

Westbury Academy

This statement details our school's use of pupil premium 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	Westbury Academy
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
The date on which it will be reviewed	September 2025
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Lee Morgan
Governor / Trustee lead	LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,245
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	£74,245

Part A: Pupil premium strategy plan

Statement of intent

Westbury Academy provides education for some of the most vulnerable and disadvantaged pupils from across the City of Nottingham, Nottinghamshire, the City of Derby and Derbyshire.

Even though three-quarters of our pupils receive the Pupil Premium Grant, we know that all are disadvantaged in some way, with the impact of the pandemic magnifying this. Many Westbury pupils have found mainstream education challenging and a large number have been excluded from mainstream education before enrolling at Westbury. The vast majority of our pupils have an Education Health and Care Plan. All require SEN support, with some having identified special educational needs and some as-yet-unidentified. As recognised nationally, we have significantly higher than typical percentages of pupils who are supported by professionals in social care, youth offending services, and child and adolescent mental health services. The academy aims to support the development of all pupils, including those disadvantaged as defined by the Pupil Premium Grant definitions. We must recognise that pupil progress is contextualised and needs-led and aimed to develop the whole child. This could include:

Progress in reading

The majority of pupils that are educated within the academy have reading ages below their chronological age, which impacts their ability to engage in learning across all curriculum areas. Therefore, improving our pupils reading skills is a key priority.

Progress across the curriculum

The majority of pupils that are educated within the academy are working below age-related expectations in many areas. All pupils need to be making progress and those in receipt of pupil premium grant should not be disadvantaged by financial restraints.

Progress in academic outcomes

All pupils in receipt of pupil premium funding should leave Year 11 with a qualification in English and Maths.

Attendance

Regular school attendance is the building block of education and pupils in receipt of the pupil premium grant should have attendance in line with non-PP pupils. Attendance will always be a priority of the academy as a child is unable to learn, develop and experience when absent.

Developing the academy's trauma-informed practice

Many pupils at Westbury have suffered trauma in their lives. The academy is able to meet the wider needs of pupils, evident from pupil and parent voice. The academy practice has an ambition to be recognised by Trauma Informed Schools.

Developing the support of pupils to self-regulate, understand their emotions and communicate appropriately through its wellbeing strategy.

Help pupils to develop strategies to self-regulate their behaviour and gives pupils a greater understanding of their emotions through delivery of tailored wave two and three interventions through the Wellbeing Hub to support pupil outcomes in the education and healthcare plan.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils' social, emotional and mental health.
3	Pupils have low literacy levels.
4	Pupils have low communication and language skills.
5	Fewer opportunities to develop cultural capital outside of school.
6	Through observations, disadvantaged pupils may find self-regulation more difficult.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance is above the national average for pupil referral units and alternative provisions.	<ul style="list-style-type: none"> Attendance to be in line with the National Average for Special Educational Needs schools. Individual pupil attendance demonstrates progress from an attendance baseline.
Improve pupil's ability to self-regulate.	<ul style="list-style-type: none"> Reduction in negative behaviour incidents over time, per pupil.
Pupils can effectively and successfully communicate irrelevant of need or ability	<ul style="list-style-type: none"> Reduction in negative behaviour incidents over time, per pupil.
Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> Pupils develop their cultural capital outside of school. Greater engagement in extra curriculum activities.
Pupils to make progress in reading (against a baseline).	<ul style="list-style-type: none"> Pupils improve their reading during their time with the academy.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£4,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in reading software, resources and training of staff to support teaching of reading and explicit vocabulary instruction Regular reading age assessment through GL Assessment programme for all pupils.</p>	<p>EEF research on reading comprehension strategies and vocabulary instruction. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3
<p>KS2 and 3 to be taught the RLT Phenomenal Phonics Programme, which is compliant with new DfE guidance KS3 and KS4 staff taught the Lexonik Leap Reading Intervention Programme for emergent readers. Including staff CPD and resources</p>	<p>EEF research on Phonics: <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i></p>	3
<p>Whole school CPD based sensory and trauma-informed practice</p>	<p>'To promote both healthy development and positive educational outcomes for youth, youth-serving professionals, community leaders, and policymakers are increasingly infusing trauma-informed practice into their efforts to serve young people in schools and in the broader community.'</p> <p><i>Margolius, M; Pufall Jones, E.; Hynes, M. Creating Cultures of Care: Supporting the Whole Child through Trauma-informed Practice (2020), America's Promise Alliance-</i></p>	2, 6

Enhancing maths teaching through CPD, manipulatives including Numicon, and links with other settings and organisations.	<p>Improved maths curriculum connectedness:</p> <p>Through CPD which would support a joined-up curriculum by allowing subject specialist teachers to share their expertise, all teachers to discuss what progression looks like and by providing opportunities for existing good practice, including oracy, to become embedded.</p> <p><i>MEI, 2024</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one academic tutoring	See above – this would be more intensive one to one phonics interventions for identified pupils.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£85,727**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team	2021 the Raleigh Education Trust made the strategic decision to expand and grow attendance and welfare support across the trust, intending to support the most vulnerable and disadvantaged pupils and families. The Trust Attendance & Welfare Team is using best practices and learning from the models used in other academies within the trust.	1

<p>Investment in wellbeing strategies and interventions and staff training</p>	<p>2023 - the academy made the strategic decision to expand its behaviour and wellbeing strategy following the building of a wellbeing hub by appointing a Wellbeing Lead to deliver and coordinate targeted and impactful social and emotional interventions-eg ELSA, Lego Therapy and Draw and Talk Therapy intending to support the wellbeing of the most vulnerable and disadvantaged pupils and reduce suspensions.</p> <p>Education Endowment Foundation</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>Quality Alternative provision that we are unable to provide on-site due to facilities and or specialisms.</p>	<p>'The programme has an impact on the mainstream schools that the young people come from by enhancing the capacity of teachers to teach the remaining pupils in their class. By removing the disengaged and demotivated members of the class, the teachers are able to focus their attention on the whole class rather than on the one or two particular pupils who were disengaged, and this has a positive impact on the young people remaining'</p> <p>Sally Kendall et al.</p> <p><i>Effective Alternative Provision; National Foundation for Educational Research</i></p>	<p>1, 5, 6</p>

Gym-new space and resourcing	<p>'While less intensive recreational play or physically challenging 'Outward Bound programmes can be effective in improving social attitudes and self-esteem, intensive aerobic exercise may produce greater improvements in self-esteem and depression.</p> <p><i>'The psychological Benefits of Exercise and the Treatment of Delinquent Adolescents'</i> James R. MacMahon (1990), <i>Sports Medicine</i></p>	2, 4, 6
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Total budgeted cost: £115,672

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Teaching (for example, CPD, recruitment and retention)

GL reading assessment is being used three-time per year, in all year groups to track reading ages, recognise improvement, and help identify pupils that require further support. The data is used to analyse progress throughout the school. The GL reading assessment shows that seventy percent of pupils made expected or better progress in reading, with thirty percent of these pupils having made higher-than-expected progress in 2023/24 academic year. shows that 67.5% have made progress in their standardised assessment scores from their first test to their last test. This is a result of embedding the phonics programme and introducing targeted reading intervention and a more structured approach to daily reading time.

The academy continues to embed its behaviour systems and norms following its graduation from the twelve-month involvement in the Department for Education's Behaviour Hubs Programme. There was a 43% reduction in the number of suspensions and a 39% reduction in the number of days of learning lost to suspensions between 2021/22 academic year and 2023/24 academic year.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

To help support the needs of some pupils, one to one tutoring and alternative provision (AP) was used during 2022/23 to reduce absence and re-engage the pupils with learning.

Wider strategies (for example, related to attendance, behaviour, well-being)

The implementation of the Trust Attendance & Welfare Team, including the attendance strategy, had a significant impact on whole school absence, in particular PP pupils. Whole school absence has reduced by 3.5% from 21/22 academic year to 23/24 academic year.

Identified pupils received appropriate interventions, including an increase in home visits, parental engagement and support. Due to the vulnerability of the academy pupils, the Attendance & Welfare Team meet weekly with the leaders to identify, plan, action and monitor the impact of all attendance interventions. If further support is required the Attendance & Welfare team will refer to appropriate agencies, including Education Welfare, and social care, if necessary.

The Trust Attendance Team supported with regards to capacity at network meetings, core groups and other safeguarding meetings.

The re-design and purchase of gym equipment has increased the pupils' access to an appropriate standard of equipment. Pupils have respected the investment. Breaktime activity has become more structured with increased pupil engagement in the gym. This has resulted in fewer behaviour issues developing at break and lunchtimes.

Externally provided programmes

Programme	Provider
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Gardening Programme	Allotment Education
Performing Arts	Freedom Foundation UK
Music Lessons	Nottingham Music Hub