


Pupil Premium Strategy Statement

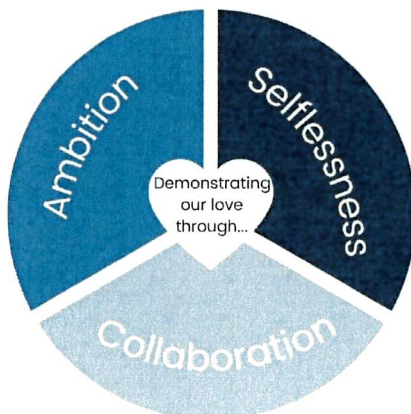


An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

Ambition

- work **hard**
- strive to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **inclusive** and **open**



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  | West Exe School |
| Number of pupils in school   | 1,237           |
| Proportion (%) of pupil premium eligible pupils  | 287 (23.2%)     |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027       |
| Date this statement was published  | December 2025   |
| Date on which it will be reviewed  | December 2026   |
| Statement authorised by  | Julie Fossey    |
| Pupil premium lead   | Hugh O’Shea     |
| Governor / Trustee lead  | Barbara Sweeney |

## Funding Overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £292,934.05 |
| Recovery premium funding allocation this academic year  | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £292,934.05 |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At West Exe School our students are at the heart of everything we do. We are a vibrant community united in its commitment to creating opportunities for all students and staff to achieve success. We have high expectations of all our pupils and believe that students achieve excellent outcomes when they are challenged, develop high aspirations, and take advantage of all that school has to offer. Our curriculum is unashamedly academic and our vision is to deliver a knowledge-rich curriculum which is designed with long-term memory in mind.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor; we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment and study guides for disadvantaged students.

- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Our disadvantaged students are prioritised for careers advice and support in securing work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons. Our ambition is that all students develop confidence to talk about their future and have the skills required to make well informed decisions throughout their lives.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

| Challenge Number | Detail of Challenge  |                         |        |                         |        |                         |  |    |        |    |        |    |        |       |       |     |     |     |     |
|------------------|--|-------------------------|--------|-------------------------|--------|-------------------------|--|----|--------|----|--------|----|--------|-------|-------|-----|-----|-----|-----|
| 1                | <p><b>Attendance and punctuality issues</b></p> <p>Disadvantaged students are disproportionately more likely to have poor attendance, especially to be persistently absent. PP attendance 24-25 was 82.2% (compared to whole school 90.0%).</p> <p>Disadvantaged students are disproportionately more likely to be late to school. 68/161 students who had 10%+ absence were PP (42%).</p> <p>Both of these measures directly impact on a pupils' attainment.</p>  |                         |        |                         |        |                         |  |    |        |    |        |    |        |       |       |     |     |     |     |
| 2                | <p><b>Progress and attainment 8 score gap between disadvantaged and non-disadvantaged students.</b></p> <p>Validated data from summer 2024/2025</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">2025 A8</th> <th colspan="2">4+ in English and Maths</th> <th colspan="2">5+ in English and Maths</th> </tr> <tr> <th>DS</th> <th>Non-DS</th> <th>DS</th> <th>Non-DS</th> <th>DS</th> <th>Non-DS</th> </tr> </thead> <tbody> <tr> <td>36.25</td> <td>50.63</td> <td>48%</td> <td>82%</td> <td>35%</td> <td>56%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Attainment 8 has decreased from 37.79 in 2024 to 36.25 in 2025</li> <li>• 5+ in Basics for DS has seen a 3 year improving trend and is now at 35%</li> <li>• 4+ in Basics for DS saw a decline from 55% in 2024 to 48% in 2025</li> <li>• 35.6% of DS achieve a 5 in English Language and 42.2% in literature, compared to 37.74% and 46.94% in 2024</li> <li>• 47.94% of DS achieved 5 in Maths compared to 41.5% in 2024</li> <li>• In maths, the percentage of our DS pupils receiving a 4+ was 62.5% (compared to 54.72% in 2024) in English language, 56.25% and in English literature and 62.2%.</li> </ul> | 2025 A8                 |        | 4+ in English and Maths |        | 5+ in English and Maths |  | DS | Non-DS | DS | Non-DS | DS | Non-DS | 36.25 | 50.63 | 48% | 82% | 35% | 56% |
| 2025 A8          |  | 4+ in English and Maths |        | 5+ in English and Maths |        |                         |  |    |        |    |        |    |        |       |       |     |     |     |     |
| DS               | Non-DS   | DS                      | Non-DS | DS                      | Non-DS |                         |  |    |        |    |        |    |        |       |       |     |     |     |     |
| 36.25            | 50.63  | 48%                     | 82%    | 35%                     | 56%    |                         |  |    |        |    |        |    |        |       |       |     |     |     |     |

|   |   |
|---|---|
| 3 | <p><b>Lesson isolation and Suspension concerns</b></p> <p>Disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be isolated from lessons and receive suspensions.</p> <ul style="list-style-type: none"> <li>• The number of days lost to suspensions ended on 227 academic year 2024-2025. Our FSM pupils made up 35.85% of these suspensions. This was a significant decrease from last year where PP students made up 43.9% of suspensions. This shows an 8% decrease in suspensions of PP students.</li> <li>• West Exe undertook only 2 permanent exclusions last year, 50% of which were pupils in receipt of FSM. This was a 50% reduction from 2023-2024.</li> <li>• Lesson Removal data in 2024-2025 showed a marginal increase from previous academic year 2023-2024. The number of Lesson Removals from our DS students showed a 1% increase from 40% in 2023- 2024 to 41% in 2024-2025.</li> </ul>  |
| 4 | <p><b>Resilience and independent learning habits.</b></p> <p>Many disadvantaged students lack resilience and independent learning habits.</p> <ul style="list-style-type: none"> <li>• PP eligible students are disproportionately de-merited for lack of homework, have inconsistent or poor attitude to learning and show fewer positive attitudes towards school as evidenced in student surveys. There were 1979 demerits for incomplete homework last year, 751 of these were given to PP students (37%). There were 2256 demerits awarded to students for lack of equipment last year, 697 of these were given to PP students (30%). This year we have ensured that all Teachers have 2 fully stocked pencil cases in each of their rooms.</li> <li>• Disadvantaged students receive more homework detentions than non-disadvantaged peers. On average, last academic year, 23.8% of extended practice (homework) detentions were issued to DS pupils. This is still slightly disproportionate to the DS cohort in the school but more positively is a 12.2% reduction on the same data for 2022-23.</li> </ul> |
| 5 | <p><b>Literacy skills.</b></p> <p>Disadvantaged students are more likely to struggle with literacy, and present with literacy needs within the school environment.</p> <ul style="list-style-type: none"> <li>• According to NGRT testing, of those students who have a reading age below or very below average 40% of those receive Free School Meals. In comparison, of those students who have a reading age above or very above average only 10% receive Free School Meals</li> <li>• In English Language GCSE (which relies heavily on reading and writing skills) only 35% of disadvantaged students received a Grade 5 or above compared to 55% of students overall. Although we know that this is still a key target for us, this compared positively to the national average of 25.8% for Disadvantaged students.</li> </ul>   |
| 6 | <p><b>Effective methods of gaining parental engagement and support from home.</b></p> <p>There is a lower representation of parents of students eligible for pupil premium at progress evenings. As a school, we need to analyse and explore the most appropriate methods of engaging parents in discussions about their student's behaviour and progress.</p> <p>We have understood the need to create a stronger sense of connectedness with our families and local communities. We have developed stronger systems to increase our students and their families' sense of belonging at West Exe School.</p>   |

|    |   |
|----|---|
| 7  | <p><b>Primary school transition.</b></p> <p>Disadvantaged students have a higher rate of absence at the end of primary school and this gap increases over the first three years of secondary school compared to other pupils. Pupil absence during KS3 strongly predicts academic progress between from KS2-KS4.</p> <p>There is a pressing need to support disadvantaged pupils more effectively in Key Stage 3 (KS3) and prepare them better during Key Stage 2 so they can make a successful transition to secondary school. <a href="https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/">https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/</a></p> |
| 8  | <p><b>Post-16 opportunities.</b></p> <p>Disadvantaged students are less likely to progress onto appropriate post-16 courses and more likely to be NEET. The Sutton Trust claims that highly able pupils who receive Pupil Premium are at risk of underperforming at age 16.</p> <p>Schools should be encouraged to use the Pupil Premium funding for these pupils to improve the support they are able to give them.</p> <p>Our number of NEETs from the 2024/2025 cohort was 7, a reduction by 1 from the previous cohort.</p>   |
| 9  | <p><b>Numeracy skills.</b></p> <p>The maths department have identified weak numeracy skills causing depressed attainment and progress for disadvantaged students across maths.</p> <ul style="list-style-type: none"> <li>• 2024-25 GCSE results for DS cohort was 62.5% 4+ compared with 79% whole cohort and our DS cohort did not achieve any grade 8 or 9's. Whilst this is still a strong performance compared with other DS nationally (58.2%), this remains a focus for West Exe. The EEF states that leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education.</li> </ul>                                       |
| 10 | <p><b>Student leadership and enrichment opportunities.</b></p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for Student Leadership Roles, attend enrichment activities and go on trips and visits.</p> <p>The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility.</p> <p>As a school, we will improve the understanding and awareness for families that may need support for taking part in trips and visits.</p>                        |

### 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   |
|---|--|
| Increased attendance rates and punctuality for Pupils eligible for Pupil Premium. | <ol style="list-style-type: none"> <li>1. Attendance gap between DS and non-DS will decrease.</li> <li>2. DS students' attendance remains in line or better than the local and national benchmarks.</li> <li>3. Persistent absence for disadvantaged students will reduce to &lt;45%.</li> </ol> |

|  |   |
|--|---|
| <p>KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students.</p> | <ol style="list-style-type: none"> <li>1. The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with non- disadvantaged peers.</li> <li>2. Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.</li> </ol>   |
| <p>Students experience success in the classroom resulting in fewer hours of lessons lost through lesson removal of DS students. Fewer days are lost through fixed term exclusion of DS students.</p>   | <ol style="list-style-type: none"> <li>1. Reduction in number of Lesson Removals of disadvantaged students.</li> <li>2. Fewer disadvantaged students receive multiple visits to host schools and days in isolation.</li> <li>3. All pupils who reach threshold for significant Lesson Removals will complete behavioural interventions to help in future reductions. Wave interventions (consisting of specialised interventions; Bullying Behaviours, Equality, Disabilities and Discrimination, Racism, LGBTQ+, Physical Altercations etc.)</li> <li>4. Reduction in the number of suspensions received by disadvantaged pupils.</li> </ol> |
| <p>Disadvantaged students complete extended practice (homework) regularly and rarely receive detentions for lack of completion. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.</p>                                    | <ol style="list-style-type: none"> <li>1. Disadvantaged student extended practice completion rate is in-line with non-disadvantaged peers and so receive fewer detentions for non- completion of homework proportionately than non-disadvantaged students.</li> <li>2. Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers.</li> <li>3. Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.</li> </ol>  |
| <p>Pupils eligible for Pupil Premium reading ages improve rapidly.</p>   | <ol style="list-style-type: none"> <li>1. DS students' reading ages improve in line with their chronological ages. Reduced progress gap between DS and non-DS to 0.</li> <li>2. Improve attainment of DS students to bring in line with non-DS.</li> <li>3. DS English progress 8 scores continued to be well above national average.</li> </ol>  |
| <p>Increased parental relationships with the school fostering a sense of community. Parental engagement with school events and our communications.</p>   | <ol style="list-style-type: none"> <li>1. Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.</li> <li>2. Accurate, timely, efficient and accessible communication regarding academic attainment, behaviour and upcoming events.</li> <li>3. Wider representation of parents of disadvantaged students at parent group.</li> <li>4. Responses to the parent survey will show positive shifts when asked about how informed they feel regarding their child's attainment and behaviour.</li> </ol>   |

|  |   |
|--|---|
| <p>Students are supported through the primary school to secondary school transition with proactive support where needed.</p> <p>A strong start is made to develop strong relationships with parents.</p>                       | <p>Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified an enhanced transition offered within all phases.</p> <p>Pupils with low primary school attendance are identified prior to joining secondary school, based upon needs, these pupils are offered enhanced transition and/or prioritised for attendance support early into year 7.</p>   |
| <p>Students experience an increased optimism about their future and in their confidence talking about and making decisions that will influence their futures.</p>  | <p>Disadvantaged students' responses to the Future Skills Questionnaire will demonstrate increasingly positive attitudes in relation to their future and their confidence accessing information to make informed decisions.</p> <p>Students will be able to reflect on encounters with employers and a range of educational providers to make informed decisions.</p>   |
| <p>Pupils eligible for Pupil Premium are confident in their post 16 plan A and plan B. They apply for a Post 16 destination at the appropriate level in line with their predicted grades.</p>                                  | <p>Careers advisor will meet all disadvantaged students as a priority.</p> <p>Potential NEET risks are identified early, starting in Year 10. They will be prioritised for Career and Guidance meetings during cycle 3.</p> <p>Regular review of our identified NEET risk disadvantaged students throughout year 11 allows an enhanced level of transition support and guidance. They and will be discussed and action plan produced at SLT level.</p> <p>Support and guidance available on results day to ensure students are able to revise plans should they wish/need.</p> <p>Regular monitoring of the data available to us in relation to Y12 when they have left us to ensure we put additional support in place where students struggle to make the transition to their chosen post-16 provider.</p> <ol style="list-style-type: none"> <li>1. No DS student is NEET</li> </ol> |
| <p>Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.</p>   | <p>Disadvantaged students progress in Maths continues to be above national average.</p> <ol style="list-style-type: none"> <li>1. Reduce progress gap between DS and non-DS to 0.</li> </ol>  |
| <p>An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for Pupil Premium is held back from participating in enrichment opportunities because of their background.</p> | <ol style="list-style-type: none"> <li>1. The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.</li> <li>2. Disadvantaged students attendance on trips, visits and activities is proportionate to their year group cohort represented to at least 30%. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families.</li> <li>3. Disadvantaged students engagement in extracurricular opportunities is proportionate to their year group cohort.</li> <li>4. The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.</li> </ol>  |

### 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 Budgeted cost: £146,467**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Maintaining high quality teaching  | <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively'</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>                                       | 2,3,4,5                       |
| Incremental coaching for all teaching staff with bi-weekly targets set and reviewed by coaches trained in the West Exe approach. | <p>"Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF, 2019</p>  | 2,3,4,5                       |
| Deliberate practice weekly CPD   | <p>Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice- with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.</p> | 2,3,4,5                       |
| No One Left Behind Vision and Culture  | <p>As quoted by the EEF, when it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.</p>   | All                           |

Targeted academic support Budgeted cost: £73,233

| Activity                              | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------------------------|---|-------------------------------|
| <p>AQA Unlocking Potential</p>        | <p>The AQA Unlocking Potential programme has had a significant and lasting impact on disadvantaged students (DS) at West Exe School, offering them an inspiring opportunity to grow personally, academically, and socially through dedicated mentoring and skill-building experiences.</p> <p>Through the personal support of their Dame Kelly Holmes Trust athlete mentor, students have developed key attributes such as <b>resilience, integrity, commitment, and determination</b>. These qualities have been nurtured not only through the mentoring sessions but also via the structured activities, community projects, and national events that form part of the programme. The 2025-2026 cohort for AQA unlocking potential sits at 50% of places being allocated to disadvantaged students.</p> | <p>2, 3, 4, 8</p>             |
| <p>Speech and Language Therapy</p>    | <p>The EEF Toolkit shows that communication and language approaches... has high impact for low cost based on extensive research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>  | <p>3,5</p>                    |
| <p>The Quay-Alternative Provision</p> | <p>The Quay has been delivered to support students at West Exe in developing independence and resilience in a smaller teaching dynamic. It has also been introduced to reduce suspendable behaviour and suspensions which has a positive impact on our disadvantaged students. Student selection for the Quay provision ensures that disadvantaged students are proportionately represented in the group. The focus for term one of the 2025/2026 academic year is Year 7 students who have been identified as persistently absent from primary school. The DS percentage on this cohort is above 50%.</p>  | <p>3,4,9</p>                  |
| <p>Literacy</p>                       | <p>Year 7 and 8 students who are struggling with their reading are placed in to our Lexia programme. This always stays at a key basis of 20% disadvantaged make-up but has at times been as high as 40% disadvantaged students.</p>   |                               |

|  |  |                    |
|--|--|--------------------|
| Associate Senior Leader for Boys and DS transition         | Associate Senior Leader appointed with a direct focus on DS boys. DS boys are disproportionately represented in the Lesson Removal/IE data and suspensions, progress and attainment 8 scores and attendance. Having a designated leader for DS boys will champion this group. Associate Senior Leader responsibility also has a focus on transition. We know that DS students' attendance is a concern, and this will shine a spotlight on students who need support.  | 1,2,3,4,5,7,8,9,10 |
| Funding for Disadvantaged students to take part in D of E. | <p>At West Exe School, the Duke of Edinburgh's Award (DofE) has become a powerful vehicle for personal growth, resilience, and aspiration—particularly for our disadvantaged students (DS). By investing in the programme and removing barriers to participation, we are enabling more young people to access this globally recognised award and the life-changing experiences it offers.</p> <p>Thanks to the <b>DofE Resilience Funding</b>, we have been able to grow a dedicated, in-house team to deliver the award. This move away from outsourcing has made the programme significantly more <b>affordable and accessible</b>, particularly for our DS students who might otherwise face financial or logistical barriers to involvement. Having staff who already know and support these students has also strengthened engagement and built strong, trusting relationships throughout the programme. Last year, West Exe secured 30 funded spaces for disadvantaged students.</p> | 4,6,10             |
| Sparx reader and the Canon                                 | <p>Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-strategies</a></p>                 | 2, 5               |

|                             |  |      |
|-----------------------------|--|------|
| Homework intervention group | <p>Research from the EEF states that disadvantaged pupils may however be less likely to have access to the space, technology and conditions required for effective learning at home, so it may be better to consider homework clubs which take place in school. Evidence based research has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | 2, 4 |
| Talking Futures Programme   | Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults.   | 8    |

**Wider strategies Budgeted cost: £73,233**

| Activity                                | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continuation of new attendance strategy | <p>2022 guidance from the DfE states that ‘As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> | 1                             |

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|---|--|---------|
| Family Partnership and Targeted Support Officer | The DfE suggest several ways in which schools should be supporting attendance. Some of which are to carry out robust first day calling procedures including priority routine for vulnerable children and to work with families and the community to identify which methods of communication work best, recognising potential barriers in hard to reach families and find methods that work and are understood.   | 1       |
| Multi-Agency Support Approach                   | Findings from the EEF toolkit state that social emotional interventions can add an additional four months' progress over the course of the year. Social emotional interventions in education are shown to likely support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional regulation, both of which may subsequently increase academic attainment.  | 1, 3, 6 |
| Booklet intervention (Live Lessons and AC)      | <p>“More successful schools...seek out strategies best suited to addressing individual needs...and provide individual support for pupils that have very specific learning needs.” - DfE ‘Supporting attainment of disadvantaged learners’ 2015</p> <p>The EEF states “A pupil cannot benefit from a lesson if they are not in the classroom, engaged in the lesson and behaving appropriately for learning”.</p>                                       | 3       |
| Education Welfare Service                       | Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.<br><a href="https://www.gov.uk/government/publications/school_attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school_attendance/framework-for-securing-full-attendance-actions-for_schools-and-local-authorities</a> | 1       |
| Electives programme                             | Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Potential for Success, Sutton Trust 2018  | 10      |

|  |   |   |
|--|---|---|
| <p>Year 7 transition support</p> <p>Alternative Curriculum</p> | <p>Several studies have shown a dip in attainment coinciding with the time of change from Primary to Secondary school. The EEF suggest that by anticipating the risk points during the time of transition, good communication across schools can help with specific planning to address pastoral needs and academic support. The DfE suggest that engaging with feeder schools to access absence information in order to identify target cohorts prior to transfer is a way of supporting attendance.</p>   | 7 |
| <p>Parent group and Progress interviews</p>                    | <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>The evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). The EEF states that the average impact of Parental engagement is an additional four months’ progress over the course of the year. There are higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> | 6 |

**Total budgeted cost: £292,934.05**

Part B: Review of Outcomes in the Previous Academic Year

## Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data has demonstrated that West Exe students are continuing to perform well and experience success greater than that of other non-selective comprehensive schools in the region.

Validated data from Summer 2024/25 shows that West Exe School has a 3 year improving trend in 5+ Basics and now sits at 35%. This places West Exe joint highest for 5+ Basics in the Trust. WES has however seen a decrease in Attainment 8 from 37.79% in 2024 to 36.25% in 2025. In Maths, 47.9% of students achieved a 5+ in Maths in 2025, compared with 41.5% in 2024.

Languages continues to be a limiting factor and we did see a slight decrease in the English Literature and English Language grades from 37.7% in 2024 to 35.5% in 2025 in English Language and 46.9% in 2024 and 42.2% in 2025 for English Literature.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap in attainment 8 scores between disadvantaged students and non-disadvantaged students is still evident. In 2025, WES Attainment for non- disadvantaged students was 50.63% whereas for disadvantaged students this was 36.25%. This shows that the gap in Attainment 8 data for DS vs Non-DS currently sits at 14.38%. This is a 0.8% increase compared with 2024 data. Narrowing the gap reinforces our drive to invest in the CPD our staff receive to ensure that our disadvantaged students experience the highest quality teaching possible to maximise their success.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We have implemented new strategies within the school to help support our students in these following areas, such as the Mental Health coordinator and Family Partnership and Targeted Support Officer, a new SLT position for DS Boys and Transition and

The data demonstrated that our disadvantaged students are experiencing successful post-16 transitions, in line with their peers. They are also accessing and thriving in a range of leadership opportunities across the school. However, our disadvantaged students remain disproportionately represented in the Lesson Removal room, in Internal Exclusion and experiencing suspensions. They are also receiving detentions for incomplete extended practice more regularly than their peers. We did however see an 8% decrease in suspensions for DS students in 2025 compared to 2024 data. Lesson removals however have risen proportionally for our DS students by 1%.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the new attendance strategy is bringing about positive change although there is still work to be done. However, there is still a significant amount of progress we to make regarding outcomes and bringing the progress and attainment of our pupil premium eligible children in line with that of their non-disadvantaged peers.

Furthermore, there are real strengths in our strategy in relation to the electives programme and leadership opportunities. However there remain areas for development specifically in relation to disadvantaged student's attainment and progress, attendance, behaviour and supporting their transition to post-16 destinations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

| Intended Outcome  | Success Criteria  | 24-25 | 25-26 | 26-27 |
|---|---|-------|-------|-------|
| KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students. | Disadvantaged student's progress and attainment 8 scores will improve and be in line with non-disadvantaged peers.              |       |       |       |
|   | Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.          |       |       |       |
|   | Increase EBacc entry of disadvantaged students to at least 50%.   |       |       |       |
| Pupils eligible for Pupil Premium reading ages improve rapidly.   | DS students' reading ages improve in line with their chronological ages.  |       |       |       |
|   | Reduced progress gap between DS and non-DS to 0.  |       |       |       |
|   | Improve attainment of DS students to bring in line with non-DS.   |       |       |       |
| Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.   | Disadvantaged students progress in Maths improves from -0.19  |       | N/A   |       |
|   | Reduce progress gap between DS and non-DS to 0.   |       | N/A   |       |
| Disadvantaged students complete homework regularly and rarely receive homework detentions. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.  | Disadvantaged students receive fewer detentions for non-completion of homework proportionately than non-disadvantaged students. |       |       |       |
|   | Disadvantaged student homework completion rate is in-line with non-disadvantaged peers.   |       |       |       |
|   | Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers.                         |       |       |       |

|  |   |        |  |  |
|--|---|--------|--|--|
|  | Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.                | Yellow |  |  |
| Pupils eligible for Pupil Premium who are on track to achieve 6 grade 4 or above including English and Maths apply for appropriate Post 16 courses.<br>No DS student is NEET | Careers advisor will meet all disadvantaged students as a priority.   | Green  |  |  |
|  | NEET risk disadvantaged students in year 11 are identified in September and potential NEET risks in Year 10 identified prior to Year 11.                                | Green  |  |  |
|  | Disadvantaged students at risk of becoming NEET will receive high level of transition support and guidance and will be discussed and action plan produced at SLT level. | Green  |  |  |
| Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.  | Attendance gap between DS and non-DS will decrease rapidly.   | Green  |  |  |
|  | DS student attendance will be 96% or higher.  | Yellow |  |  |
|  | DS students' attendance remains in line or better than the local and national benchmarks.   | Red    |  |  |
|  | Persistent absence for disadvantaged students will reduce.  | Yellow |  |  |
| Fewer hours of lessons are lost through reset of DS students. Fewer days are lost through suspensions of DS students.  | Reduction in number of Lesson Removals and suspensions of disadvantaged students.   | Yellow |  |  |
|  | Fewer disadvantaged students receive multiple Internal Exclusions.  | Yellow |  |  |
|  | All pupils who reach threshold for Wave interventions complete these.   | Yellow |  |  |
| Secondary School has a greater understanding of some of the barriers the pupil is facing prior to starting School and is able to plan for this.                              | Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified and enhanced transitions offered.           | Green  |  |  |

|   |   |        |  |  |
|---|---|--------|--|--|
| An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background. | The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort. | Yellow |  |  |
|   | Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort               | Green  |  |  |
|   | The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.                       | Red    |  |  |
| Increased parental engagement and support from home.  | Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.                     | Yellow |  |  |
|   | Increased and timelier communication regarding academic attainment and behaviour.   | Green  |  |  |

|                      |                                   |   |                 |
|----------------------|-----------------------------------|---|-----------------|
| Success criteria met | On track to meet success criteria | Started but not on track to meet success criteria | Not yet started |
|----------------------|-----------------------------------|---|-----------------|

### 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                           |                      |
|--|------------------------------------|----------------------|
| Provision Maps                             | Provision Maps                     | <input type="text"/> |
| Lexia Core 5 Reading                       | Lexia                              | <input type="text"/> |
| Sparx Maths                                | Sparx                              | <input type="text"/> |
| Sparx Reader                               | Sparx                              | <input type="text"/> |
| Speech and Language                        | Language Link                      | <input type="text"/> |
| EAL – Language intervention                | Language Village                   | <input type="text"/> |
| <input type="text" value="Sparx Science"/> | <input type="text" value="Sparx"/> | <input type="text"/> |

## Service Pupil Premium Funding

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | <p>We have 10 Pupils eligible for Service Child Premium in our School.</p> <p>The allocation of SCP was for improving first quality teaching to ensure that those children able to make sustained progress.</p> <p>The SCP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.</p>  |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>The SCP funding has ensured that all teaching staff are receiving regular coaching which in turn maximises the effective use of classroom strategies. This will ensure that our service pupil premium eligible pupils experience effective and high-quality teaching.</p> <p>The SCP funding go to increase the cultural capital experiences of our Service children and ensure that they had the opportunity to participate in enrichment opportunities and community projects, allowing for these students to build relationships and feel a sense of belonging with members of the school community.</p> |

### Further Information (optional)

At WES we are continually striving to find ways to support both our students and families from disadvantaged backgrounds.

Over the course of the next 3 years, we will be opening more opportunities to our students in order to allow them the very best chance of success.

The support systems within our WES offer for our disadvantaged students are directed on a case-by-case basis, but may include the following;

- Free Breakfast club available to all students
- Year 7 Breakfast Club, focussing on DS students.
- Access to our Alternative Curriculums – SEND and EBSA
- Enrichment bursaries to attend trips, clubs, music lessons etc.
- Transport arrangements to maintain attendance
- Staff mentoring system to help support every Pupil Premium child
- Associate Senior Leader appointed for DS Boys to support with Attendance, Behaviour and Achievement.