

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year, 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	Weston Favell Academy
Number of pupils in school (Year 7 - Year 11)	1292
Number of pupils entitled to the pupil premium	466
Proportion (%) of pupil premium eligible pupils	36%
Academic year / years that our current pupil premium strategy plan covers	2025/2026 – 2029/2030
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr I Craig
Pupil premium lead	Mr L Berrill
Governor / Trustee lead	Mrs C Leitheiser

Funding overview

Detail	Amount
Pupil Premium Grant (PPG)	£501, 300
Pupil Premium funding carried forward from previous years	£0.00
Total budget for this academic year	£501, 300

Part A: Pupil premium strategy plan

Statement of intent

At Weston Favell Academy, we are committed to developing young people who are inspired by success, driven by ambition, and ready to seize every opportunity that comes their way.

Our core values are the foundation of school life and reflect our dedication to excellence, inclusivity, and the holistic development of each child. At Weston Favell Academy, we proudly demonstrate perseverance, respect, inclusivity, determination and excellence (P.R.I.D.E).

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Inclusive Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

More specifically, the teaching and learning strategy at Weston Favell Academy heavily focuses on 'planning for progress', which is an evidence-informed approach that advocates well planned purposeful lessons (wave 1). We blend this approach with the 'Five-a-day' principle' (EEF) and Quality First Inclusive Teaching to ensure pupils make rapid progress. If pupils fall behind age related expectations, classroom interventions are administered (wave 2) and if a pupil is struggling to keep up and the attainment gap is widening, specialist interventions are arranged (wave 3).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point a need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment</u> We are ambitious for our disadvantaged pupils and are proud to announce that they are in line with their disadvantaged peers nationally for attainment. However, the attainment of our disadvantaged learners remains a priority, as similar to the national context, our disadvantaged learners achieve below their non-disadvantaged peers at Weston Favell Academy.</p>
2	<p><u>Literacy</u> Our assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. The NGRT standardised assessment score last year (2024-2025) across KS3 for disadvantaged pupils, was slightly below their peers, but in line with the national average for disadvantaged pupils.</p>
3	<p><u>Metacognition</u> We challenge all of learners to become more resilient and independent in their learning by ensuring they have opportunities to develop their metacognition skills.</p>
4	<p><u>Mental Health</u> Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, such as anxiety, depression and low self-esteem.</p>
5	<p><u>Attendance and Behaviour</u> Over the past three years, Weston Favell Academy has made measurable progress in narrowing the attendance gap between disadvantaged and non-disadvantaged pupils. Our non-disadvantaged cohort consistently attends above the national average (FFT), while our disadvantaged cohort, although improving, continues to attend below national benchmarks. This remains a key area of focus. The percentage of disadvantaged pupils that are statistically 'persistently absent' at Weston Favell Academy remains a priority. We also want to ensure that disadvantaged learners do not overrepresent our cohort of pupils who are suspended.</p>

Intended outcomes

This section 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an attainment 8 pass rate in-line with their peers nationally. • A combined pass rate for English and Maths in-line with their peers nationally.
Improved reading comprehension among disadvantaged pupils across KS3.	Disadvantaged pupils have a standardised assessment score from the NGRT reading tests of at least 100 and those who are below national reading ages close the gap by the end of KS3.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning, across all subjects. Through effective CPD, teachers are thoughtful to ensure pupils have opportunities to use metacognitive knowledge and regulation.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2025/26. Demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance and behaviour for all pupils, particularly our disadvantaged pupils.	Success will be demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils narrowing to meet national averages. • A reduction in the overall persistent absenteeism rate across all pupil groups. • The implementation of a rigorous, strategic framework to identify and address barriers to attendance for disadvantaged pupils - ensuring timely, targeted support to prevent persistent absence and suspensions. • The suspension gap between disadvantaged and non-disadvantaged pupils aligning with national benchmarks. • A sustained decrease in the overall suspension rate for all pupils.

Activity in this academic year

This details how we intend to spend our PPG this academic year to address the challenges listed above.

Teaching

Budgeted Cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of a standardised diagnostic assessment package: GL Assessment.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time to coach teachers and provide bespoke CPD.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	3
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Investment in a reading programme and text for the range of reading ages.</p>	<p>A higher proportion of pupils who arrive at our school with below age-related reading ages are disadvantaged pupils. Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	1, 2
<p>Further embed a reading culture within the school and enhance reading for pleasure through expert-led reading, and the tutor reading programme.</p>	<p>Research from the EEF shows that pupils who are regular readers are more confident and can access greater depths of curricular key vocabulary.</p>	1,2
<p>Development of high-quality teaching through coaching, mentoring and a modular CPD</p>	<p>Taking a tiered approach to pupil premium spending and prioritising high-</p>	1-5

<p>programme, which focuses on The EEF Five-a-Day approach. This is a set of five evidence-informed teaching strategies designed to support high-quality teaching for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). These strategies are grounded in research and aim to be practical, adaptable, and impactful in everyday classroom practice.</p>	<p>quality teaching aligns with guidance from the DFE and EEF:</p> <p>https://www.gov.uk/government/publications/pupil-premium/tiered-approach</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>CPD offer to focus on adaptive teaching; this aligns with the EEF's '5-a-day' model:</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>The Five Core Strategies:</p> <ol style="list-style-type: none"> 1. Explicit Instruction Clear, teacher-led explanations with modelling and guided practice before pupils work independently. 2. Cognitive and Metacognitive Strategies Help pupils manage their learning by encouraging planning, monitoring, and self-evaluation. 3. Scaffolding Provide structured support (e.g., writing frames, worked examples) and gradually reduce it as pupils gain confidence and skill. 4. Flexible Grouping Use temporary, dynamic groups based on current understanding to deliver targeted instruction. 5. Using Technology Employ digital tools to model tasks, support practice, and enhance reflection and learning. 	
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Targeted academic support

Budgeted Cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partnering with internal and external stakeholders to provide a blend of tuition and mentoring for pupils who require additional support. A significant proportion of the pupils who receive tutoring / mentoring will be disadvantaged, including those who are high attainers. The offer includes:</p> <ul style="list-style-type: none"> • Y11 Statistics programme. • After-school revision programme. • 1-1 tutoring programme. • Year 11 mentoring programme. • Holiday revision programme. • Vocational support programme. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 4
<p>Continued use of SENECA for all year groups to support home learning.</p>	<p>Student voice indicated that pupils wanted a more focused approach to support their preparation for assessments.</p>	1, 4
<p>Funding professional development and purchasing physical and online resources to support automaticity readers:</p> <p>This includes: Lexonik Leap (phonics), Lexonik Advance (speed reading and comprehension), Sparx (online reading and homework platform for English) and funding staff training to deliver literacy related programmes.</p>	<p>Analysis of our baseline testing process shows that pupils who have below age-related reading ages can often decode words but require support with comprehension.</p>	1,2

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Further embedding the tutor time reading program.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1,2
<p>Delivering targeted literacy interventions, (such as Lexonik Leap and Lexonik Advance) for pupils that require additional support throughout KS3 and KS4.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1, 2

Wider strategies

Budgeted Cost: £201,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offering different talking and creative therapy sessions for specific pupils who require support with regulating their behaviour and emotions:</p> <ul style="list-style-type: none"> • Integrated counselling modality • Psychodynamic • Crisis intervention • Play / art therapy • CBT • Solution focused therapy 	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4
<p>Embedding good practice set out in DfE's guidance on:</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>For example:</p> <ul style="list-style-type: none"> • Introduction of attendance hub. • Head of School and Assistant Principal added to the attendance team to improve capacity. • Revised attendance policy. • New phased approach to secure excellent levels of attendance. • Daily contact with absent pupils. • Daily attendance meetings. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5

<ul style="list-style-type: none"> • Daily home visits. • Removing barriers – issuing bus passes, uniform and additional free school meals. • Minibus collection for our most vulnerable pupils. • Implementation of a revised rewards programme. 		
<p>Key pastoral staff administering the following support:</p> <ul style="list-style-type: none"> • Welfare intervention plan • Boxall Profile • Early Help Assessment 	<p>Based on our experiences, the interventions mentioned have helped to meet the needs of our disadvantaged pupils.</p>	<p>4, 5</p>
<p>Curricular and social support to cover the cost of the following:</p> <ul style="list-style-type: none"> • Subsidising trips • Music lessons • Drama and dance activities • Transport costs • Revision guides • Calculators • Stationery • Uniforms costs • Cooking ingredients • Rewards • Equipment for pupils with additional needs 	<p>Based on our experiences, the items mentioned under ‘curricular and social support’ have proven to develop student well-being, attendance, and behaviour.</p> <p>The EEF report the positive effects of arts participation on academic outcomes in other areas of the curriculum: https://educationendowmentfoundation.org.uk/education</p> <p>Pupils from disadvantaged backgrounds are taking part in these trips: Belgium (WWI Battlefields), Berlin (Cold War & Nazi Germany), Alton Towers, Hunstanton, Theatre trip to see the Addams Family and a scout camping residential.</p>	<p>1, 4, 5</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have strengthened our collective responsibility for disadvantaged pupils by fostering a culture of shared ownership among leaders. Through collaborative efforts, we have worked to enhance the educational experience of these students - ensuring they are both supported and professionally challenged. This approach is designed to secure consistently high standards of conduct, attendance, and academic attainment, enabling disadvantaged learners to reach their full academic and social potential.

Our continued focus on Quality First Teaching, underpinned by the Planning for Progress model, has led to demonstrable improvements in lesson quality and pupil outcomes. Book scrutiny and pupil voice indicate that pupils are increasingly engaged in their learning, with many reporting that academic support beyond the classroom has positively influenced their progress.

Significant strides have also been made in literacy development. The implementation of Lexonik Leap and Lexonik Advance has accelerated phonics acquisition and reading fluency, particularly among disadvantaged pupils. In-year NGRT data shows that these learners are making sustained progress in their chronological reading ages at a rate comparable to their non-disadvantaged peers. Furthermore, disadvantaged pupils who enter Year 7 with below age-related reading levels are now consistently achieving age-related expectations by the end of Key Stage 3, reflecting the impact of targeted literacy interventions and a whole-school commitment to reading.

The improving picture for attainment at Weston Favell Academy is reflected in the performance of the 2024/25 disadvantaged cohort, who achieved a higher overall Attainment 8 score compared to the previous year's cohort (2023/24). Notably, their outcomes were in line with national averages for disadvantaged pupils. Also, the proportion of students achieving a 4+ and 5+ pass rate in English and Maths combined has improved significantly at Weston Favell Academy. When comparing the 2024/25 disadvantaged cohort to the previous year (2023/24), outcomes rose by 8% and 6% respectively. These results are also in line with national averages for disadvantaged pupils, highlighting the impact of our targeted academic support, inclusive teaching strategies, and commitment to raising attainment for all learners. Furthermore, the proportion of disadvantaged students achieving five GCSEs at grades 9-4, including English and Maths, has increased by 6.8% over the past three years, indicating sustained progress in closing the attainment gap.

Attendance among our disadvantaged cohort has shown sustained improvement over the past three years, reflecting the impact of our enhanced attendance strategy. Notably, the gap between disadvantaged pupils at Weston Favell Academy and their peers nationally has narrowed, as evidenced by FFT benchmarking data. This progress is the result of a targeted, barrier-removal approach - addressing practical challenges such as transport, uniform, and access to meals, while also increasing pastoral capacity and daily engagement with families.

While we recognise that further work is needed to meet national benchmarks, the positive trajectory confirms that our strategic interventions are making a measurable difference. Continued refinement of our attendance systems and personalised support will remain central to our efforts to ensure all pupils, regardless of background, attend regularly and thrive.

Behaviour and attitudes to learning across all curriculum areas remain consistently strong among all pupils at Weston Favell Academy, including those who are disadvantaged. Our approach prioritises early intervention over punitive measures, ensuring behaviour policies are applied consistently and fairly, while remaining sensitive to individual circumstances. A strong emphasis on relationship-building and restorative practices has helped foster a positive school culture in which learners feel respected, supported, and empowered to succeed.

The fair and consistent application of the Academy behaviour policy has contributed to a reduction in suspension rates, which fell by over 8% in 2024/25 and now sit 5.0% below the national average. Over the past three years, the gap between disadvantaged and non-disadvantaged pupils in suspension rates has also narrowed, reflecting the impact of our inclusive behaviour strategy. Nevertheless, reducing the proportion of disadvantaged students who are suspended remains a key priority.

Encouragingly, the proportion of positive points awarded to disadvantaged students has gone up by 2% compared to the previous year, indicating improved engagement, conduct, and the success of our relational approach.

Our assessments and student voice show leaders that disadvantaged pupils are more prone to facing challenges around wellbeing and mental health and incidences remain significantly higher than before the pandemic, which is a trend seen nationally. This has had an impact on the attendance of disadvantaged students. We have further developed our pastoral and welfare support to support our disadvantaged learners.

These results show that that we need to 'make adjustments' to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and have made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year for specific areas had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class, and conversations with parents, pupils, and teachers to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our five-year strategy and will adjust our plan over time to secure better outcomes for pupils.