Pupil Premium strategy statement: Boston West Academy

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 9, SMA

Detail	Data
School name	Boston West Academy
Number of pupils in school	416
Proportion (%) of Pupil Premium-eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers **(three-year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days x 3 – 11.10.23 / 30.1.24 / 7.5.24
Statement authorised by	
Pupil Premium lead	Amanda Ward

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£138,790
Recovery Premium funding allocation this academic year	£12, 615
Total budget for this academic year	£151,405

Current Attainment 2023	PP 2023	Non-PP 2023	PP nat ave 2023
Proportion attaining expected standard in Reading	68%	78%	60%
Proportion attaining expected standard in Writing	74%	71%	58%
Proportion attaining expected standard in Maths	79%	83%	59%
Proportion attaining expected standard in Combined	58%	68%	44%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 4 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Gaps in learning. This is dependent on cohort and currently, there are no significant patterns. However, in 2023, PP pupils achieved lower than non-PP pupils in FS, phonics, KS2 reading and KS2 combined. KS1 and KS2 data shows a pattern of a wider gap in reading for PP pupils.
2. SEMH provision – continued personalised internal provision.
3. Vocabulary/language development, more so in FS and KS1, but needs sustaining into KS2
4. Attendance – there are specific PP pupils whose attendance is lower and/or are not punctual. These are carefully thought-through and challenges identified.

Intended outcomes & *how we will measure success*

Intended outcome	Success criteria
Quality first teaching for all Gaps in learning (specifically reading, writing and mathematics) is reduced. Internal assessments carried out indicate that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups. There was a more significant gap for 2023 KS2 data for reading and combined.	Student data to be in line with those peers who are not pupil premium and above the national average. Disadvantaged pupils will make expected or better progress in reading, writing and maths. Target = Reduce any internal variation between PP and non-PP.
Emotional, social and behavioural issues for some disadvantaged pupils is addressed. Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by, for example, partial school closures, attendance, social care needs, relationships at home. These findings are supported by national studies.	The social and emotional development of disadvantaged pupils will have improved. This will be measured via staff observations and pupil discussions/surveys.
Vocabulary gap for some disadvantaged pupils is reduced.	Data indicates that the vocabulary gap has reduced.

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils	The gap between PP and non-PP in reading has reduced.
Attendance of some disadvantaged pupils has improved. Our attendance data indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.	The proportion of disadvantaged pupils with low attendance will have reduced.

Actions *to address the challenges listed above.*

Teaching Budgeted cost: £72,000

Action: 1. Gaps in learning 2. Language development	Staff lead	Evidence to demonstrate approach is effective (IMPACT – data, outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Quality first teaching to accelerate progress in order to support recovery. Strategically planned CPD programme linked to priorities on the school development plan. Expert senior leaders to provide support teaching, coaching, and mentoring in targeted year groups.	SLT	Improved outcomes Improved access to the curriculum Engaged and focused intervention groups	Termly in line with assessments and pupil progress meetings
Strengthening teachers' practice by drawing on the science of learning and cognitive theory and the Anthem Way	SLT	Improved outcomes Improved attendance	SDP – action plan by EB
Effective assessment to support identification of gaps in learning.	SLT	Rigorous and focused interrogation of data following assessment points.	Termly in line with assessments and pupil

		Improved engagement in learning, effective challenging of misconceptions from teachers and moving pupils on (link to AFIs)	progress meetings
Support for planning from SLT+ to address gaps in learning, misconceptions and moving pupils on during weekly planning meetings with year group teams.	SLT+	Improved outcomes and increased progress for identified pupils.	Weekly
Review and improve approach to homework using the EEF Parental Engagement Report	CB	Increased engagement in home learning, analysis of data and supporting the most vulnerable	Termly in line with assessments and pupil progress meetings

Targeted academic support: Budgeted cost: £50,000

Action 1. **Gaps in learning** 2. **Language development**	Staff Lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
One-to-one and small group tuition: • Leaders to provide targeted support teaching, to improve outcomes for children. • Additional teachers to work in year groups • Teaching assistants to provide specific additional support for identified pupils.	SLT	Improved outcomes Improved access to the curriculum Improved engagement in learning	Termly in line with assessments and pupil progress meetings
Provide additional support for pupils with special educational needs and/or disabilities.	MT	Reading features as one of the outcomes on the IEP. All SEND students make progress in reading. Parents are supported to help their child to read.	Termly in line with assessments and pupil

		There are no 'excuses' for lack of progress in reading for those with SEND. (link with SDP)	progress meetings

Wider strategies: Budgeted cost: £30,000

Action 1. SEMH 2. Attendance	Staff Lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance.	SL	The proportion of disadvantaged pupils with low attendance will have reduced. Pupil outcomes have improved.	Weekly analysis of attendance by SL. Attendance to be discussed at pupil progress meetings.
Curriculum focus on, and learning / nurture mentor time allocated to, the social and emotional learning and wellbeing of pupils	SL, AS, CB	The social and emotional development of disadvantaged pupils will have improved. This will be measured via staff observations and pupil discussions/surveys. Pupil outcomes have improved.	Termly in line with assessments and pupil progress meetings

Total budgeted cost: £152,000
EVIDENCE SOURCE

NFER – Deploying staff effectively
NFER – High quality teaching for all
EEF – Teaching and Learning toolkit
EEF- Teacher feedback to improve learning
EEF – Teaching and Learning toolkit
EEF – Metacognition & Self-regulated learning
EEF – Covid Catch up
EEF – improving literacy in secondary schools
EEF – Improving behaviour in schools
EFF – SEND in mainstream schools

EEF – Improving mathematics in KS2 & 3
NFER- Meeting individual learning needs
EEF – Effective Professional Development
EEF – Using digital technology to improve learning
EEF – Effective Professional Development
EEF – Putting evidence into work
EEF – Pupil Premium guide
Sutton Trust 'Engaging Parents Effectively'
NFER- Addressing behaviour and attendance
NFER – Clear responsive leadership