

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 11, SMA*

Detail	Data
School name	Boston West Academy
Number of pupils in school	417
Proportion (%) of Pupil Premium-eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Collaborative Review Days x 3
Statement authorised by	
Pupil Premium lead	Amanda Ward

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	
Recovery Premium funding allocation this academic year	
Total budget for this academic year	

Current Attainment 2024	PP 2024 (48)	Non-PP 2024 (11)	PP nat ave
Proportion attaining expected standard in Reading	55	83	
Proportion attaining expected standard in Writing	55	92	
Proportion attaining expected standard in Maths	73	96	
Proportion attaining expected standard in Combined	36	77	

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.

Reflection on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
1.	
2.	
3.	
4.	

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 2024, PP pupils achieved lower than non-PP pupils in FS, phonics, KS2 reading and particularly in 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. Analysis of behaviour/nurture shows that there is a higher proportion of PP students.
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.	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.

<p>There was a more significant gap for 2023 KS2 data for reading and combined.</p>	
<p>Emotional, social and behavioural issues for some disadvantaged pupils is addressed.</p> <p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by, for example, trauma, attendance, social care needs, relationships at home.</p>	<p>The social and emotional development of disadvantaged pupils will have improved. This will be measured via staff observations and pupil discussions/surveys and monitoring by behaviour lead.</p>
<p>Vocabulary gap for some disadvantaged pupils is reduced.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils</p>	<p>Data indicates that the vocabulary gap has reduced.</p> <p>The gap between PP and non-PP in reading has reduced.</p>
<p>Attendance of some disadvantaged pupils has improved.</p> <p>Our attendance data indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p>	<p>The proportion of disadvantaged pupils with low attendance will have reduced.</p>

Actions to address the challenges listed above.

Teaching Budgeted cost: £72,000

Action	Staff lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
<p>Quality first teaching to accelerate progress in order to support recovery.</p> <p>Strategically planned CPD programme linked to priorities on the school development plan.</p> <p>Expert senior leaders to provide support teaching, coaching, and mentoring in targeted year groups.</p>	SLT	<p>Improved outcomes</p> <p>Improved access to the curriculum</p> <p>Engaged and focused intervention groups</p>	Termly in line with assessments and pupil progress meetings
<p>Strengthening teachers’ practice by drawing on the science of learning and cognitive theory and the Anthem Way</p>	SLT	<p>Improved outcomes</p> <p>Improved attendance</p>	SDP – action plan by EB
<p>Effective assessment to support identification of gaps in learning.</p>	SLT	<p>Rigorous and focused interrogation of data following assessment points.</p> <p>Improved engagement in learning, effective challenging of misconceptions from teachers and moving pupils on (link to AFIs)</p>	Termly in line with assessments and pupil progress meetings
<p>Support for planning from SLT+ to address gaps in learning, misconceptions and moving pupils on during weekly planning meetings with year group teams.</p>	SLT+	<p>Improved outcomes and increased progress for identified pupils.</p>	Weekly

Targeted academic support: Budgeted cost: £50,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
<p>One-to-one and small group tuition:</p> <ul style="list-style-type: none"> • Leaders to provide targeted support teaching, to improve outcomes for children. • Additional teachers to work in year groups <p>Teaching assistants to provide specific additional support for identified pupils.</p>	SLT	<p>Improved outcomes Improved access to the curriculum Improved engagement in learning</p>	<p>Termly in line with assessments and pupil progress meetings</p>
<p>Provide additional support for pupils with special educational needs and/or disabilities.</p>	MT	<p>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. There are no ‘excuses’ for lack of progress in reading for those with SEND. (link with SDP)</p>	<p>Termly in line with assessments and pupil progress meetings</p>

Wider strategies: Budgeted cost: £30,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
<p>Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance.</p>	CB	<p>The proportion of disadvantaged pupils with low attendance will have reduced. Pupil outcomes have improved.</p>	<p>Weekly analysis of attendance by CB. Attendance to be discussed at pupil progress meetings.</p>

<p>Curriculum focus on, and learning / nurture mentor time allocated to, the social and emotional learning and wellbeing of pupils</p>	<p>AS, CB</p>	<p>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.</p>	<p>Termly in line with assessments and pupil progress meetings</p>
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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](#)
- [Sutton Trust ‘Engaging Parents Effectively’](#)
- [NFER- Addressing behaviour and attendance](#)
- [NFER – Clear responsive leadership](#)

- [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](#)
- [EEF – Improving behaviour in schools](#)
- [EEF – SEND in mainstream schools](#)