Pupil Premium Strategy Statement

This statement sets out how we will use pupil premium funding in 2026/27, the final year of our 2024 to 2027 strategy, to improve educational outcomes for 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	The Westgate School
Number of pupils on roll	1,273
Pupils eligible for pupil premium	334 pupils — 26.2% of the school roll
Strategy period	2024/25 to 2026/27
Academic year covered by this update	2026/27
Date of this update	September 2026
Next annual review	September 2027
Statement authorised by	Jon Gargan
Pupil premium lead	James Marry
Governor or trustee lead	Inderjit Dhillon

Funding overview

Detail	Amount
Total pupil premium budget for 2026/27	£367,400
Carry-forward included in the total, if applicable	£0
Teaching	£232,380
Targeted academic support	£64,552
Wider strategies	£70,468
Total budget for this academic year	**£367,400**

Part A Pupil premium strategy plan

Statement of intent

The ultimate objective of our Pupil Premium strategy is to close any attainment gaps, remove any challenges to learning and provide a broad educational experience to maximise academic progress.

As a school, we are committed to providing high quality teaching and learning experiences. Staff are aware of the need to plan provisions around the needs of ALL students, including those of Pupil Premium students. As EEF research has found, high quality teaching and learning has the greatest impact on closing the disadvantage attainment gap. Our focus on this approach benefits the progress of all students within our school, regardless of background.

With an ever-changing number of Pupil Premium-eligible students, it is important for The Westgate School to adopt a whole school approach to supporting students in all aspects of school, such as attendance, student wellbeing, readiness to learn and promoting progress and attainment.

To ensure this strategy is effective, it will:

Involve all teaching and non-teaching staff, including our extensive pastoral team

Require timely interventions with all students regardless of academic ability

Place no upper limit on what students can achieve

Challenges

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

Number	Detail of challenge
1	Attendance and punctuality can limit access to teaching, tutoring and wider school life. Support needs to address the individual causes of absence and sustain engagement with pupils and families. Our data shows that the attendance rate of disadvantaged students is lower than that of their peers and that the gap widens as students progress through the school.
2	GCSE Attainment in core subjects: Disadvantaged students have slightly lower attainment scores in English, Maths and Science versus their peers at GCSE.
3	The gap in Attainment 8 remains substantial. Improvement must extend across pupils' full curriculum, including option subjects, and maintain ambition for disadvantaged pupils at all levels of prior attainment. Data for the last 3 years has shown that disadvantaged students make slightly less progress in GCSE exams overall versus their peers.
4	Differences in reading fluency, comprehension and vocabulary can restrict access to the curriculum. GL reading assessments, classroom evidence and Sparx Reader information will inform targeted support and review.
5	Costs, access to resources and individual circumstances can restrict participation in enrichment and wider opportunities. Disadvantaged students are more likely to miss out on extra-curricular activities. This deprives them of valuable cultural capital and life experiences outside of the classroom.
6	Behavioural issues (in the form of C1 and C2s) are more likely with disadvantaged students than non-disadvantaged students resulting in isolations and suspensions.

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 and review measures
Consistently effective teaching	Timetabled CPD supports agreed improvements in teaching, assessment and feedback. Departmental reviews, work scrutiny and assessment evidence show how identified learning gaps are being addressed for disadvantaged pupils.
Improved reading and access to the curriculum	GL reading assessments establish starting points and provide comparable follow-up evidence. Pupils with identified reading needs receive appropriate support. Reading ages and other available assessment measures improve, while the number requiring intensive support reduces. Sparx Reader participation is reviewed alongside this evidence.
Stronger GCSE attainment and narrower gaps	Disadvantaged Attainment 8 and combined English and mathematics grades 4+ and 5+ improve on the 2026 baseline, and gaps to non-disadvantaged pupils reduce. Subject and pupil-level reviews address all areas of the curriculum. Where official 2027 Progress 8 is available, retain the strategy's aim of a gap within 0.2.
Improved attendance and punctuality	Sustained high attendance from 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% • Increased parental engagement • Continue to offer breakfast club to all students to improve punctual attendance
Less learning time lost to behaviour and disengagement	Rates of repeat removals and suspensions for disadvantaged pupils reduce from the 2025/26 baseline. Review pupil numbers, rates, repeat incidents and reintegration outcomes alongside attendance and learning We aim to reduce the proportion of disadvantaged students receiving exclusions so that it is proportionate to the percentage of disadvantaged students in our school. To reduce C1/C2s with disadvantaged students to be in line or lower than non-disadvantaged..
Consistent personal tutoring and academic tutoring	Protected timetable time is used for scheduled meetings with personal tutoring students. Each targeted pupil has clear actions and review points. Leaders monitor attendance, delivery and subsequent assessment outcomes, following up missed support. Academic tutoring will continue to close proress and attainment gaps when compared with other pupils. This will be delivered by teaching staff.
Greater participation in wider opportunities	Disadvantaged pupils can access suitable clubs, trips and enrichment. Participation increases and the gap to peers reduces. Review the number of pupils taking part, repeat participation and the reasons for non-participation.

Activity in the 2026 to 2027 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: £232,380

Activity	Evidence and rationale	Challenges
Timetabled staff CPD Use protected professional development time for subject knowledge, adaptive teaching, assessment and feedback. Link departmental CPD to identified pupil needs and review its application in lessons.	The EEF identifies feedback as a well-supported approach when pupils receive specific guidance and opportunities to act on it. Timetabled development supports consistent implementation and evaluation. [1, 2] Research completed by the EEF suggests that high quality teaching should be at the forefront of education engaging students in all subject areas. Therefore, investing in staff retention to maintain high standards and quality teaching through staff CPD is essential to allowing our disadvantaged students to make maximum progress.	2, 3, 4, 6
Curriculum and classroom practice Strengthen explanations, modelling, vocabulary teaching and appropriate support across subjects. Maintain challenge for higher attaining disadvantaged pupils and coordinate with SEND provision.	The school's results review identifies gaps across the curriculum. The DfE places effective teaching and professional development at the centre of pupil premium planning. Support will be informed by assessment and pupils' individual needs. [1]	2, 3, 4
Assessment and departmental review Use SIMS, 4Matrix, GL assessment evidence and classroom work to identify needs, monitor disadvantaged pupils and agree teaching adjustments through departmental analysis and progress meetings.	Assessment provides the information needed to target teaching and feedback. Leaders will check subsequent learning and attainment to judge whether changes have addressed the identified needs. [1, 2]	2, 3, 4
Consistency of teaching and learning Support staff development, effective handover and continuity so that pupils experience a coherent curriculum and reliable preparation for assessments.	The 2025/26 school review identifies continuity of teaching and intervention as significant implementation issues. Monitoring will focus on delivery and pupil outcomes across departments.	2, 3, 6

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

Budgeted cost: £64,552

Activity	Evidence and rationale	Challenges
Protected personal tutoring time Staff meet their personal tutoring students during protected timetabled time to review progress, agree specific actions and coordinate subject support. Record actions, participation and review outcomes.	Regular, structured review helps the school identify barriers and coordinate support. The effectiveness of personal tutoring will be evaluated through agreed pupil actions, engagement and learning outcomes. Subject teaching remains central to academic tuition.	1, 2, 3, 6
Targeted English and mathematics tuition Provide small-group or individual teaching matched to assessment evidence, including pupils working towards grades 4 and 5. Link sessions to classroom learning and evaluate the gaps addressed.	EEF evidence supports carefully targeted small-group tuition, with assessment of specific needs and preparation for staff delivering it. Sessions will be linked to classroom teaching and reviewed through pupils' learning. [3]	2, 3
Reading support using Sparx Reader and GL assessments Use GL reading assessments, including reading ages, to identify needs and inform support. Use Sparx Reader to promote regular reading practice. Combine these with teacher-led reading, comprehension and vocabulary work.	EEF reading comprehension evidence supports explicit teaching of strategies to understand text. GL assessment information informs diagnosis and review, while Sparx Reader provides information about reading practice. Evaluate impact through assessment and classroom evidence. [4]	2, 3, 4
Study skills and targeted revision Teach pupils how to plan, monitor and review their learning through subject-linked revision and guided practice. Provide resources and structured support where pupils need them.	EEF evidence supports explicit teaching and modelling of strategies for planning, monitoring and evaluating learning. These approaches will be connected to the content pupils are studying. [5]	2, 3, 4

Wider strategies

Budgeted cost: £70,468

Activity	Evidence and rationale	Challenges
Attendance and family support Use attendance monitoring, timely contact and coordinated pastoral work to identify and address barriers. Agree individual actions with pupils and families and review their impact on attendance and punctuality.	Attendance is a recognised barrier to academic success within the DfE menu. The school will use current attendance evidence to target support and assess whether it improves access to learning. [1]	1, 2, 3

Activity	Evidence and rationale	Challenges
Behaviour, wellbeing and pastoral support Provide targeted support, including appropriate counselling or referral, where needs are identified. Coordinate with safeguarding and SEND staff and review reintegration after lost learning.	EEF evidence supports consistent approaches to behaviour alongside targeted help for pupils who need it. Support will be matched to the causes of difficulties and evaluated through engagement, behaviour and learning.	All
Resources and readiness to learn Provide appropriate equipment, uniform or learning resources where cost creates a barrier. Maintain accessible classroom resources and support pupils to arrive ready to participate.	This removes a practical barrier identified in the school's strategy. Evaluate how pupils use the resources and whether they support participation and readiness to learn.	1, 2, 3, 6
Enrichment and wider opportunities Support access to clubs, educational visits, music and other enrichment where pupils would otherwise miss out. Identify barriers with pupils and families and monitor participation.	The activity responds to the school's identified access and participation priorities. Funding will be linked to educational purpose and need, with evaluation of participation and pupil experience.	3, 5
Options, transition and parental engagement Support pupils and families to understand curriculum choices and transitions. Provide accessible information and individual guidance where needed.	Effective guidance and communication help families make informed choices and access support. Review participation in meetings, follow-up actions and pupil engagement with their curriculum.	1, 3, 5
Equipping students: Support provided in the form of equipment and uniform items	EEF data is inconclusive on this point, however school uniform creates a sense of belonging to all students at The Westgate School. By providing items, we are again removing a potential barrier to students attending school.	1

Evidence informing the planned approaches

[1] DfE — Using pupil premium guidance for school leaders

[2] EEF — Feedback

[3] EEF — Small group tuition

[4] EEF — Reading comprehension strategies

[5] EEF — Metacognition and self-regulation

[6] EEF — Behaviour interventions

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 to 2024 academic year.

Overview of Last Year's Strategy

Overall, we made significant strides towards achieving our intended outcomes. There is improved attainment for disadvantaged pupils at the combined English and mathematics thresholds and a small increase in Attainment 8. However, non-disadvantaged pupils improved more, so the gaps widened. Reducing those gaps is the central priority for the final year of this strategy.

Performance Data Analysis to show impact

Measure	2025	2026	PP 2026
Attainment 8	33.37	41.81	33.74
English and maths 9–5	18.37%	38.50%	28.07%
English and maths 9–4	42.86%	62.57%	45.61%
EBacc APS	2.53	3.38	2.87

Changes for disadvantaged pupils

Measure	2025	2026	Change
Attainment 8	33.37	33.74	+0.37
English and maths 9–5	18.37%	28.07%	+9.70
English and maths 9–4	42.86%	45.61%	+2.76

The number of disadvantaged pupils achieving grades 9–5 in both English and mathematics increased alongside an increase of 9.7 % pass rate. The grades 9–4 rate increased by 2.76% Attainment 8 increased from 33.37 to 33.74. These are positive changes, but the comparative outcomes below show that the disadvantage gap remains a significant concern.

Gaps to non-disadvantaged pupils

Measure	Gap in 2026
Attainment 8	10.95
English and maths 9–5	23.09%

An attainment gap remains between disadvantaged pupils and their non-disadvantaged peers. The school will continue to focus on narrowing this gap while raising outcomes for all pupils. Priorities include consistent teaching, targeted support in English, mathematics and option subjects, and regular reviews of individual pupils' progress to ensure they receive the support they need.

Challenges Identified

GCSE outcomes for 2025–26 showed that a gap remains between disadvantaged (Pupil Premium) and non-disadvantaged pupils across key attainment measures. While outcomes improved overall, disadvantaged pupils did not achieve at the same level as their peers, highlighting the need for a sharper and more consistent focus on their progress. In 2026–27, this will be addressed through closer tracking of individual pupils, timely and targeted intervention, improved attendance, high-quality classroom teaching and regular review of the impact of support. Curriculum leaders will also be expected to identify and address subject-specific gaps so that disadvantaged pupils are able to make stronger progress and achieve outcomes more closely aligned with those of non-disadvantaged pupils.

Attendance data for 2025–26 identified a continuing challenge for disadvantaged pupils. Pupil Premium attendance was 85.31%, compared with 87.4% for non-Pupil Premium pupils, representing a gap of 2.09%. Although attendance remains a priority for all pupils, reducing and ultimately eliminating the gap between disadvantaged and non-disadvantaged pupils is a key focus for 2026–27. Targeted monitoring, early intervention and appropriate support for pupils and families will be used to address barriers to regular attendance and improve access to learning.

Looking forward – Lessons and Adjustments

We will use the current outcomes to focus staff CPD, personal tutoring and targeted academic support. English and mathematics grade conversion and attainment across the wider curriculum will remain central. GL reading assessments will inform reading support, with Sparx Reader used to strengthen regular practice. Attendance, behaviour and enrichment reviews will identify pupils whose wider circumstances restrict access to these opportunities and guide adjustments to provision. We aim to reduce the number of C2 sanctions issued to our Pupil Premium cohort, fostering a more inclusive and supportive learning environment.

Externally provided programmes

The current reading and assessment provision is set out below. The final column records the information required to complete the review of programmes purchased in the previous academic year.

Programme	Provider
Sparx Reader	Sparx Learning
GL reading assessments	GL Assessment