

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	
Number of pupils in school	406
Proportion (%) of Pupil Premium-eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2025-2028
Date this statement was published	19.09.25
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Ceri Braybrook</i>
Pupil Premium lead	Emma Bills

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£136,350
Recovery Premium funding allocation this academic year	£21,390
Total budget for this academic year	£157,740

Current Attainment 2025	PP 2025 (9)	Non-PP 2025 (50)
Proportion attaining expected standard in Reading	75%	71%
Proportion attaining expected standard in Writing	75%	79%
Proportion attaining expected standard in Maths	65%	76%
Proportion attaining expected standard in Combined	65%	71%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

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

Intended outcomes	Impact
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. <i>There was a narrowing of the gap compared to last year's results. PP student data is closer to the national average in comparison to last year.</i>
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, trauma, attendance, social care needs, relationships at home.	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. <i>Behaviour and nurture monitoring by the behaviour lead indicates an improvement in the SEMH needs of the PP students.</i> <i>There was an increase in PEX and suspensions for PP students last year. There were none in previous years and the use of these sanctions were in consultation with Anthem. For those students issued a suspension, there is evidence of an improvement in behaviour.</i>
Vocabulary gap for some disadvantaged pupils is reduced. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils	Data indicates that the vocabulary gap has reduced. The gap between PP and non-PP in reading has reduced. <i>Reading data shows the gap has reduced from 28% in 2024 to 4% this year.</i>

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. <i>The attendance and PA has improved (Attendance +0.9%, PA -4.1%)</i>
Director of Education review 15/12/25	Smartgrade data is indicating that Y6 PP students will exceed national. Nurture support has been enhanced. Thrive assessments to be used to support this. FFT tests (to test vocabulary) to be completed in spring 1 PP attendance is currently at 92% - need to maintain focus on this

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 2025, PP pupils achieved lower than non-PP pupils in FS, phonics, KS2 reading and particularly in KS2 maths. KS1 and KS2 data continues to show a gap in all subjects for PP pupils, even though there is some evidence of it closing.
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	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 (measured using in-year progress from Y5 Summer 2 data). Target = Reduce any internal variation between PP and non-PP.

below that of non-disadvantaged pupils in most year groups. There was a more significant gap for 2023 KS2 data for reading and combined.	
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, trauma, attendance, social care needs, relationships at home.	The social and emotional development of disadvantaged pupils will have improved (using Thrive assessments). This will be measured via staff observations and pupil discussions/surveys/Thrive assessments and monitoring by behaviour lead.
Vocabulary gap for some disadvantaged pupils is 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 and writing 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 even further.

Actions to address the challenges listed above.

Teaching Budgeted cost: £110,000

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>)
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 Year group strategies
Strengthening teachers' practice by drawing on the science of learning and cognitive theory, Effective Maths and the Anthem Way	SLT	Improved outcomes Improved attendance	SDP
Effective assessment to support identification of gaps in learning.	SLT	Rigorous and focused interrogation of data following assessment points. Improved engagement in learning, effective challenging of misconceptions from teachers and moving pupils on (link to AFIs)	Termly in line with assessments and pupil progress meetings Year group strategies
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

Targeted academic support: Budgeted cost: £45,000

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>)
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.	EB	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)	Termly in line with assessments and pupil progress meetings

Wider strategies: Budgeted cost: £5000

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>)
Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance.	CB	The proportion of disadvantaged pupils with low attendance will have reduced. Pupil outcomes have improved.	Weekly analysis of attendance by CB.

Use of attendance Ambition document and Anthem group meetings.			Attendance to be discussed at pupil progress meetings. Support first approach to attendance.
Curriculum focus on, and learning / nurture mentor time allocated to, the social and emotional learning and wellbeing of pupils	AS, SM, 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: £160,000

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](#)