

Pupil premium strategy statement – West Craven High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	535
Proportion (%) of pupil premium eligible pupils	29.5
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Bates
Pupil premium lead	J Bates
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£ 175 000

Part A: Pupil premium strategy plan

Statement of intent

We use our core values of ASPIRE to improve the quality of education for all students. However, we recognise that disadvantaged and those just above the threshold of the disadvantage criteria, as a result of non-academic challenges, experience a negative impact on their education and access to learning. Our aim is to use the pupil premium fund to help us improve and sustain higher attainment for disadvantaged pupils.

Our vision is to ensure all students are provided with a personalised, high-quality education for all, whilst enabling them in their career aspirations. Through the Pupil Premium Strategy, we have carefully identified the challenges our disadvantaged students may face throughout their career in school and made a commitment to the strategies available to us in ensuring our students make good progress in their studies and reach their intended outcomes.

Throughout the Pupil Premium Strategy, we have outlined a wide range of activities which will be implemented throughout the academic year and beyond to provide our disadvantaged students with the opportunities to succeed. The activities identified are intended to support all students across school, but specifically our most disadvantaged.

High quality teaching is at the forefront of our Pupil Premium Strategy and focusses on providing our disadvantaged students with the most support in every lesson. Academic evidence strongly suggests that this proves to have the greatest impact in raising the attainment levels of our disadvantaged students and closing the gap between non-disadvantaged students. It is also vital that this attainment level is maintained and improves across each year. Included in the Pupil Premium Strategy is targeted academic support and wider whole-school strategies for our disadvantaged students. This not only includes our disadvantaged students accessing in-school support in order to progress with their attainment, behaviour and attendance, but also in implementing external agency support for our students where required.

We believe that working alongside our parents/carers of our children is vital for this to be successful. At the end of each academic year, we will then review the outcomes of our Pupil Premium Strategy and adapt the plan to ensure our disadvantaged students have every opportunity to make good progress.

Challenges

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

Challenge number	Detail of challenge
1	The Disadvantaged attainment gap narrowed 2024-5 against non-disadvantaged pupils and National. Our disadvantaged (DIS) students make less progress in comparison to our non-DIS students
2	Attendance for disadvantaged students across school is lower than non-disadvantaged students overall (7.4% gap against non-disadvantaged, 6.8% gap to National Disadvantaged). This reduces hours spent in learning and has an impact on progress. Persistent absence for disadvantaged students is higher than non-disadvantaged students
3	A proportion of pupils in the Pupil Premium cohort demonstrate a lack of emotional resilience, self-regulation and poor self-efficacy. As a result, behaviour can be poor. Disadvantaged students are over-represented in sanctions data. Suspension rates are slightly higher for disadvantaged pupils.
4	Low aspirations. Some students have low aspirations. This is partly evidenced through work ethic and their attitudes towards academic achievement, but is particularly apparent through approaches towards work experience opportunities and post 16 provision where there is a tendency for students not to aim high enough
5	A higher proportion of PP students experience social, emotional and mental health issues (SEMH), which has a detrimental effect upon behaviour, attendance and achievement
6	Pupil premium students are typically disadvantaged with the provision of resources and equipment including e-learning
7	Parental engagement is lower for disadvantaged students compared with non-disadvantaged students. This is evidenced for example by our attendance to Parents Evenings and extra-curricular events
8	Student participation in extracurricular activities, trips, rewards and events is an area which we will continue support to develop their cultural capital.

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
Improve outcomes for all learners, further closing the gap between disadvantaged and non-disadvantaged pupils.	Assessment information in KS3: Disadvantaged students to show, on average, they are meeting or beating

	their targets (i.e. at least expected progress). KS4: Disadvantaged students to show, on average, a positive English and Maths progress score (i.e. at least expected progress). This will be evidenced during tracker data and final GCSE results in the Summer Term
Increased attendance rates for disadvantaged students.	Overall attendance for disadvantaged students to be closer to 90% Narrow the attendance gap between disadvantaged and non- disadvantaged students. Reduce the number of persistent and severe absentees amongst disadvantaged students.
Improve the Behaviour for Learning of disadvantaged pupils by following the Academy Culture procedures, including the West Craven Way (3Cs) initiative which focusses on the core 'ASPIRE' values of student characteristics.	A reduction in the number of disadvantaged students being exited, isolated, suspended or excluded. Build on the success of lesson routines – to ensure lesson starts are standardised, known and understood by all. Positive relationships and consistent deployment of the 3Cs ensures students feel that disruption and challenge is tackled fairly and consistently across the school. The 3Cs are known and understood. Class Charts is used effectively to communicate all behaviour to all stakeholders and a collective accountability is developed between students, staff and parents. Trauma Training strategies and initiatives implemented effectively across whole school by staff to ensure effective management of disadvantaged students and reduce the number of incidents escalating to crisis points.
Parents of disadvantaged students engage more frequently and positively with school	Increase attendance of parents of disadvantaged students to parents' evenings and whole school reward

helping students to have an increased rate of progress and higher attendance	events. Parental events to centre on activities that will have a direct impact upon parent's ability to help their children with their learning. Implement Learning Parent Partnership Award Action Plan in preparation for re-accreditation.
Increase aspirations and progression routes for disadvantaged students	100% of year 11 disadvantaged students to secure a positive destination for post 16. Increase the numbers of disadvantaged students pursuing level 3 courses from last year. Ensure disadvantaged students take part in a range of career opportunities. Raise aspirations through careers using the Gatsby Benchmarks. Careers advisor engages with all disadvantaged students, ensuring access to 1-1 meetings for students and parents are available.
Increase the number of disadvantaged pupils taking part in extra-curricular activities, visits and trips	Percentages of disadvantaged pupils involved in extra curricular activities and/or external trips and visits increases.
There is effective support in place to support children's social, emotional and mental health needs.	Pastoral support records reflect the provision needed to meet children's identified needs. Increased positive behaviour rewards, improved attendance and reduced suspension data demonstrating the impact of effective pastoral care.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further improve 'Quality First Teaching' across school. Targeted CPD for all staff; peer	Quality first teaching will have the biggest impact on students' daily experience in school and will make a significant contribution to their progress. 2011 Sutton Trust report	1,2, 3, 4

collaboration / sharing good practice. Recruitment of high quality practitioners	estimates that Pupils receiving high quality teaching gain 1.5 years of learning, compared to 0.5 years with poorly performing teachers.	
To improve quality of teaching and engagement of students through use of checking for understanding, development questioning and strengthening of universal offer. CPD for all teaching staff	The EEF key principles identify that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF research and evidence has shown that 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' Furthermore, the Sutton Trust 2024 report makes it clear that teaching is the cornerstone to closing the attainment gap Closing the attainment gap - The Sutton Trust	1,2, 3, 4
To ensure high quality marking, assessment and feedback to access gaps in learning. MAD time focused to pinpoint areas of development. Disadvantaged students' books should be prioritised for marking. 'SAM' approach – Seating Plan, Ask, Mark has a disadvantaged focus. Ensure disadvantaged have access to e-learning.	The Education Endowment Foundation (EEF) finds that high-quality feedback is one of the most effective and cost-efficient ways to improve pupil attainment, adding, on average, +6 months of additional progress per academic year. This WCHS strategy is not about 'marking more', but mark better," ensuring workload is manageable and feedback actively drives pupil learning.	1, 2, 3, 4
Improving levels of literacy and numeracy across school in all subject areas. Adopted 'WAARA' (We Are A Reading Academy) Whole-School reading policy (DEAR). Ensure students engage in Reciprocal Reading during lessons and form time Regular	The EEF Teaching and Learning Toolkit states that, 'on average, reading comprehension approaches deliver an additional six months' progress.' Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with 1,2,3,5 9 This	1, 2, 3, 4, 6, 8

use of the library in lesson time and recreation time and after school	will be achieved through our whole school reading initiatives (such as DEAR, form time reading, reciprocal reading and paired reading) alongside staff CPD on pre-teaching vocabulary and how to adapt teaching to support a range of reading ages. attainment in maths and English: wordgap.pdf (oup.com.cn) Dixons Kings Academy identified in their EEF case study that ‘a particular focus on developing pupils’ vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socioeconomic status.’	
Strategic seating plans to be implemented through Class Charts to identify disadvantaged students in all classes, as well as reading ages, SEND needs and Prior Attainment. This will ensure seating plans are continuing to be used by identifying the level of PA and seating partners in groups to support effective learning. This will also enable the effective deployment of Teaching Assistants (TA's) to smaller key groups.	Effective and strategic seating plans ensure all students actively engaged and are supported. To ensure appropriate levels of challenge in lessons, especially for PP students. Focus on challenge and high expectations in teaching and learning. Every student known and valued. All staff know who the PP students are and can focus on them well in lessons, in feedback, in homework setting and in rewards and parental communications	1, 2, 3, 4
Ensure appropriately challenging homework and extra materials. Purchase of additional resources for GCSE subjects, ensuring equal access to course materials,	Raising attainment and progress of disadvantaged students, ensuring increased and appropriate work ethic and independence as well as ensuring access to learning and support materials and resources beyond the classroom and school day.	1, 2, 3, 4, 6

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group teaching of Maths and English to low prior-attaining students and those needing significant catch-up.	EEF toolkit shows a 4+ month improvement as a result of small group tuition. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
We Are A Reading Academy (WAARA) to include: • Enrichment activities • Poetry day • Reading rewards • Subsidising students home reading materials • Use of targeted literacy intervention, Lexonik	EEF Toolkit shows a +4- month improvement as a result of literacy and numeracy intervention:	1, 3, 6

Regular NGRT tests		
Targeted after school provision and intervention programmes including 'Period 6' lessons on a termly carousel for all GCSE core and option subjects, including half termly revision sessions. Attendance to P6 lessons monitored and analysed to ensure students are accessing the provision effectively in liaison with parents/carers to support. Curriculum Interventions identified through class/subject tracker analysis are deployed in curriculum time, form time, before and after school provision by all curriculum areas to increase progress of students DOC/HOC link manager meetings	Targeted interventions with specialist subject teachers to support students at risk of not making expected progress in GCSE subjects. Accurate identification of students and their needs using tracker information and internal assessment data. EEF evidenced small group tuition to have 'moderate impact for moderate cost' resource which can accelerate student attainment by up to 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 6, 8

demonstrate shared approaches in each curriculum area to identify best practice and which support has made the most impact.		
Use of external providers to support students with their study skills and revision techniques. Educational workshops are provided to inspire empowered learning by supporting students to become resilient, confident and creative individuals.	EEF evidenced targeted one-to-one and small group tuition to have 'moderate impact for moderate cost' and is an effective strategy to improve progress. Practical techniques and workshops provide 'increased information retention and improve exam performance for students to become effective lifelong learners.'	1, 3, 8
11 students receive personalised 1-1 mentoring support from the Senior Leadership Team (SLT) and Y11 Pastoral Team to evaluate students' progress and aspirations. This is completed by the Year 11	According to the EEF Mentoring Guide , pairing pupils with dedicated mentors yields, on average, an additional two months' progress in academic attainment per academic year	1, 3, 4, 7

Parents' Evening and following the Power to Perform parental events. This includes targeted students receiving specific intervention through mentoring programmes to monitor student progress on a weekly basis in all subject areas. Current progress and next steps are identified to ensure progress is made at key times of the academic year.		
Tracker Analysis Interventions completed for all year groups at two identified points in a year to evaluate the strengths and areas of improvements of students, including attitude to learning. Curriculum and pastoral interventions in place to	EEF evidenced effective assessment and feedback as being 'integral to teaching' by ensuring students know where they are, where they need to be and how to get there. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 3, 4, 7

reward high attaining students, as well as intervention implemented to monitor progress in liaison with parents/carers . All subjects and Year 11 teachers create Year 11 marginal gains plans, highlighting disadvantaged pupils. Year group analysis is completed by the SLT, SENDCO and Pastoral lead to triangulate actions and strategies that are being put in place.		
Teaching Assistants effectively deployed in classrooms to support identified students with their learning under direction of subject specialist classroom teachers. Teaching Assistant support will impact on the majority of our disadvantaged students when working	EEF evidenced effective deployment of teaching assistants can 'accelerate the progress of students by an average of four months,' whilst supporting their social, emotional and mental health in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 4

across small groups or one-to-one support.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance rates of our disadvantaged students and narrow the attendance gap to our non-disadvantaged students, as well as reducing the risk of students Not in Education, Employment or Training (NEET). Attendance Support Officer and Pastoral team, Senior Leadership Team link and Form Tutors work alongside external agencies and families to implement an intervention system with priority for vulnerable and	Attendance to school directly correlates to achievement and progress. If attendance rates are lower for disadvantaged students than others, they are unlikely to make the same progress in the classroom due to lost learning time with subject specialist teachers. This will be monitored through weekly attendance figures and tracker analysis to demonstrate the impact of lost learning on progress and achievement in exam performance and end of module assessments.	1, 2

disadvantaged students. Attendance Matrix used to identify level of support needed and use of 'hot spot' interventions, parental meetings and home visits to target our most vulnerable and disadvantaged students and engage parents in supporting attendance to school. Attendance network meetings involving all Pendle Schools are held on a half termly basis to share good practice, strategies used and plans for implementation shared. Involvement in the DfE Attendance. Use of rewards to engage and motivate students on a weekly and termly basis, including; form rewards, individual certificates, half termly 100% attendance		
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rewards, and improved attendance rewards		
Reduce the number of disadvantaged students who are Persistently Absent (PA) by utilising the Academies attendance report systems to identify PA students and ensure all students who are PA, or are at risk of PA, have appropriate interventions in place including the use of pastoral provision in school, external agency support, School Nurse support, etc.	By breaking the cycle of PA/SA and getting disadvantaged students, who are persistently/severely absent from school, in to school will improve learning, progress, social skills and enhance life chances. Less chance of these students becoming NEETs.	1, 2
Supporting access to the wider curriculum to ensure PP students enhance their cultural capital needed to be successful. Specialised programmes which are targeted at students with specific Emotional well-	EEF evidence suggests students will make better progress in their learning if they are positively engaged in their subject lessons. Class Charts Dashboards utilised to monitor key cohorts identified in each year group who are disaffected in their learning and support strategies in place to improve behaviour and attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour BFCitC evidenced impact of support across schools engaging in the programme have experienced a reduction rate in negative thoughts and self harm, as well as improved mood and success in achieving personalised SMART targets.	3, 4, 5

being of PP children met. Identified children to be given one to one counselling to support their emotional health and wellbeing. BFC behaviour mentor and/or BFC well-being mentor School counsellor behavioural issues., Approaches to developing a positive school ethos or improving discipline across the whole school and focus on managing the environment. LA enhanced offer to provide EBSA training for pastoral staff top provide support for key students.		
Provision of basic uniform, resources and equipment to ensure equality of opportunity. Breakfasts provision as appropriate.	Removing the barriers to learning.	6
Focus on effective	EEF evidence suggests students will make better progress in their learning if they are positively engaged	1, 2, 3

behaviour management and consistent application of the academies behaviour policy. Initial support for concerns with a clear tiered and staged approach. Bespoke strategies in place to reduce repeat negative behaviours of key students. Behaviour and SEN Support Plans to target our disadvantaged students in order to utilise effective in school and external support available through Class Charts and Provision Maps Reduce use of 'On Call' and Internal Exclusion (IEC) for our disadvantaged students to narrow the gap to other students. Reduce the number of our disadvantaged students receiving	in their subject lessons. Class Charts Dashboards utilised to monitor key cohorts identified in each year group who are disaffected in their learning and support strategies in place to improve behaviour and attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
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suspensions from school. Pastoral Year Leads (PYLs) work alongside SLT to support student behaviour and wellbeing across all year groups. External Agency support deployed for key disadvantaged students. Weekly meetings between DSLs and Attendance Officer provide opportunity for specialised advice to be drawn upon and a plan for strategies to be implemented effectively. Targeted use of Turning Point and Intervention strategies, including the use of passes to provide time out of lessons, personalised support timetables, positive mentoring,		
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development of social skills, anger management sessions, etc. Bespoke behaviour interventions and alternative provision to support key students.		
Trauma Training CPD to promote understanding and strategies to support our disadvantaged and most disaffected students.	Staff are trained effectively to support students with their mental health and well-being, as well as developing their ability to identify concerns and confidentially liaise with key safeguarding staff in school. This allows for effective communication with parents/carers to ensure in-school support and external provision is accessible when required. https://educationblog.oup.com/uncategorized/wellbeing-the-importance-of-professional-development	3, 5
Broad range of extra-curricular provision, clubs and sports fixtures available for disadvantaged students to access on a daily basis, providing opportunities for students to gain lifelong experiences and the chance to represent our academy by demonstrating the values and ethos expected by our Academy. Breakfast	EEF's literature review on non-cognitive skills suggests that 'character-related approaches can be most effective for improving attainment when they are specifically linked to learning.' https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	1, 2, 6, 8

Club provision accessible every day to provide breakfast and an opportunity to speak with staff and positive role models in school. Trips provided locally and nationally to raise the 'Cultural Capital' of our disadvantaged students. We ensure that all pupil premium students are able to attend a minimum of one trip per year as well as reward events half termly Duke of Edinburgh Bronze Award available to complete in school alongside a specialist trained staff, with our disadvantaged students supported in the provision of transport and equipment used. Artsmark Award being		
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pursued, to provide support for students to fulfil their creative potential and access high quality cultural experiences. Y6 Transition events held each year to provide opportunities for disadvantaged students to positively engage in their progression from primary to secondary education. In school PD delivery – validated by Excellence in Pupil Development Award		
Careers Advisor provides specialist support and advice to all key stage 4 students, including a priority towards disadvantaged students who are most at risk of having low career aspirations. One-to-one	EEF evidenced the importance of effective careers advice and provision in school to raise the aspirations of disadvantaged students https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match	1, 2, 4, 7, 8

tailored meetings completed, including the opportunity for parents to discuss their child's career pathways at parents' evenings. Y10 students engage in the work experience during the Summer Term to develop their work- based skills and experience in the workplace		
Leading Parent Partnership Award (LPPA) held by the Academy demonstrates our commitment to working and communicating effectively with our students and families, including our most disadvantaged students. This includes providing information on school events and successes which our disadvantaged	EEF evidenced 'parental engagement had a positive impact on average of four months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7

d students are involved in.		
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Total budgeted cost: £ 175,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strategy Aim	Strategy Target	Outcomes
Attainment	To improve attainment for disadvantaged pupils	A8 gap narrowed to 11.3 between WCHS Disadvantaged and WCHS non-disadvantaged. A8 Narrowed 5.5 against National Non-disadvantaged. Narrowing the gap for Disadvantaged students achieving En and Ma 4+ 11.7% increase in attainment 4+ En and Ma
Attendance	Improve rates of attendance for disadvantaged students	2024-25 FSM attendance 80.0% (7.4% gap to WCHS attendance and 6.8% gap to national FSM) PA for FSM 60%
Extra-curricular	Improve disadvantaged uptake of extra-curricular activities	48% participation rate in extra-curricular – 39% PP

Externally provided programmes

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

Programme	Provider
BFC in the Community (Counselling)	Burnley Football Club
BFC Inspires	Burnley Football Club
Impact Ed attendance project	Impact Ed
Lexonic LEAP & phonics programme	Lexonic

