

Pupil premium strategy statement – The Westgate School

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	1656
Proportion (%) of pupil premium eligible pupils	All-through: 11.8% Primary: 5.2% Secondary: 14.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: Autumn 2025 – Summer 2026 (Autumn 2025 – Summer 2028)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Fae Dean (HT)
Pupil premium lead	Ben Pearce (DHT)
Governor / Trustee lead	Mr Chris Sermon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,710
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£5,186
Total budget for this academic year <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>	£212,896

Part A: Pupil premium strategy plan

Statement of intent

At The Westgate School, our goal is to ensure that all pupils, regardless of their circumstances or challenges thrive whilst with us. We know that all pupils have the potential to be successful and develop both their personal character and academic achievement. For those who are in receipt of the Pupil Premium funding they may require our support to remove or minimise the impact of any barriers that they may face so that they have the same opportunities as their peers and any disadvantage is mitigated or removed: a great school for every child.

Our core values underpin our strategy, and the Personal Development curriculum works hand in hand with those values. Developing pupils' characters over the course of their time at The Westgate School allows them to take greater ownership of their learning as well as their personal development and become more confident in seizing opportunities both within, and outside, of school.

Academic outcomes for pupils in receipt of Pupil Premium funding should be in line with their peers, and this is the aim of all colleagues at The Westgate School. In the Primary Phase we are ambitious to enable all pupils to be at least meeting age related expectations across the curriculum and in the Secondary Phase that their GCSE outcomes across all subjects, both core and foundation, show no gap between the achievement and progress for this group of pupils.

Our commitment to support our Pupil Premium pupils is woven into our School Development Plan and is understood by all colleagues. Our focus on continuous professional development for all colleagues, whilst always looking through the lens of pupils who are in receipt of Pupil Premium funding, drives and maintains our high standards whilst ensuring a broad and balanced curriculum.

Our ultimate ambition is to have a transformational impact on every child, especially those who are in receipt of Pupil Premium funding by closing the gap. As a minimum our Pupil Premium pupils must be at least in line with all other pupils in the Local Authority and nationally.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in English, maths and science are not yet in line with non-PP peers or at least in line, or above, non-PP pupils in the Local Authority and nationally.
2	Outcomes in all foundation subjects not yet in line with non-PP peers at Westgate School.
3	Not all pupils in receipt of PP funding are ARE or above at end of Year 2 and Year 6.
4	The gap in attendance average percentage between pupils in receipt of PP funding and their non-PP peers is not yet closed.
5	Further engagement of parents and carers at Partners in Learning events is needed with the frequency of their attendance rising.
6	A higher percentage of pupils who are in receipt of PP funding are suspended compared to their non-PP peers.
7	Not all pupils who are in receipt of PP funding consistently reach the expected reading standard for their age by the end of Year 9.

Intended outcomes

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

Intended outcome	Success criteria
To improve attainment and progress outcomes for pupils at both Year 6 and Year 11.	Primary: SATs outcomes Secondary: GCSE outcomes and progress data. Focus on all PP pupils achieving a strong pass in English, maths and science. Focus on foundation subjects where there is a significant gap (more than 1 grade) between PP and non-PP pupils.
To continue to improve attendance for all pupils in receipt of Pupil Premium funding.	Closing of the gap between those in receipt of the Pupil Premium funding and those not. Ensure that PP pupils' attendance is at least 95%. Work closely with a wider range of outside agencies where necessary to remove barriers to attendance.
Further decrease in the number of pupils classed as persistently (less than 90%) or severely (less than 50%) absent.	PA % for Pupil Premium pupils less than 20% and SA % less than 1%.
Reduce the percentage of suspensions that Pupil Premium pupils receive.	Reduction in the numbers of suspensions that PP pupils receive, particularly those who are Disadvantaged.
Ensure that all PP pupils are at least ARE, or equivalent, for reading.	Reduction in the number of pupils who are below ARE year on year in the Primary Phase. Catch up of pupils who arrive in Year 7 who are not ARE for reading, with all pupils caught up by the end of Year 9.

<p>Increase in attendance of parents at Partners in Learning evenings and parents' evening.</p>	<p>Through early intervention and support, increase the attendance of PP families at parents' evenings and Partners in Learning events so that they are in line with non-PP family's attendance.</p> <p>Use of the Engage programme to support families directly with communication with school and remove any barriers to access.</p>
<p>Increase in the percentage of pupils taking part in extra-curricular activities in school.</p>	<p>Year on year increase in the percentage of PP pupils who attend clubs with a particular focus on maintaining engagement from Year 7 to 8.</p>

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: £50,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of middle leaders across the school. Through the development of leaders, we can effect greater change among all colleagues. Through high quality and effective leadership whole school strategy is implemented consistently. Membership of the school to SSAT (The Schools, Students and Teachers network)	Two colleagues funded and supported with completing NPQ qualifications.	1, 2, 3, 4 & 7
Ongoing CPD for all teachers to develop literacy for learning as part of the School Development Plan.	'Reading Reconsidered' by Doug Lemov 'Closing the Vocab' by Alex Quigley The Disciplinary Literacy Tree Oral language interventions EEF Early literacy approaches EEF Reading comprehension strategies EEF Phonics EEF	1, 2, 3, 4, 6 & 7
Ongoing CPD and development of the School's core pedagogy with a sharp focus on developing 'Think Ratio' in all classrooms as part of the School Development Plan.	Teach like a Champion – Doug Lemov Great teaching toolkit evidence review – Cambridge Assessment International Education - Great teaching toolkit: Evidence review	1, 2, 3, 4, 6 & 7
CPD for all teachers to continue to expand their knowledge and skills to further leverage relationships to develop excellence through the lens of Disadvantaged pupils as part of the School Development Plan.	'Curious not Furious' – Alison Rendle & Kit Messenger 'Visible Learning' – John Hattie Social and emotional learning EEF Metacognition and self-regulation EEF	1, 2, 3, 4, 6 & 7

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

Budgeted cost: £49,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
WTACs held for pupils not making good progress: Edulink updated with shared strategies.	<p>Teachers have informed us that regular meeting on individual pupil's support with progress and behaviour. Pupil Plans provide a framework for teachers to use consistent strategies.</p> <p>Positive Environments where children can flourish – 2021 Positive environments where children can flourish - GOV.UK</p>	All
<p>PPR meetings (all-through) for Disadvantaged pupils after each Progress check: Edulink will record the teaching strategies that work for individual pupils and the use of strategies will be visible in exercise books.</p> <p>Provision Map (Primary Phase) individual pupils discussed at PPR meeting; progress monitored closely.</p> <p>Graduated Response used across phases to find best strategies to support an individual pupil.</p>	<p>Edulink records strategies (some taken from the EEF toolkit) known to work with individual pupils.</p> <p>Graduated response developed using the SEN Code of practice.</p>	All
<p>Additional maths and literacy support at KS3 and 4 via small group tuition with an HLTA or specialist teacher supporting interventions.</p> <p>QLA analysis to personalise the curriculum for pupils who need additional support, teaching alongside the class teacher. Termly updates to parents on progress.</p> <p>Bespoke Partners in Learning events to support parents in understanding the approach to teaching the basics.</p>	<p>EEF Teaching and Learning Toolkit: small group tuition, teaching assistant intervention. Small group tuition EEF One to one tuition EEF</p>	1, 2, 3, 4, 6 & 7

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

Budgeted cost: £112,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage lead – additional responsibility for lead colleague in school to develop all colleague's communication skills with hard to reach families.	Parental engagement EEF	All
Attendance and Inclusion mentor	DfE document – Working together to improve school attendance Working together to improve school attendance - GOV.UK	All
Personal Development curriculum	Social and emotional learning EEF Resources and guidance from the PSHE Association.	4 & 6
Assistant Year Leaders as virtual Headteachers for identified pupils at risk of not making good progress: book looks, and lesson observations will identify common strategies which can be used by all colleagues. Year 7 AYL to improve the transition of Disadvantaged pupils from primary school.	Mentoring EEF Behaviour interventions EEF Parental engagement EEF	All
Counselling and Supervision	SDQs undertaken to show impact of intervention.	4, 6
Curriculum trip support	Received curriculum conversations with pupils and parents tells us that financial support for curriculum trips enables children who would otherwise struggle to participate in trips linked to specific curriculum areas e.g Geography Field work. Further data analysis suggests that there is a greater gap in some foundation subjects due to opportunities outside of school.	1, 2, 4
Extended curriculum/enrichment activities	Received curriculum conversations with pupils and parents tells us that financial support for extended curriculum activities enables children who would otherwise struggle to participate in experiences which provide a broader curriculum experience, linked to specific curriculum areas e.g Music lessons.	4, 6
Transport to school	Funding is assigned to provide transport in case of safeguarding risks or where transport becomes a barrier to attending school.	4
School Uniform/equipment	Funding is assigned to provide uniform where pupils need additional support with this or with equipment to access the curriculum e.g ingredients for Food lessons.	2, 4
Resources for well-being areas.		4, 6

Total budgeted cost: £212,896

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 outcomes 2025

	Reading ARE+	Writing ARE+	Maths ARE+
Westgate Dis pupils	75%	25%	25%

	ARE Combined	GD Combined	Av score reading	Av score maths
Westgate Dis pupils	0%	0%	101	94.25
LA non-Dis	67%	10%	106	105
National non-Dis	67%	10%	106	106

Year 11 GCSE outcomes 2025

	Cohort (22)	LA – non-Dis	National non-Dis
Progress 8	Data unavailable due to no KS2 data.		
Attainment 8	43.5	49.4	50.3
Entering EBacc	59.1%	38.2%	45.0%
English & Maths 5+	40.9%	51.7%	52.8%
English & Maths 4+	72.7%	72.8%	72.7%
Staying in Education	83%	95%	94%

Attendance 2024-25

	Westgate	National FSM	National all
Primary PP % attendance	91.4%	89.4%*	94.8%"
Primary non-PP % attendance	95.6%		
Secondary PP % attendance	86.1%	89.4%*	91.4%"
Secondary non- PP % attendance	93.8%		

- * = this is the combined attendance for all schools for pupils who are in receipt of FSM.
- “ = this is the combined figure for all pupils

Suspensions 2024-25

In the academic year 24-25, 47% of all suspensions were issued to pupils who are in receipt of PP funding. This is an increase on the previous year, which was 41%.

Review of previous strategy

The previous strategy worked towards closing the gap between those pupils who are in receipt of PP funding and those that are not in terms of their academic outcomes and progress as well as their engagement. The strategy has gone some way to closing that gap and progress has been made in a number of areas and progress has been made. For example, the attainment in 4+ E&M is now inline with all other pupils locally and nationally who are non-PP. Our own cohorts of pupils receiving PP funding have made good progress year on year and their attainment is also increasing. Internal data has been reviewed over time to identify areas where support and development is needed with details shared across the school in department areas. Similar challenges do remain however particularly around attendance and overall school engagement; these are ongoing and the weighting of the new strategy reflects the importance of making progress in these areas.

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.

Programme	Provider
NA	
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Pupils with SEMH needs have been supported by the Pupil support team.

CPD on teaching has supported teachers in ensuring that pupils have the best opportunities to maximise progress.

Progress of Service Children was monitored.

The impact of that spending on service pupil premium eligible pupils

Numbers in this cohort are too small to publish. We monitor progress closely.