

# Pupil Premium Strategy Statement – 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	78.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
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	£77,588
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,588

# Part A: Pupil premium strategy plan

## Statement of intent

Westbury Academy provides education for some of the most vulnerable and disadvantaged pupils across Nottingham, Nottinghamshire, Derbyshire, Leicestershire, and Staffordshire. Over three-quarters of our pupils receive the Pupil Premium Grant, but we recognise that all pupils experience some form of disadvantage.

The majority of pupils at Westbury Academy have complex needs that make mainstream education challenging. The vast majority have an Education, Health and Care Plan (EHCP) and require significant special educational needs (SEN) support, with some pupils having identified needs and others awaiting assessment. As a specialist setting, we work closely with external professionals, including social care, child and adolescent mental health services (CAMHS), and other agencies, to provide a holistic approach that meets pupils' educational, social, and emotional needs.

Our strategy aims to support the holistic development of all pupils, including those identified as disadvantaged under Pupil Premium definitions. We recognise that progress must be contextualised, needs-led, and focused on developing the whole child.

We use Pupil Premium funding to deliver a broad range of strategies that go beyond academic attainment and attendance. This includes investment in the wider curriculum, enrichment opportunities, and targeted interventions. All approaches are evidence-based and subject to rigorous monitoring to ensure measurable impact.

### Key Priorities

#### 1. Progress in Reading

Most pupils enter with reading ages significantly below their chronological age, limiting access to the wider curriculum. Improving reading skills is a key priority to enable engagement and academic success.

#### 2. Progress Across the Curriculum

Many pupils work below age-related expectations in multiple subjects. All pupils must make progress, and those receiving Pupil Premium funding should not be disadvantaged by financial barriers.

#### 3. Progress in Academic Outcomes

Every pupil in receipt of Pupil Premium funding should leave Year 11 with a qualification in English and Maths, ensuring essential skills for future education and employment.

#### 4. Attendance

Regular attendance is fundamental to learning. Pupils eligible for Pupil Premium should have attendance rates in line with their peers. Attendance will remain a core priority, as absence prevents learning and personal development and wellbeing.

#### 5. Trauma-Informed Practice

Many pupils have experienced trauma. Westbury Academy is committed to embedding trauma-informed approaches and aims to be a beacon of best practice for Nottingham City.

#### 6. Wellbeing Support and Emotional Regulation

Through the Wellbeing Hub, we will continue to deliver tailored Wave 2 and Wave 3 interventions to help pupils self-regulate, understand emotions, and communicate effectively. These strategies support outcomes outlined in EHCPs and promote readiness for learning.

## 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 and numeracy levels.
4	Pupils have low communication and language skills.
5	Fewer opportunities to prepare for adulthood and life beyond 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 Special Schools.	<ul style="list-style-type: none"> <li>Attendance to be in line, or above, the National Average for Special Educational Needs schools.</li> <li>Individual pupil attendance demonstrates progress from an attendance baseline.</li> <li>Attendance for disadvantaged pupils aligns with peers</li> </ul>
Improve pupils' ability to self-regulate.	<ul style="list-style-type: none"> <li>Reduction in negative behaviour incidents, including the need for physical intervention over time, per pupil.</li> <li>Reduction in after-school reflections over time, per pupil.</li> </ul>
Pupils are supported to communicate effectively and successfully, regardless of their individual needs or abilities.	<ul style="list-style-type: none"> <li>Reduction in negative behaviour incidents, including the need for physical intervention over time, per pupil</li> <li>Pupils feel listened to and empowered to take an active role in their education.</li> </ul>
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"> <li>Pupils have access to a broad range of opportunities that prepare them for life beyond school, including increased engagement in off-site visits, extra-curricular and enrichment activities and performances.</li> </ul>
Pupils to make progress in reading and have better functional maths skills (against a baseline).	<ul style="list-style-type: none"> <li>Pupils improve their reading during their time at the school.</li> <li>Termly data capture demonstrates improved achievement in functional maths.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"><li>Continue to invest in GL Assessment reading software and resources to support targeted interventions and independent reading.</li><li>Provide staff training on effective strategies for teaching reading and delivering explicit vocabulary instruction.</li><li>Implement regular reading age assessments for all pupils using the GL Assessment programme to monitor progress and inform planning.</li><li>Embed structured reading sessions and vocabulary development activities across the curriculum.</li></ul>	<p>Evidence from the Education Endowment Foundation (EEF) shows that teaching reading comprehension strategies has a high impact, with pupils making on average +7 months' additional progress.</p> <p>Effective approaches include explicitly modelling strategies, selecting texts that are closely matched to pupils' current reading capabilities, and combining comprehension work with structured vocabulary instruction and the development of background knowledge.</p> <p>This is consistent with the DfE Reading Framework (2023) and the Writing Framework (2025), both of which highlight the interdependence of decoding, fluency, vocabulary and comprehension.</p>	3
<ul style="list-style-type: none"><li>Continue delivery of Raleigh Education Trust's Phenomenal</li></ul>	EEF evidence identifies systematic phonics teaching as a high-impact approach, typically resulting in +5 months' additional progress in early reading. The evidence base is rated	3

<p>Phonics Programme, fully compliant with the latest DfE guidance.</p> <ul style="list-style-type: none"> <li>• Implement the Lexonik Leap Reading Intervention Programme for identified KS3 and KS4 pupils who are emergent readers.</li> <li>• Provide staff CPD to ensure effective delivery of both programmes and embed best practice in phonics and reading instruction.</li> <li>• Invest in resources and materials to support intervention delivery and classroom practice.</li> </ul>	<p>as “very extensive,” with particular benefits for disadvantaged pupils. Phonics is most effective when delivered through a consistent, structured programme and embedded alongside wider literacy practices, including vocabulary development, fluency and comprehension.</p>	
<ul style="list-style-type: none"> <li>• Recruit a dedicated Nurture Teacher to lead and deliver high-quality nurture provision across KS4.</li> <li>• Redesign nurture classrooms to create structured, low-distraction, and flexible spaces aligned with nurture principles.</li> <li>• Ensure classroom environments support Quality First Teaching for the KS2/3 nurture</li> </ul>	<p>Evidence from the EEF Improving Behaviour Support in Schools: Guidance Report (2019) indicates that improving the learning environment and teaching explicit learning behaviours can reduce lost teaching time and improve attainment, focusing on: “an ethos and environment that promotes respect and values adversity”.</p> <p>Evidence from the EEF Personal Social and Emotional Development states that:</p> <p>“Opportunities for group activities and collaborative play can help develop relationship skills.”</p>	<p>2, 4, 6</p>

<p>curriculum and KS4 nurture group.</p> <ul style="list-style-type: none"> <li>• Provide staff CPD on nurture approaches and trauma-informed practice to embed consistency across the provision.</li> </ul>		
<ul style="list-style-type: none"> <li>• Deliver high-quality CPD for staff focused on evidence-based strategies for teaching mathematics.</li> <li>• Increase the use of manipulatives, including Numicon, to support conceptual understanding and engagement.</li> <li>• Strengthen collaboration with other schools and specialist organisations to share best practice and access expert guidance.</li> <li>• Embed structured intervention programmes for pupils who require additional support in mathematics.</li> </ul>	<p>The EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> report highlights that manipulatives are most effective when teachers receive training in how to use them well. High-quality CPD (EEF Effective Professional Development, 2021) has been shown to improve pupil outcomes by up to three months, particularly when it involves collaborative practice, modelling and opportunities to apply new strategies in classrooms.</p> <p>Additionally, MEI (2025) emphasises that manipulatives are central to deep and sustained mathematical understanding, highlighting physical manipulatives alongside professional development supports in its Deeper Maths resource suite.</p>	3
<ul style="list-style-type: none"> <li>• Develop and implementation of visual support materials through Widgit InPrint.</li> </ul>	<p>National Autistic Society (2024) shares Symbols can:</p> <ul style="list-style-type: none"> <li>• Provide structure and routine</li> <li>• Encourage independence</li> <li>• Build confidence</li> <li>• Improve understanding</li> <li>• Avoid frustration and anxiety</li> <li>• Provide opportunities to interact with others</li> </ul>	4, 6

	Speech and Language Therapy 2024 share that a total communication approach allows individuals with communication difficulties to communicate in the most accessible way to them.	
Weekly performing arts sessions, delivered by Freedom Foundation – external specialist	EEF Arts Participation (2023) shared that the “average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”	2, 5
Education and Base-including CPD	The UK government’s “Research Review Series: Music” notes that “pupils’ ability to control sound, through singing, instrumental playing or music technology, therefore supports their performing, composing and listening. It is an important part of a curriculum, operates within specific fields of progression and is the foundation of practical music-making.”	2, 5

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

Budgeted cost: £74,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Recruitment of academic learning mentors</li> </ul>	Evidence from the EEF indicates that mentoring interventions can yield on average +2 months' additional progress, particularly when they focus on academic skills, knowledge, and understanding alongside self-belief and attitudes to learning.	3
<ul style="list-style-type: none"> <li>One-to-one academic tutoring for identified pupils</li> </ul>	According to the Education Endowment Foundation (EEF) Teaching & Learning Toolkit, one-to-one tuition shows an average impact of +5 months' additional progress when delivered effectively.	3
<ul style="list-style-type: none"> <li>Allotment Education programme and interventions</li> </ul>	Studies into school gardening programmes (Royal Horticultural Society) report improvements in pupils' resilience, confidence, teamwork and practical problem-solving, as well as stronger attitudes to learning.	5

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

Budgeted cost: £48,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team	The introduction of the Trust Attendance and Welfare Team is having a positive impact. The Attendance and Welfare Team will continue to work to improve attendance. Research; how attendance can impact attainment; Key for School Leaders, 2019 <a href="#">Supporting School Attendance - Reflection and Planning Tool   Education Endowment Foundation.</a>	1

Investment in wellbeing strategies (therapy dog) and interventions and staff training	Education Endowment Foundation 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. 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.	
<ul style="list-style-type: none"> <li>Outdoor play-based equipment</li> </ul>	According to the Education Endowment Foundation (EEF), play-based learning approaches have a moderate positive impact (+ four months) on learning outcomes,	2,4
<ul style="list-style-type: none"> <li>Lead the way-Commando Joe's strategy</li> </ul>	According to the Education Endowment Foundation (EEF), July 2021 reports the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.	2,4,6
<ul style="list-style-type: none"> <li>Outward Bound Trust Residential Programme</li> </ul>	According to the Education Endowment Foundation (EEF), July 2021 reports the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.	2,4,6
<ul style="list-style-type: none"> <li>Nottingham Music Hub</li> </ul>	The UK government's "Research Review Series: Music" notes that "pupils' ability to control sound, through singing, instrumental playing or music technology, therefore supports their performing, composing and listening. It is an important part of a curriculum, operates within specific fields of progression and is the foundation of practical music-making."	2,5

**Total budgeted cost: £170,695**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact Evaluation Summary

The Pupil Premium strategy was implemented as planned and has had a demonstrable positive impact on teaching quality, targeted academic support and wider strategies. As a result, most approaches will be sustained into the next three-year cycle, with refinements informed by evaluation evidence.

#### Teaching (for example, CPD, recruitment and retention)

##### Academic Outcomes

Year 11 Results (19 pupils in total, 15 pupils eligible for Pupil Premium):

- 33% of pupils eligible for Pupil Premium achieved Level 2 Functional Skills in both English and Maths.
- 42% of all pupils achieved Level 2 Functional Skills in both English and Maths, an increase of 32% compared to 2023/24.
- 47% of pupil eligible for Pupil Premium achieved at least a Level 1 (GCSE/ Functional Skills) in English and Maths.
- Overall growth observed in pupils eligible for Pupil Premium achieving 2+, 4+, 5+, and 8+ qualifications over the last three years.
- 100% of pupils eligible for Pupil Premium achieved at least one qualification and secured a post-16 destination in education, employment, or training.

##### English & Reading:

- 66% of pupils eligible for Pupil Premium achieved an English qualification (Entry Level to GCSE).
- GL Reading Assessments are conducted three times per year across all year groups to track progress.
- In Years 3-8, 89% of all pupils met or exceeded reading targets, with 69% excelling (in line with pupils not eligible for Pupil Premium).
- One pupil achieved greater depth in Year 6 SATs reading; another met the expected standard (both pupils were eligible for Pupil Premium).
- Success attributed to embedding the RET phonics programme, targeted reading interventions, and structured daily reading time.

##### Maths:

- 60% of pupil eligible for Pupil Premium achieved a Maths qualification (Entry Level to GCSE).

- Impact driven by CPD for non-specialist teachers and sharing expertise to deliver a sequenced curriculum.

#### Arts Provision:

- Music and Dance provision significantly enriched the curriculum enabling pupils to participate in performances.

#### Targeted Academic Support

- One-to-one tutoring used to reduce absence and re-engage pupils.
- Result: 100% of pupils eligible for Pupil Premium achieved at least one qualification and secured a post-16 destination.

#### Wider Strategies

##### Attendance:

- Collaboration with the Trust Attendance & Welfare Team has had a measurable impact. Whole-school absence for pupils eligible for Pupil Premium in 24/25 academic year reduced by 0.7% compared to 2023/24 academic year.
- Implementation of the Trust Attendance & Welfare Team and attendance strategy included:
  - Increased home visits and parental engagement.
  - Weekly leadership meetings to monitor interventions.
  - Introduction of a reward and recognition culture.

##### Behaviour:

- Following graduation from the DfE Behaviour Hubs Programme (Jan 2024), there has been a declining trend in the total number of incidents of suspension and restrictive physical intervention.

##### Well-being & Enrichment:

- Redesigned gym
- Wider range of play-based learning resources following consultation and feedback with pupils to improve access and engagement.
- Pupils respected the investment, leading to structured breaktime activities and improved regulation.
- Introduction of an after-school Fun and Fitness Club, which was well attended.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Music	Nottingham Music Hub
Performing Arts	Freedom Foundation
Gardening Programme	Allotment Education