

Pupil Premium Strategy Statement – West Bromwich Collegiate Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	777
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2024/25 – 2026/26
Date this statement was published	16/12/2025
Date on which it will be reviewed	16/12/2026
Statement authorised by	George Faux
Pupil premium lead	Marcus Smith
Governor / Trustee lead	Elisabeth Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,938
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£300,938

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The Academy is committed to ensuring that all students, irrespective of background or circumstances, are supported to achieve academic success and develop as respectful, aspirational young people. Through a broad and inclusive curriculum, we encourage students to set high expectations for themselves and to fulfil their potential. Our curriculum promotes strong values and positive character development, equipping learners with the confidence, responsibility, and resilience needed to thrive in a range of situations.

We acknowledge that a significant number of families within our community experience financial hardship. Pupil Premium funding is therefore strategically directed towards a range of targeted interventions and wider support designed to reduce barriers to learning and improve outcomes for students who are eligible for this funding. The key principles of the use of our Pupil Premium funding are addressing individual needs, equality of opportunity where there are difficult circumstances, and providing strong, additional academic support.

For our Pupil Premium students, we want to see:

- A narrowing of the gap in terms of attainment, attendance and exclusions.
- That students from disadvantaged backgrounds are accessing and participating in the same curricular and extra-curricular opportunities as their peers.
- That students have barriers to learning and achievement mitigated.

The strategy also places a strong emphasis on supporting students identified as vulnerable, including those who are Children in Need, subject to Child Protection plans, Looked After Children, students with an allocated social worker, Young Carers, and others identified through the work of our Safeguarding and Pastoral teams.

This support is rooted in high-quality teaching across the Academy, alongside ongoing professional development for all staff throughout the year. Whole-school priorities focus on the continual development of effective teaching practice, recognising its central role

in improving outcomes for all students. Disadvantaged students are given particular consideration, with staff consistently reflecting on how best to meet their needs. Training and development opportunities support staff in using approaches that make a meaningful difference in the classroom, including targeted support, adaptive teaching, appropriate resourcing, timely feedback, intervention, and additional support beyond the school day.

In addition, this strategy covers the use of the Academy Recovery Premium, largely in terms of targeted support for students. Additional capacity has been added to the English and Maths departments to deliver small, targeted intervention sessions.

Supporting disadvantaged students who experience safeguarding and behavioural challenges by providing a range of mentoring, counselling, mental health and wellbeing support is also at the heart of our strategy. Students must feel safe and well to participate well in their education.

The impact of interventions is regularly reviewed and cross-referenced with termly internal data to inform any necessary adjustments throughout the year and over the three-year strategy period. Student participation in extracurricular activities and cultural capital opportunities is closely monitored to ensure equal access for all. A central aim of our pupil premium strategy is to enhance the cultural capital of disadvantaged students through a variety of opportunities.

Finally, the Academy is a great believer in opportunity and funds are spent to ensure that students are not put at a disadvantage in terms of the options they study (including the Ebacc), the careers they seek and the extracurricular opportunities they wish to partake in.

Challenges

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

Challenge number	Detail of challenge
1	Safeguarding and Welfare issues This includes supporting with significant and often highly complex safeguarding issues which disproportionally affect these students. With approximately 36% of students being classed as disadvantaged these represent most students who are referred to our Safeguarding Department. These students face additional barriers that require a high level of intervention to support and which often lead to both student and family

	support. These can be complex needs of neglect, health, poverty, domestic violence, Child Criminal Exploitation and a host of other serious issues from outside the community.
2	Reading Students undertake the NGST reading tests thrice yearly. In these tests on average Pupil Premium students are showing a gap of half a year in reading age to their peers. This can be through a combination of factors. Access to reading material, the amount of reading in the home and in some cases having no one to assist at home with reading due to issues of EAL or illiteracy.
3	Lack of Equipment, Technology, Home Working Spaces and Home Support that can affect the Quality of Outputs in Classwork and Homework. Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.
4	Poverty reducing students' participation in extracurricular activities and trips as well as a need to build cultural capital. Financial difficulties or lack of engagement of families can mean that disadvantaged students miss out on opportunities that could broaden their horizons, increase their cultural capital and raise their aspirations. Our aim is to ensure that no student will miss out on extra-curricular opportunities due to being disadvantaged. Every child should have at least one theatre experience, museum or exhibition experience, university experience and opportunity for work experience during their time with us. Students often lack resource at home to build cultural capital which we are looking to rectify through our online and library services.
5	Wellbeing Our assessments, including wellbeing surveys, alongside observations and ongoing discussions with pupils and families, have identified a range of social and emotional challenges affecting many students. These include anxiety, low self-esteem, and, in some cases, depression diagnosed by medical professionals.
6	Attendance Attendance is a key focus, and the attendance of Pupil Premium students is strong compared to the national average. However, we acknowledge that disadvantaged students often face additional barriers that can impact their ability to attend school regularly. With approximately 36% of our students classed as disadvantaged, this

	group requires targeted interventions to overcome challenges that can hinder attendance. These barriers often involve complex issues, which disproportionately affect disadvantaged students, requiring tailored support to improve attendance. Our approach involves working closely with students and their families to address these challenges, ensuring that attendance remains a priority and that all students can fully engage in their education.
7	Family engagement Challenges with communicating with families can mean that disadvantaged students do not get the support required at home and can result in messages from school being missed which contributes the quality of the students experience of education and engagement with activities. Whilst we are made great progress in this area including gaining the leading parent partnership award, it is something that can be improved further.
8	Progress & Attainment Progress for students in receipt of Pupil Premium funding remains lower than that of their non-disadvantaged peers. Evidence from the summer GCSE results shows that, as a group, they continue to underperform compared to their peers. This trend is also reflected in AP data across subjects, highlighting persistent gaps in attainment and progress.

Intended outcomes

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

Intended outcome	Success criteria
To reduce the gaps in attainment in KS3 and KS4 for disadvantaged students by ensuring that staff are trained and equipped with skills, awareness and knowledge of appropriate strategies to best support students. By the end of Key Stage 4, attainment 8 scores for PP students in alignment with their non-PP peers.	Staff to all have training on the best ways to support disadvantaged students. For us to have used funds to support and enhance staff subject knowledge where appropriate. High expectations and aspirations are shared by staff, students and parents. The gaps between PP and non-PP students reduce. A high percentage of PP students achieving a Grade 5 or above in English and Maths, closing the attainment gap with their non-PP peers.

Disadvantaged students to improve reading ages to be in line with their peers.	Disadvantaged students to improve their reading and spelling ages as shown by NGRT, NGST data and improved attainment in other related subjects. End of KS3 GL assessment data to show improvements.
Disadvantaged students to make progress and achieve standards in line with non-disadvantaged students.	The gap between disadvantaged and non-disadvantaged students is reduced in formative assessments, summative assessments and GCSE summer exams.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2025-26 demonstrated by: • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Continued support for PP students in attending trips and taking up opportunities that may otherwise be unobtainable and hinder their progress. (Aim Higher)	Students from disadvantaged backgrounds having the same access to experiences as other students in the academy and being able to use these experiences to further their learning. PP students will be able to attend academic curriculum-linked trips for free and will receive subsidisation on some enrichment opportunities, linked to building Cultural Capital. Ensure that extra-curricular records are kept so that students can be targeted for specific opportunities.
Disadvantaged students receive regular and appropriate guidance to support them in selecting KS4 options with a view to completing Work Experience and Post-16 choices.	100% of students to take part in a programme of Work Experience (in person, in school or virtual opportunities). PP students identified for priority visits to workplaces, universities and aim higher events.
To continue to develop family engagement and relationships to support disadvantaged students.	Parental feedback – Family Forum meeting notes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2025-26) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 69,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training Days and Teaching and Learning Communities	Opportunities for staff to meet together, collaborate and share strategies.	1, 2, 3, 6, 7
Quality First Teaching	Research from the EEF Toolkit indicates that high-quality teaching, with a specific focus on disadvantaged students, has a disproportionately positive impact on Pupil Premium outcomes compared to non-Pupil Premium peers. To support this, staff continue to receive targeted professional development in key areas, including: • Effective feedback • Questioning techniques • Scaffolding and modelling • Classroom strategies specifically designed to support Pupil Premium students A broad range of homework opportunities is provided to reinforce learning, including online tasks, workbook exercises, and Flipped Learning activities. In addition, Homework Club runs three days per week, offering	

	students dedicated support to complete work and consolidate their understanding.	
Enhanced CPD budget and CPD co-ordination.	Specific training on Pupil Premium and subject knowledge courses will allow teachers to make the most impact with improving the outcomes for students.	1, 2, 6, 7
TLR Allowance for Literacy and Reading	Addresses literacy and vocabulary deficits that limit access to the curriculum. The Literacy and Reading Coordinator leads whole-school literacy development, quality-assures reading interventions, and supports staff to embed literacy approaches. This work improves reading fluency, comprehension, and academic language for Pupil Premium pupils.	2, 7
National College Subscriptions	Staff with a deeper knowledge and understanding of pedagogy, the barriers to learning experienced by disadvantaged students strategies to counter these will result in more effective working relationships and greater progress made.	1, 2, 3, 6, 7

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Principal for Intervention, Pupil Premium and Progress	The Assistant Principal addresses systemic barriers to progress through strategic oversight, provides leadership of Pupil Premium provision, ensuring funding is targeted effectively, interventions are aligned with school priorities, and progress of Pupil Premium pupils is rigorously monitored. This role drives continuous improvement in outcomes.	1, 2, 3, 4, 5, 6, 7, 8

SEN Intervention Manager	The SEN Intervention Managers x2 use assessment and progress data to identify Pupil Premium pupils requiring additional academic support and implements targeted, evidence-informed interventions. Impact is reviewed regularly to ensure provision accelerates progress and narrows attainment gaps.	2
Resources	Students have access to laptop devices so that they can access learning through our digital platforms – all subscriptions for students are free.	1, 3, 4, 5
Revision Guides	Revision resources for Key Stage 4 to give all students equal access to revision materials and support to improve collaboration between home and academy.	
Holiday Study Support Programme for Y11	Y11 Pupil Premium students will have priority invitations to holiday study support sessions.	3, 8

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

Budgeted cost: £ 91,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager	The Pastoral Manager provides targeted support for Pupil Premium pupils, works closely with families, and promotes positive attitudes to learning. This role supports improved attendance and sustained participation in school.	1, 4, 5, 7
Family Liaison and Safeguarding Officer	The Safeguarding and Family Liaison Officer addresses complex barriers linked to family circumstances, safeguarding, and persistent absence - works closely with Pupil Premium pupils and their families through home visits, early help, and direct family engagement.	1, 2, 3, 5, 7

	They oversee the school's vulnerable pupils list, ensuring timely identification, monitoring, and support for those facing significant challenges. This role strengthens communication between home and school, improves attendance and engagement, and enables pupils to access learning safely and consistently.	
Librarian	The Librarian promotes reading for pleasure among Pupil Premium pupils, ensures access to appropriate reading materials, and supports targeted reading initiatives. This role complements curriculum literacy strategies and supports improved attainment across subjects.	2, 4
Careers and Work Experience Lead	The Careers and Work Experience Lead ensures Pupil Premium pupils have equitable access to high-quality careers guidance, employer encounters, and meaningful work experience, supporting informed progression choices - addresses barriers relating to low aspiration, limited cultural capital, and lack of exposure to post-16 pathways.	4, 7
Connexions Advisor	The Connexions Advisor provides targeted, impartial guidance for Pupil Premium pupils at risk of becoming NEET, supporting transition planning and engagement with education, employment, or training.	4, 7
The Academy will fund a Hardship Fund this fund is used to purchase necessities for students	A small amount of funding is set aside to support students and families who may find themselves in urgent need of support, eg food vouchers, bus passes. This fund also supports uniform issues, equipment issues and buys into the Sandwell Uniform scheme providing £25 in direct funding to PP families.	1, 3, 4, 5
The Academy will ensure that all peripatetic music lessons remain free for disadvantaged students.	This continues to push our belief in allowing disadvantaged students to access a broad curriculum, seek opportunities in Music and Performing Arts, both within lessons	4

	and as part of extra-curricular activities.	
The Academy will provide Trip Funding for all Disadvantaged students to ensure no student is unable to participate in off-site activities.	School trips and visits have been heavily subsidised or provided free of charge to PP students including transport costs to ensure they are able to engage.	3, 4
Uniform Support and Uniform Swap Shop	Students are more likely to attend the academy regularly if they have the correct uniform that is clean and in good condition.	1, 3
Extra-curricular Support	Students who are more engaged with the academy, both in the day and with extra-curricular activities are more likely to attend more regularly and have higher aspirations.	3, 4
Library Opening Hours – homework club 3 days per week.	The library, support from our Librarian and time and space where students can use their devices provides disadvantaged students with the tools to complete homework and explore a range of books and reading materials.	2, 3, 7
Breakfast Club	Students will perform better in all areas if they are not hungry. Breakfast Club is available daily to all students, offering cereal and toast. Additionally, selected disadvantaged students receive discreet invitations to participate.	1, 6, 7
Attendance Support Plans	Students will make more progress if they attend the academy more regularly.	2, 3, 6
Enhanced Safeguarding	Students will make more progress if they feel safe and well and know that there are trusted adults who they can speak to and work with.	1, 2, 6
Mentoring	Feedback from students who have received support so far is overwhelmingly positive.	1, 2, 3, 8
Careers and IAG	Employing a company to provide specific IAG interviews for PP students, another company to source WEX placements. Employment of a member of staff to	4, 5, 6, 7, 8

	coordinate careers across the Academy to ensure that disadvantaged students receive enhanced guidance.	
Summer School – Y6 Transition	A 2-day summer school for Y6 students to familiarise themselves with the academy and make new friends, to build confidence prior to starting in September. Safeguarding and pastoral staff can begin to get to know vulnerable students.	1, 4, 5

Total budgeted cost: £ £300,938

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Attainment

GCSE Examination results 2025

Attainment 8 score (A8):

- Whole school Attainment 8: 42.9 (lower than the local authority average of 45.9 and the national average of 50 for non-disadvantaged pupils).
- Disadvantaged pupils Attainment 8: 37.4 (below the local authority and national averages for disadvantaged pupils).

English & Maths at grade 4+:

- All pupils: 53% achieved grade 4+ (below the local authority average of 65.0% and the national average of 72.7% for non-disadvantaged pupils).
- Disadvantaged pupils: 42.3% achieved grade 4+ (below local and national averages).

English & Maths at grade 5+:

- All pupils: 32.5% achieved this benchmark (lower than the local authority average of 42.3% and national average of 53.1% for non-disadvantaged pupils).
- Disadvantaged pupils: 25% achieved this benchmark (well below local and national averages).

While there is still progress to be made, the performance of Pupil Premium students at our school shows areas where targeted support can drive significant improvement.

With continued focus on tailored interventions, we are optimistic about enhancing both the progress and attainment of our disadvantaged students moving forward.

Attendance

Whole school attendance was 92.8%, which is above the national average for state-funded secondary schools, demonstrating strong overall attendance across the academy.

Having said this the attendance of Pupil Premium students is strong compared to national average with attendance at 91.95%.

Exclusion Data

In the 2024/25 academic year, the Academy issued 51 suspensions to a total of 37 students. Of these, 33 suspensions were from 21 Pupil Premium students.

	Number of Suspensions	Percentage of suspensions as a proportion of the cohort	Number of Students	Percentage of suspended students as a proportion of the cohort
PP students (36% of cohort)	33	64% of 24/25 FTS	21	2.7% within whole school cohort 7% within PP cohort
Non-PP students (64% of cohort)	18	36% of 23/24 FTS	16	2% within whole school cohort 3% within non PP cohort

We had to make 3 permanent exclusions during 2024/25 – two of these students were PP and the other non-PP.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP	First Space Learning
Debate Mate	Debate Mate
Sparx Reader	Sparx Reader
Baseline testing	GL Assessment

Seneca Learning	Seneca
Sparx Maths	Sparx Maths
Century	Century
Lexia	Lexia
Flash Academy	Flash Academy
Dr Frost	Dr Frost

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The Academy does not have any eligible pupils in this area.
The impact of that spending on service pupil premium eligible pupils
Not applicable