

# Pupil premium strategy statement for Great Western 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	Great Western Academy
Number of pupils in school	826 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	20.3% (168)
Academic year/years that our current pupil premium strategy plan covers <b>(3 Year Plan as recommended by the DfE)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Graham Davis
Pupil premium lead	Daniel Barrington-Wilding
Governor / Trustee lead	Andrew Wild

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,800
Pupil premium funding carried forward from previous year	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 142,800

## Part A: Pupil premium strategy plan

### Statement of intent

*Our Pupil Premium strategy is rooted in the commitment that all pupils, regardless of their socioeconomic background or the challenges they face, make strong progress and achieve high attainment across the curriculum. This strategy prioritises the holistic development of disadvantaged pupils, including those who may already demonstrate high academic potential.*

*Our approach also recognises and responds to the specific barriers faced by groups including young carers, pupils with a social worker, and those in kinship care. These groups often encounter unique emotional, social, and logistical challenges, which may affect their academic experience and performance. Our Pupil Premium activities are designed to address these barriers while ensuring these pupils receive comprehensive support in both academic and non-academic areas of school life.*

*To fulfil our commitments to these learners we have set the following objectives:*

1. Ensure that all disadvantaged pupils have equal opportunities to participate in academic and extracurricular activities alongside their peers.
2. Facilitate year-on-year academic improvement for disadvantaged pupils, aiming for a positive Progress 8 score across this cohort by 2027.
3. Address and remove, where possible, the specific barriers that our disadvantaged pupils face, such as literacy challenges, low attendance, lack of social capital, and limited family support, particularly for those pupils supported by social services or from non-traditional family structures.
4. Support disadvantaged pupils in achieving ambitious post-16 destinations, with a focus on an increasing number progressing to Level 3 pathways, further education, or vocational training that aligns with their aspirations and potential.

In line with the Education Endowment Foundation's (EEF) tiered approach, we prioritise high-quality teaching, targeted academic interventions, and non-academic strategies to provide wrap-around support for our disadvantaged pupils. This strategic plan is a multi-layered effort that reflects our understanding of the diverse needs within our disadvantaged cohort.

The following principles guide our approach:

1. We invest heavily in professional development (CPD) to enhance teaching quality, supported by the recruitment and retention of outstanding teaching staff. This CPD includes specific training on recognising and addressing the needs of young carers, pupils in kinship care, and those with social workers.
2. Literacy development is a cornerstone of our Pupil Premium strategy, as low literacy rates are a significant barrier for many of our pupils. At Key Stages 3 and 4, literacy interventions tailored to individual needs help ensure all pupils have the foundational skills to access the full curriculum.
3. Recognising the importance of emotional and social well-being, we dedicate Pupil Premium funding to support the development of a specialised pastoral team that includes learning mentors, attendance officers, and pastoral leads. This team is specifically trained to support our most vulnerable pupils, including those in kinship care, young carers, and pupils with a social worker. Our attendance and pastoral interventions are aimed at improving attendance, promoting resilience, and fostering a sense of belonging among these pupils.
4. To foster social inclusion and broaden pupils' life experiences, Pupil Premium funding also supports access to extracurricular opportunities, enrichment activities, educational trips, and instrument lessons. These activities are designed to strengthen the self-confidence, cultural capital, and personal aspirations of disadvantaged pupils, ensuring they have the same enrichment opportunities as their peers.
5. Our Pupil Premium funding is allocated based on eligibility for Free School Meals (FSM), along with additional funding for Looked After Children, children adopted after 2005, young carers, and pupils from armed service families. Research consistently shows a significant national attainment gap between disadvantaged pupils and their peers. Our commitment is to close this gap, following evidence-based practices to ensure the most effective allocation of resources.

In summary, our Pupil Premium strategy is built on the foundation of our school's core principles: **Achievement, Care, and Excellence (ACE)**. We are driven by a commitment to impact the lives of all pupils by ensuring that every student has the opportunity to reach their full potential. Through strategic use of funding, a dedicated and skilled team, and a nurturing school ethos, we cultivate a supportive environment where all students, especially our most vulnerable, can flourish academically, socially, and personally.

Our strategy is **impact-driven and evidence-based**, ensuring that each decision, intervention, and allocation of resources is grounded in research and aligned with our mission. This approach allows us to assess and refine our methods to continually provide the most effective support for all pupils, bridging gaps and enhancing educational outcomes across the school. We recognise that the best way to close attainment gaps is through an unwavering focus on high-quality teaching and learning, where our staff are empowered with ongoing professional development to excel in their practice.

Moreover, our Pupil Premium approach has a strong focus on the future, supporting students to prepare for their post-16 journey with confidence. Through targeted support and a school-wide commitment to excellence, we provide pupils with the skills, knowledge, and resilience they need to explore and succeed in further education, training, and careers. We are dedicated to ensuring that our pupils, regardless of socioeconomic background, leave school equipped not only with qualifications but with the ambition and confidence to pursue their aspirations and make meaningful contributions to society.

Ultimately, our Pupil Premium strategy is not just a mechanism to support disadvantaged pupils but a comprehensive framework that fosters **Achievement, Care, and Excellence** for all, guiding our students toward a bright, purposeful future.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Achievement:</b> Disadvantaged pupils, on average, attain lower academic results and make slower progress than their peers, highlighting a need for targeted support to close these gaps.
2	<b>Attendance:</b> Disadvantaged pupils generally have lower attendance rates than other students, falling below the school target of 97% for all pupils. This reduced attendance limits their learning opportunities and hinders academic progress.
3	<b>Aspirations:</b> Some disadvantaged pupils lack access to a wide range of enriching experiences and opportunities, which are essential for developing high aspirations and preparing for diverse future careers.
4	<b>Behaviour and Attitudes:</b> Some disadvantaged pupils require additional support to overcome barriers that impact their progress, helping them cultivate attitudes and behaviours that align with academic success.
5	<b>Parental Engagement:</b> Some parents and carers benefit from additional resources, guidance, and support to more effectively assist their child's learning and foster progress.
6	<b>Literacy:</b> Disadvantaged pupils often have a lower average reading age compared to their non-disadvantaged peers, which affects their ability to fully engage with and access the curriculum. Improving literacy skills is essential to help close this gap and enhance overall academic achievement.

## 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
<p><b>Improve Achievement:</b> Raise the academic performance of disadvantaged pupils through high-quality teaching, adaptive learning approaches, constructive feedback, and targeted interventions that address knowledge gaps, boost confidence, and foster progression.</p>	<ul style="list-style-type: none"> <li>• GCSE results show an upward trend in attainment and progress for disadvantaged pupils, diminishing the difference between their achievements and national averages for all students.</li> <li>• School targets for key measures are met.</li> <li>• Disadvantaged pupils demonstrate improving attainment across all year groups, with academic interventions showing measurable positive impact.</li> <li>• All disadvantaged pupils successfully transition into further education, training, or employment after Year 11.</li> <li>• All staff to be regularly updated on Challenge and Support plans for key individuals, so they are aware of pupils' profiles and needs.</li> </ul>
<p><b>Improve Attendance:</b> Increase the attendance rates of disadvantaged pupils to close the gap between them and their peers, aiming for at least 97% attendance.</p>	<ul style="list-style-type: none"> <li>• Attendance data shows a reduction in the attendance gap between disadvantaged and non-disadvantaged pupils.</li> <li>• The attendance rate of disadvantaged pupils reaches or exceeds the national average and meets the school's 97% attendance target.</li> <li>• Unauthorised absence rates for disadvantaged pupils decrease significantly, bringing them closer to rates for non-disadvantaged pupils.</li> </ul>
<p><b>Build Aspirations and Positive Engagement:</b> Provide a range of enriching experiences to help disadvantaged pupils develop high aspirations and prepare effectively for future careers.</p>	<ul style="list-style-type: none"> <li>• Pupil surveys reflect positive attitudes towards school, with high levels of reported safety, happiness, and satisfaction.</li> <li>• Disadvantaged pupils demonstrate strong engagement in extracurricular and enrichment activities.</li> <li>• Effective careers guidance is provided, ensuring that disadvantaged pupils feel confident and well-prepared for post-16 pathways.</li> </ul>
<p><b>Promote Positive Behaviour and Attitudes to Learning:</b> Foster positive attitudes and behaviours by</p>	<ul style="list-style-type: none"> <li>• Behavioural data shows that disadvantaged pupils' attitudes align with those of their peers or show consistent improvement across year groups.</li> </ul>

<p>addressing social, emotional, and behavioural barriers to learning.</p>	<ul style="list-style-type: none"> <li>• The exclusion rate for disadvantaged pupils remains below the national average for secondary schools and declines annually.</li> <li>• Internal isolations and high-level sanctions for disadvantaged pupils decrease over the academic year, demonstrating improved behaviour.</li> </ul>
<p><b>Enhance Parental Engagement:</b> Strengthen relationships with parents and carers, empowering them to support their child's learning effectively.</p>	<ul style="list-style-type: none"> <li>• Parental feedback indicates a high level of satisfaction with their child's educational experience, with parents feeling more equipped to assist their child's learning.</li> <li>• Parental attendance and participation at school events for disadvantaged pupils is on par with that of other parents.</li> <li>• 100% of parents/carers of disadvantaged pupils engage regularly with school communications.</li> <li>• An increasing number of parents attending the support for families' sessions are from disadvantaged backgrounds, showing increased family engagement.</li> </ul>
<p><b>Improve Literacy:</b> Narrow the literacy gap by improving the reading ages and comprehension levels of disadvantaged pupils, facilitating better access to the curriculum.</p>	<ul style="list-style-type: none"> <li>• Reading assessments show a significant improvement in the reading age of disadvantaged pupils, narrowing the gap with their non-disadvantaged peers.</li> <li>• The reading buddy scheme demonstrates a positive impact on reading age growth and comprehension.</li> <li>• Enhanced phonics instruction is embedded in the curriculum, contributing to overall literacy improvement.</li> </ul>

## 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: £75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing recruitment and retention to ensure quality teaching and support for all	<p><b>EEF Pupil Premium Guide</b>            “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> <p><b>EEF Effective Professional Development guidance report</b>            “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><b>Supporting the attainment of disadvantaged pupils, GOV.UK</b>            “For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p>	1, 4
Implement a culture of ACE and the GWA Preferred Pedagogy to ensure high-quality, effective, and adaptive teaching across the curriculum, supported by ongoing CPD.	<p><b>Fostering a culture of ACE</b>, combined with the <b>GWA Preferred Pedagogy</b>, ensures effective, evidence-based teaching that enhances student outcomes.</p> <p>The DfE’s <i>Supporting the Attainment of Disadvantaged Pupils</i> (2015) identifies high-quality teaching as fundamental to success. The EEF Toolkit (2021) demonstrates the impact of strategies such as interleaving (+7 months) and feedback (+6 months) on learning, supported by research from Lemov (2010) and Sherrington (2019) highlighting the effectiveness of well-chosen methodologies.</p> <p><b>Continuous CPD</b> ensures these approaches are implemented effectively and adapted to meet students' needs.</p>	1, 4



<p>CPD and teaching and learning briefings are implemented to ensure consistent high-quality behaviour for learning strategies across all lessons, with a particular emphasis on literacy as a core focus of the sessions.</p>	<p><b>EEF Effective Professional Development guidance report</b>  “[...] promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes”</p> <p><b>The Sutton Trust (<i>What makes good teaching?</i>)</b>  “The most effective teachers have deep knowledge of the subjects they teach, and when teachers’ knowledge falls below a certain level it is a significant impediment to students’ learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students’ own methods and identify students’ common misconceptions.”</p>	<p>1, 3, 6</p>
<p>Smaller teaching groups (see staffing above)</p>	<p>We have 6 teaching groups instead of 5, for our Pan of 150, which leads to smaller teaching groups and classes averaging 26 or less in all subjects. In sett subjects, lower set groups have further reduced sizes to ensure all student receive high degrees of support in class.</p> <p><b>EEF Toolkit (<i>Reducing class size</i>)</b>  “International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.”</p>	<p>1, 2, 3, 4, 5</p>
<p>Mentoring and coaching of ECT and PGCE students</p>	<p><b>EEF Effective Professional Development guidance report</b>  “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><b>The Sutton Trust (<i>What makes good teaching?</i>)</b>  “Teachers working in schools with more supportive professional environments continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.”</p>	<p>1, 3, 4, 6</p>

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

**Budgeted cost: £17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy programme through whole school strategies.</p> <p>Reading buddies: year 11 and KS5 students spend some of reading time with buddies from year 7 and year 8 with low Accelerated Reader scores</p>	<p><b>EEF Toolkit (<i>Reading comprehension strategies</i>)</b></p> <p>“[...] approaches supporting reading comprehension can, on average, deliver an additional 6 month progress.”</p> <p><b>EEF Toolkit (<i>Peer tutoring</i>)</b></p> <p>“[...] studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.”</p> <p>Research shows a clear link between behaviour and literacy in schools. The Education Endowment Foundation (EEF) highlights that poor literacy skills can contribute to disengagement and disruptive behaviour, as students may struggle to access the curriculum, leading to frustration. Conversely, improving literacy fosters confidence, engagement, and positive behaviour for learning, creating a more productive classroom environment. This underscores the importance of embedding literacy strategies to support behaviour management and academic progress.</p>	<p>3, 4, 6</p>
<p>Learning mentors have been deployed to support disadvantaged students with SEND needs</p>	<p><b>The Education Endowment Foundation (EEF) highlights</b> that Teaching Assistants (TAs) can make a substantial positive impact on student outcomes, provided they are deployed strategically. According to the EEF's <i>Teaching and Learning Toolkit (2021)</i>, effective use of TAs can add up to <b>+4 months' progress</b>, particularly when they deliver structured, evidence-based interventions in small groups or one-to-one settings.</p>	<p>1, 3, 6</p>
<p>1:1 with Pastoral Intervention Leaders</p>	<p><b>EEF Toolkit (<i>Social and emotional learning</i>)</b></p> <p>“Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. [...]”</p>	<p>1, 2, 3</p>

	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p>	
Support for Transition Events KS2 to KS3 for disadvantaged and vulnerable pupils	<p><b>EEF Toolkit (KS2 -&gt; KS3 Transition)</b></p> <p>The Education Endowment Foundation (EEF) highlights in their <i>Teaching and Learning Toolkit</i> that well-structured transition programs can help reduce anxiety and improve academic and social outcomes. They emphasize that “summer schools, peer mentoring, and transition-focused activities can have a positive impact on progress, with summer schools leading to an average of +3 months’ additional progress for participants.”</p>	1, 2, 3
Additional teaching and targeted support through Period 7 Intervention for years 10 and 11.	<p><b>The Education Endowment Foundation (EEF)</b> reports that small group tuition can lead to an average of +4 months’ additional progress over the course of a year (<i>EEF Teaching and Learning Toolkit, 2021</i>). Feedback from students highlights that these targeted interventions are highly valued, as they not only support academic progress but also help to build confidence and enhance their engagement in learning.</p>	1, 3, 5, 6
Targeted SEMH support programmes	<p><b>According to the EEF</b>, “SEMH interventions can significantly enhance students’ decision-making, self-regulation, and peer interactions, with an average academic gain of +4 months.”</p>	1, 2, 4

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

Budgeted cost: £50,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform support – we provide 50% of the cost of uniform for disadvantaged pupils - available through the uniform shop at the start of year and FOGWA pre-loved shop throughout the year	<p><b>EEF Toolkit (<i>School uniform</i>)</b></p> <p>“If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. [...] School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. [...] Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.”</p>	1, 2, 5, 4
Support in financing school trips	<p><b>Wyse Travel Confederation, <i>Travel Improves Educational Attainment &amp; Future Success</i> survey (infographic)</b></p> <p><a href="https://www.wysetc.org/2013/10/travel-improves-educational-attainment-future-success/">https://www.wysetc.org/2013/10/travel-improves-educational-attainment-future-success/</a></p> <p>“80% thought educational travel sparked greater interest in what they were taught in school. More than half of children who travelled achieved better grades. 57% of people who travelled as children went to university. Adults who went on domestic education trips during their youth earn 12% greater income than those who took no trips.”</p>	2
Support with specific subjects’ class materials and revision materials.	<p>GCSE revision guides are purchased for disadvantaged students to ensure they have access to revision resources at home and during lessons. This supports their progress.</p> <p>Financing ingredients for Food technology or art packs for Art to ensure disadvantaged pupils have the same opportunities as their non-disadvantaged peers.</p>	1, 3
Support in financing equipment for Duke of Edinburgh Award	<p><b><i>The DofE and Pupil Premium, dofe.org</i></b></p> <p>“Benefits to participating in a DofE programme: increased social interaction and greater engagement with peers, encourages a healthier lifestyle, improves problem solving abilities, gain life experiences</p>	4, 6, 7, 9

	<p>through volunteering, develop communication and leadership skills, tangible measure of using Pupil Premium funding.”</p> <p><b><i>The DofE in numbers, April 2021-March 2022, dofe.org</i></b></p> <p>“Awards started by young people facing marginalisation – 47,053 (14.6%) experiencing poverty”</p>	
Breakfast club	<p><b>According to research by the Education Endowment Fund:</b> “In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment [...]”</p>	1, 2, 4, 5
1:1 appointment with career advisor at KS4 so students are empowered to make informed choices about their future	<p><b>EEF Careers Education Infographic</b></p> <p>“62% of these provided evidence of positive social outcomes, with improvements in students’ self-efficacy, self-confidence, career maturity, decision-making skills, career competencies, or career identity.”</p> <p><b>EEF Toolkit (<i>Aspiration interventions</i>)</b></p> <p>“Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</p> <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment.”</p>	3, 5
Attendance interventions – 1:1 mentoring with tutor, Pastoral Intervention Leaders and school lead for inclusion and wellbeing	<p><b><i>Working together to improve school attendance, GOV.UK</i></b></p> <p>“Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.”</p>	2, 3
Parental engagement – <i>Support for Families</i> program delivered by selective staff and external organisations	<p><b>EEF Toolkit (<i>Parental engagement</i>)</b></p> <p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p>	4, 5

Homework club targeting students with low Quality of Homework data on reports	<p><b>EEF Toolkit (Homework)</b></p> <p>“Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. [...] [...] surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.”</p>	5, 10
Enrichment program, compulsory for all pupils with some fee-paying activities	<p><b>EEF Toolkit (Extending school time)</b></p> <p>“There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. [...]Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.”</p>	1, 2, 3
Music lessons	<p><b><i>Music and the pupil premium: an expert guide for using music to reduce the attainment gap</i></b></p> <p>“Music has been shown to enrich school life, improve behaviour, and develop important skills such as resilience and teamwork. By giving children the chance to learn an instrument in a group, you not only boost academic achievement, but give them the right environment to improve wellbeing and confidence too. [...] Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain”</p>	1, 2, 3, 4
Arts interventions	<p><b>EEF Toolkit (Arts participation)</b></p> <p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. [...] There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.”</p>	1, 2, 3, 4
All students provided with standard equipment packs to ensure all can access learning	<p><b>The Education Endowment Foundation (EEF)</b> discusses the provision of equipment within the context of supporting access to learning for disadvantaged pupils.</p>	1, 4
Increased contact with families: - Priority booking with subject evenings.	<p>Increased contact with families has a significant impact on student outcomes by fostering stronger home-school relationships. <b>The Education Endowment Foundation (EEF)</b> highlights in their <b><i>Parental Engagement Toolkit</i></b> that "well-designed and effectively implemented parental engagement strategies</p>	2, 4, 5

<p>- Prioritise contact with families through tutors to develop relationships.</p>	<p>can support parents to assist their children with learning, self-regulation, and specific skills such as reading."          Prioritising family contact, such as through early tutor communication and priority booking for subject evenings, ensures that disadvantaged families are actively engaged and builds trust and partnership with the school. These practices contribute to a supportive environment that positively influences student progress and wellbeing.</p>	
<p>Rewards and incentives</p>	<p><b>According to the EEF</b>, "positive reinforcement, including rewards, can significantly improve behaviour and engagement when consistently applied." Similarly, the DfE highlights that recognizing student effort and achievement helps build motivation and a sense of belonging.</p>	<p>1. 2. 4</p>

**Total budgeted cost: £142,800**

## 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.

#### Teaching and Learning

High-quality teaching remains central to our approach in narrowing attainment gaps. Staff were supported through regular CPD sessions focused on **teaching and learning strategies**, such as metacognition, feedback, and precision teaching, additional staff benefitted from CPD session developing understanding of the ACE's faced by many disadvantaged students and what strategies they may use to begin to remove some of these barriers. Smaller teaching groups were maintained, particularly in core subjects, with classes averaged at 28, allowing for **targeted support** and effective adaptive teaching.

The success of these strategies has been reflected in improvements such as narrowing attainment gaps between disadvantaged and non-disadvantaged pupils in core subjects at GCSE. Pupil premium students have also benefitted from smaller

Data from 2023-24 showed that the progress gap between disadvantaged pupils and their non-disadvantaged peers decreased from the previous year. Whilst not complacent, our PP progress is well above national average for PP cohort (-0.51). Additionally there was an increase in the number of disadvantaged students achieving a pass in English and maths from the previous year (2022-2023).

Key progress indicators table:

Performance of year 11 2024 – Disadvantaged PP	PP	All
Progress 8 Score	-0.16	0.14
Attainment 8 Score	3.6	4.7
% Achieving a strong pass English and Maths	25	52
% Achieving a pass English and Maths	55	72
% Achieving a standard pass English Baccalaureate	10	29



## Attendance

Attendance remains a key priority, with some progress made in narrowing the gaps for our PP students overall. However, in certain year groups, absence rates have remained unchanged compared to the previous year. To address this, several initiatives were implemented, including early communication from tutors, the recruitment of an **Outreach Worker**, the introduction of a universal **free breakfast provision**, and the hiring of an **Attendance Administrator** to strengthen monitoring and support efforts. Persistent absence continues to be closely tracked, and additional targeted initiatives are planned for the coming year to further improve attendance rates.

% Attendance as of July 2024		
Year group	Non-PP	PP
7	95.0	90.1
8	94.1	92.3
9	92.8	91.3
10	92.6	86.6
11 (to May 2024)	91.7	86.0

### Wider initiatives:

The wider strategies implemented at Great Western Academy to support disadvantaged pupils encompass various measures aimed at reducing barriers to attendance, behaviour, wellbeing, and academic engagement. These include providing financial support for essential items such as **uniforms**, **revision resources**, and **equipment for specific subjects** like Food Technology and Art, ensuring equality in access to learning and participation. Additionally, resources for extracurricular activities such as the **Duke of Edinburgh Award** and **school trips** were subsidised to enhance cultural capital and social mobility. **Breakfast clubs** were introduced to promote punctuality and provide a conducive start to the school day. **Attendance interventions** involved targeted mentoring and the employment of an **outreach worker** to build strong relationships with families, addressing issues that hinder regular school attendance. **Career guidance** was prioritised through one-to-one sessions with **career advisers**, empowering students to make informed decisions about their futures. Furthermore, efforts to support **parental engagement** included the "Support for Families" programme to foster collaboration between home and school. These strategies reflect a holistic approach, addressing both academic and non-academic barriers, with a clear emphasis on creating equitable opportunities for all pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths and English tuition	Swindon Tuition Centre

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium allocation is used within the full pupil premium allocation and outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	