

Learner Premium Strategy

2024-26



Learner Premium Strategy Statement

This statement details our school's use of learner premium (and recovery premium for the 2024 to 2026 academic year) funding to help improve the attainment of our disadvantaged learners.

It outlines our learner premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of learner premium had within our school.

SCHOOL OVERVIEW

DETAIL	DATA
School name	West Lea School
Number of learners in school	464
Proportion (%) of learner premium eligible learners	52%
Academic year/years that our current learner premium strategy plan covers	2024-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Governing Board
Learner premium lead	Angela Poplar
Governor / Trustee lead	Fr Nigel Asbridge

FUNDING OVERVIEW

DETAIL	AMOUNT
Learner premium funding allocation this academic year	£233,845.00
Recovery premium funding allocation this academic year	£85,189.00
Learner premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£319,034.00

Part A: Learner Premium Strategy Plan

STATEMENT OF INTENT

Our aim is to continue to build a strong sense of belonging across our entire school community. Which extends to learners, our people, and families.

Learner belonging: to continue to create an environment where all learners feel a strong sense of belonging, enabling them to build and maintain meaningful friendships, discover their talents, and effectively communicate their wants and needs. Breaking down barriers for learners to flourish.

People belonging: to develop our culture where all our people, regardless of their role, feels valued and integral to the learning community, with the skills, confidence, and tools to effectively support the diverse needs of our learners while nurturing their own professional and personal growth.

Parent & Carer belonging: to establish a network of support that reduces isolation among parents, providing them with opportunities to connect with peers, share experiences, and collaboratively navigate challenges, ensuring they feel engaged and included in their child's educational journey.

West Lea is proud to be a member of The Enterprise Cooperative Trust (ECT) – a partnership of likeminded schools, charities, community groups and businesses, providing a holistic education which goes beyond academic achievement. Enterprise Cooperative Trust has a collective vision to improve education and life opportunities for all children and young people in Enfield. It challenges the 'status quo' by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and into the future.

We are on a mission to make lasting change and impactful opportunities for children and young adults in Enfield with special educational needs. Our purpose unites and drives us in equal measure. Put simply, it is who we are, what we do, and why we do it.

CHALLENGES

FLOURISHING PEOPLE = FLOURISHING PUPILS = FLOURISHING COMMUNITIES

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1: People belonging	<p>A key challenge is ensuring consistency in the opportunities for support staff to grow and develop as integral members of the class team.</p> <p>To embed inclusive practices that meet the needs of our most disadvantaged learners, we must invest in all staff through meaningful professional development. Creating a culture of collaboration and continuous learning not only strengthens classroom practice but reinforces a shared sense of purpose and belonging among staff.</p>
2: Learner Belonging	<p>A high proportion of our learners' experience communication difficulties, which can significantly impact their ability to express their thoughts, opinions, and needs. These communication barriers can place them at a disadvantage, limiting their ability to be heard and understood.</p> <p>It is essential that we equip our learners with the right tools, support, and opportunities to develop confidence in self-expression and self-advocacy. For many of our learners, forming relationships and engaging meaningfully with their peers—both in and beyond the classroom—can be a significant challenge.</p> <p>To create a true sense of belonging, our class teams require additional support in creating environments where every learner can actively communicate and feel heard.</p> <p>Furthermore, we recognize that not all learners have equal access to a broad range of enrichment opportunities due to financial constraints and accessibility barriers. Breaking down these barriers is central to our strategy, as we are committed to ensuring that all learners, regardless of their background or individual challenges, have access to enriching experiences that enhance their</p>

	confidence, strengthen their sense of belonging, and prepare them for life beyond school.
3: Parent & Carer Belonging	<p>A key challenge for many parents/carers is feeling connected and supported throughout their child's journey. Building peer networks can be difficult, leading to feelings of isolation. Without a strong support system, navigating the complexities of their child's needs can be overwhelming.</p> <p>Consistency between home and school is crucial in reinforcing the strategies that support each learner's development. This can be challenging due to barriers such as time constraints, financial pressures, and limited access to specialist resources.</p> <p>To truly empower our families, we must create opportunities for meaningful engagement, peer support, and shared learning, creating stronger connections between school and home.</p>

INTENDED OUTCOMES

INTENDED OUTCOME	SUCCESS CRITERIA
1: People Belonging	
<ul style="list-style-type: none"> • Connected Learning Community – All staff, regardless of role or hierarchy, feel valued and connected within a strong learning culture. • Empowered Staff Through Enquiry-Led Development – An enquiry-led approach to professional development equips staff with the skills and confidence to better support learner needs. • Reflective Practice and Professional Growth – Staff engage in continuous reflective practice, creating a culture of learning and improvement. (P4P) • Trauma-Informed Practice – Staff develop a shared language and strategies to support learners with empathy and deeper level of expertise. 	<ul style="list-style-type: none"> • Positive feedback from our people on the sense of community and value within the organisation collected via surveys or our people forums. (Gallup & IIP) • Evidence of improved communication opportunities for learners across the curriculum. Assessed through observations. • Increased our people participation in CPD sessions, with measurable outcomes such as improved teaching practices or innovative contributions to school projects and good practice shared. • Application of trauma-informed practices by our people, with feedback indicating greater confidence and capability in supporting and understanding the most disadvantaged learners needs.

2: Learner Belonging

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| <ul style="list-style-type: none">• Developing Communication
- Learners are equipped with communication tools and strategies to articulate their wants and needs effectively.• Building Friendships:
Learners build and maintain meaningful friendships, developing a supportive peer network.• Discover and nurture talents - A programme of enrichment activities enhances the curriculum and provides opportunities for learners to discover and develop their talents.• Community Participation - Learners feel a sense of belonging in their wider community through meaningful experiences of work opportunities.• Provision adapted to meet learner needs - Our people are trained to adopt trauma-informed approaches, increasing their awareness, and understanding of the needs and contexts of learners.• Improved mental health and wellbeing of learners through therapeutic interventions. | <ul style="list-style-type: none">• Increased learner participation in enrichment activities.• Positive feedback from learners on their ability to communicate their needs and build friendships (e.g., through surveys or focus groups, observations, learning walks)• A rise in the number of learners completing satisfactory, meaningful work experience placements.• Improved our people confidence and application of trauma-informed practices in classroom and pastoral interactions, as evidenced by CPD evaluations and observations.• Learners are involved in therapeutic offers which has an impact on regulation and progress. |
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3: Parent & Carers Belonging

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| <ul style="list-style-type: none">• Stronger Peer Networks – Parents and carers feel less isolated through established peer support networks, sharing experiences and advice.• Access to the Right Support – Families connect with relevant services, external agencies, and local networks for guidance and opportunities.• Empowered Through Support & Training – The Parent Support Advisor and targeted training equip families with effective strategies, ensuring consistency between home and school.• Collaborative Goal-Setting – Parents and carers co-produce meaningful LPLP targets with staff, ensuring personalised learning pathways that reflect their child's specific needs and aspirations.• Active School Engagement – Parents and carers contribute their knowledge and expertise, strengthening their connection to the school community and fostering a culture of partnership. | <ul style="list-style-type: none">• More parents & carers attending school events and support sessions, with attendance numbers tracked and increasing over time.• Parents and carers reporting that they feel more supported and less isolated through feedback, surveys, and participation data (progress meetings)• Peer support networks being set up and used regularly by parents (e.g., through parent-led groups, forums, or community events).• PLP targets for children being co-created with parents and carers and reviewed regularly, with visible progress made with regards to personal development/PFA.• Parents and carers accessing support through effective signposting via our Parent Support Advisor.• • Parents and carers are trained in communication strategies report greater confidence in supporting their children at home, with feedback indicating improved consistency between home and school approaches. |
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ACTIVITY IN THIS ACADEMIC YEAR

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

TEACHING

BUDGETED COST: £105,312.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>Run an enquiry led CPD programme that incorporates trauma informed practice & communication strategies to develop a deeper understanding of learner needs and how to best meet them.</p> <p><i>This Support learners to be able to communicate and be advocates for themselves as well as empowers our people to better understand learner needs. It also creates a strong learning</i></p> <ul style="list-style-type: none"> Teachers and class teams completing an enquiry led approach, research based CPD project throughout the year. Building a total communication strategy to support learners across the school. To provide professional development for teachers to support communication development Mentoring and coaching for teachers and class teams to use the <i>Voice 21 strategies</i> across the school Private SALT to upskill class teams around communication strategies. <p>Enhance strategies for providing work experience within the curriculum to encourage active participation in their community.</p> <ul style="list-style-type: none"> Work Experience and TSI (Technical and Skills Integration) training for HLTA/TAs. Increased and more varied employer encounters for learners across the school. More opportunities for experiences of work to be part of the whole curriculum. Provide travel training for learners to develop the skills and confidence to become independent travellers. 	<p>EEF research highlights the Regular opportunities for our people dialogue and CPD provides a reflective approach which in turn influences positive change that benefits both our people and learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</p> <p>Employer engagement in education</p> <p>https://d2tic4wvo1iusb.cloudfront.net/products/guidance/Employer_Engagement_in_Education.pdf?v=1733277971</p>	1,2,3

<ul style="list-style-type: none"> Enhance QA process to ensure placements for WEX are of good quality and are relevant to the likes and skills of our learners. 		1, 2
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TARGETED ACADEMIC SUPPORT

BUDGETED COST: £65,864.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>Therapeutic offer to support the wellbeing and emotional health of learners.</p> <ul style="list-style-type: none"> Everyone loves music's interventions sessions. Singing & Music interventions Face front drama therapy Forest School. Talking therapy Art therapy 	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	2

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

BUDGETED COST: £151,260.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<ul style="list-style-type: none"> To strengthen the curriculum trips plan. Families to have support towards residential opportunities. Trips as part of our curriculum offer are funded. Residentials are funded for those who cannot afford it and subsidised (50%) for all: 	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) LAC learners given placements on trips.	2
<ul style="list-style-type: none"> To offer a varied number of clubs/activities after-school and during unstructured times at each campus. To give learners the 	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,2

<p>opportunity to develop interests and talents.</p> <ul style="list-style-type: none"> o Dance, football, drama, art, signing, bocca, cricket, <ul style="list-style-type: none"> • Enriching and broaden the learner's curriculum beyond the classroom, offering activities which allow the learners to develop new and different skills. Providing opportunities, they may not otherwise be able to access. (wow weeks). 		
<p>Clear and consistent communication channels with parents and carers are continued to be established, strengthened, and maintained. Improved collaboration between school and families to support well-being and engagement with their child's learning.</p> <ul style="list-style-type: none"> • Implementation of parent app for communication. • Parent engagement sessions • peer groups & coffee mornings. • Parents Liaison officer to support. (felix - food deliveries) 	<p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1733343619</p>	<p>1,3</p>

TOTAL BUDGETED COST: £322,436.00

Part B:

Review of outcomes in the previous academic year

Learner premium strategy outcomes

TEACHING

EVIDENCE /IMPACT
<ul style="list-style-type: none">• Research undertaken into Voice 21 and oracy strategies informed school-wide approaches to developing learners' communication skills.• Increased opportunities for learners to express themselves in lessons, school activities, and the wider community.• learner's access to home reading was monitored, identifying those struggling to access books. Learners received additional support through small groups during guided reading or reading practice.• Increased reading engagement among targeted learners, improved reading fluency, and better comprehension skills.• A continuous review of reading materials across campuses ensured resources were cross-curricular, engaging, and age-appropriate.• Reading resources were aligned with learners' interests, abilities, and curriculum needs to promote motivation.• Improved access to diverse and relevant reading materials, increasing learner enthusiasm for reading across subjects. Learners recognise themselves in the texts that they are reading.

TARGETED ACADEMIC SUPPORT

EVIDENCE / IMPACT
<ul style="list-style-type: none">• Development of sensory learning environment. Outside learning spaces and forest school. Sensory learning. CPD development of breaking down barriers to support learners needs seen in lessons.• To deepen the subject knowledge for our people with the support of specialist consultants in English and Maths and specialist CPD for Lead Teachers was organised. The MTP were more tailored to meet the needs of the learners.• Deploying the extra support via our Teaching Assistants to offer more targeted small group work to our disadvantaged cohort, for example, using phonics intervention /catch up groups <p>Please see feedback from Ofsted May 23: <i>'Teachers deliver the new curriculum with confidence. They have a strong understanding of the subjects they teach. They plan opportunities for learners to revisit what they have previously learned. They explain new concepts clearly with a focus on subject vocabulary. Teachers carefully help learners to explore new concepts. For example, learners studying art in Year 10 and Year 11 made pinch-pots from clay. They explored a variety of artists and techniques to inform their own designs.'</i></p>

HEADLINE READING/PHONIC DATA: Our learners are making progress in reading

Year 9 Reading/Phonic data

	Autumn 2024	Autumn 2023	Autumn 2022
No in cohort	55	49	40
Foundation	0 9%	0 4%	2 5%
Phase 2	5 9%	2 4%	5 12%
Phase 3	5 9%	7 14%	3 7%
Phase 4	7 13%	10 19%	6 15%
Phase 5	6 10%	5 10%	11 27%
Guided Reading	32 58%	25 49%	13 32%

- No learners on Foundation in 2024 or 2023
- Increase in Learners at Guided Reading Level (32% 2022 to 58% 2014)

Year 9 Reading/Phonic Pupil Premium data - Autumn 2024

	All (55)	PP (35) 64%	NPP (20) 36%
Foundation	0	0	0
Phase 2	5 9%	3 9%	2 10%
Phase 3	5 9%	2 6%	3 15%
Phase 4	7 13%	3 9%	3 15%
Phase 5	6 10%	5 14%	2 10%
Guided Reading	32 58%	22 62%	10 50%

- Higher number of Pupil Premium learners at Guided Reading than Non-Pupil Premium

Year 6 Reading/Phonic Data

	Autumn 2024	Autumn 2023	Autumn 2022
No in cohort	24	29	17
Foundation	4 16%	1 3%	3 17%
Phase 2	7 29%	7 24%	6 35%
Phase 3	1 4%	11 38%	2 12%

Phase 4	3 12%	4 14%	2 12%
Phase 5	3 12%	3 10%	4 23%
Guided Reading	6 25%	3 10%	0

- Guided reading now up to 25%
- We now have an established reception class that explains numbers in foundation and phase 2 from Autumn 23.

Year 6 Reading/Phonic Pupil Premium Data – Autumn 2024

	All (24)	PP (13) 54%	NPP (11) 46%
Foundation	4 16%	3 23%	1 9%
Phase 2	7 29%	6 46%	1 9%
Phase 3	1 4%	0 0%	1 9%
Phase 4	3 12%	1 8%	2 18%
Phase 5	3 12%	2 15%	
Guided Reading	6 25%	1 8%	5 46%

- 66% of Pupil Premium Learners at Foundation or Stage 2 as opposed to just 10% of Non-Pupil Premium Learners. This indicates an impact of deprivation at Early Years and so the importance of the Phonics Programme.

WIDER STRATEGIES

EVIDENCE / IMPACT

- We continue to monitor the wellbeing of our learners in order to break down the barriers to learners and will continue to do this.
- Learners' wellbeing is being met via the different support in house meaning the school only use external services when necessary
- This has been extremely positive and will continue over the years to support learners over time.
- Only certain learners attended residential last year due to finances and restrictions, the school are in the process of ensuring parents are aware that residential are an extended part of our curriculum.
- Key year groups will attend residential, Year 6, Year 9, Year 11 and Year 12.
- Introduced a range of targeted therapeutic strategies to address barriers to learning caused by SEMH, sensory and global delay needs.
- Implementation of behaviour mentors to run check in clinics with young people.
- Targeted support workshops to work on issues that are concerning the young person. To build relationships with learners.
- Improved engagement in learning, reduced incidents of disruptive behaviour, and positive feedback from learners and our people on the effectiveness of interventions.
- Deliver high-quality professional development for all our people, equipping them with skills to de-escalate challenging situations effectively and minimize lost learning time.
- Reduced instances of escalations requiring external interventions, fewer disruptions in the classroom, and increased confidence among our people in handling challenging behaviours.
- Provide access to support and therapeutic workshops and other group or individual talking therapies to help learners address and overcome emotional challenges.

Enrichment activities are planned to help learners gain confidence and develop increased independence. Learners take part in regular educational outings and residential stays. All learners in Year 10 complete the Duke of Edinburgh's Award. They plan and undertake expeditions and volunteer in their community. Learners in the sixth form plan educational city breaks. They book transport and accommodation and consider the places they want to visit. (Ofsted May 23)

EXTERNALLY PROVIDED PROGRAMMES

PROGRAMME	PROVIDER
PRICE (Protecting Rights In a Caring Environment)	Our people internally trained to deliver training

Further information

The planning of our new learner premium strategy has taken into consideration the needs and growth of the school. We are dedicated to supporting our learners by breaking down barriers to education and promoting independence and well-being. Through an enquiry-led approach, trauma-informed practices, and a total communication strategy, we want our people to have the tools and training needed to meet learners' needs effectively.

Work Experience (WEX) needs to be fully embedded into the curriculum, with increased employer engagement and training for staff to provide meaningful real-world experiences in school but also prepare learners for when they go into the workplace. Continue to support learners to become independent travellers and ensure placements match their interests and goals, with learner voice central to the process.

Our therapeutic offer includes pastoral mentoring, music interventions, and activities like Forest School to promote emotional well-being. We encourage reading for pleasure through diverse book collections, electronic library systems, and WEX opportunities linked to library management. Trips, residential, and after-school clubs enrich the curriculum, offering learners opportunities to explore new skills and interests. Strong collaboration with families is key. With guidance from research and experts, we continuously refine our strategies to achieve the best outcomes for our learners

This Pupil Premium document remains under ongoing review as we strive for excellence. In partnership with the London Borough of Enfield and Marc Rowland, a leading advisor for improving outcomes for disadvantaged learners, we are dedicated to optimising our learner premium spend to effectively meet the diverse needs of our learners.



community
kindness
learning for life
innovation **inclusion**