Maths improves from -0.19			
	Reduce progress gap between DS and non-DS to 0.			
Disadvantaged students complete homework regularly and rarely receive homework detentions. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.	Disadvantaged students receive fewer detentions for non-completion of homework proportionately than non-disadvantaged students.			
	Disadvantaged student homework completion rate is in-line with non-disadvantaged peers.			
	Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers.			
	Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.			
Pupils eligible for Pupil Premium who are on track to achieve 6 grade 4 or above including English and Maths apply for appropriate Post 16 courses. No DS student is NEET	Careers advisor will meet all disadvantaged students as a priority.			
	NEET risk disadvantaged students in year 11 are identified in September and potential NEET risks in Year 10 identified prior to Year 11.			
	Disadvantaged students at risk of becoming NEET will receive high level of transition support and guidance and will be discussed and action plan produced at SLT level.			
Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.	Attendance gap between DS and non-DS will decrease rapidly.			
	DS student attendance will be 96% or higher.			

	DS students' attendance remains in line or better than the local and national benchmarks.	Red		
	Persistent absence for disadvantaged students will reduce.	Red		
Fewer hours of lessons are lost through reset of DS students. Fewer days are lost through suspensions of DS students.	Reduction in number of Lesson Removals and suspensions of disadvantaged students.	Yellow		
	Fewer disadvantaged students receive multiple Internal Exclusions.	Yellow		
	All pupils who reach threshold for Wave interventions complete these.	Yellow		
Secondary School has a greater understanding of some of the barriers the pupil is facing prior to starting School and is able to plan for this.	Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified and enhanced transitions offered.	Yellow		
An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.	The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.	Yellow		
	Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort	Red		
	The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.	Red		
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.	Yellow		
	Increased and timelier communication regarding academic attainment and behaviour.	Yellow		

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme		Provider
Provision Maps	Provision Maps	<input type="text"/>
Lexia Core 5 Reading	Lexia	<input type="text"/>
Sparx Maths	Sparx	<input type="text"/>
Sparx Reader	Sparx	<input type="text"/>
Accelerated reader	Renaissance	<input type="text"/>
Speech and Language	Language Link	<input type="text"/>
EAL – Language intervention	Language Village	<input type="text"/>

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 14 Pupils eligible for Service Child Premium in our School.</p> <p>The allocation of SCP was for improving first quality teaching to ensure that those children able to make sustained progress.</p> <p>The SCP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The SCP funding has ensured that all teaching staff are receiving regular coaching which in turn maximises the effective use of classroom strategies. This will ensure that our service pupil premium eligible pupils experience effective and high-quality teaching.</p> <p>The SCP funding go to increase the cultural capital experiences of our Service children and ensure that they had the opportunity to participate in enrichment opportunities and community projects, allowing for these students to build relationships and feel a sense of belonging with members of the school community.</p>

Further Information (optional)

At WES we are continually striving to find ways to support both our students and families from disadvantaged backgrounds.

Over the course of the next 3 years, we will be opening more opportunities to our students in order to allow them the very best chance of success.

The support systems within our WES offer for our disadvantaged students are directed on a case by case basis, but may include the following;

- Free Breakfast club available to all students
- Access to our Alternative Curriculums - SEND and Behavioural
- Enrichment bursaries to attend trips, clubs, music lessons etc.
- Transport arrangements to maintain attendance
- Staff mentoring system to help support every Pupil Premium child