

Pupil Premium Strategy Statement for WFA

Summary information					
School	WFA				
Academic Year	18-19	Total Expected PP budget	£387,832	Date of most recent PP Review	2018
Total number of pupils on roll	1340	Total number of pupils eligible for PP	403	Date for next internal review of this strategy	February 2019

Pupil Premium Breakdown				
	Total on roll (PP)	In care	CUPS	SEN
Year 7	89	1	41%	8%
Year 8	93	1	35%	7%
Year 9	70	1	N/A	5%
Year 10	71	1	N/A	12%
Year 11	63	-	N/A	6%

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Numeracy skills, Literacy skills and chronological reading ages
B.	Social-economical and behavioural constraints

External barriers *(issues which also require action outside school, such as low attendance rates)*

A.	Parental Support
B.	Material Support

1. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Increased and consistent attendance of PP pupils	Attendance is in line with whole academy and previous year attendance.

B.	Improved literacy skills and chronological reading ages hence increased performance in ALL subjects	Reading ages improve, internal data shows improvement validated by the QA process, pupils have the ability to write effective curriculum and exam answers.
C.	Improved outcome (attainment and progress)	Attainment and Progress improve by at least 15% percent
D.	Improved numeracy skills and hence increased performance in ALL subjects	Numeracy ages improve, internal data shows improvement validated by the QA process, pupils have the ability to write effective curriculum exam answers.
E.	Parental engagement is more supportive of the academy	Increased participation by parents at academy events.

Planned Intended Outcomes and expenditures

Academic year **2018-9**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved knowledge of how to teach PP pupils	CPD focus to increase staff knowledge of effective interventions	EEF research states that good feedback is the most effective intervention for improving progress	Staff CPD sessions are organised by SLT lead	JBI/SLT	Throughout the year
Improved knowledge of how to teach PP pupils	Staff CPD to have a PP focus to include how to interpret data	Staff understanding of data and the gaps	Staff CPD sessions are organised by SLT lead	JBI	Half termly data drop through the year. On going
Improved knowledge of how to teach PP pupils	Department budgets to have allocated % to be spent directly on PP pupils	Effective intervention strategies will be employed by all staff	SLT LM meetings to have PP agenda item	JBI/STAFF/SLT	The RAG the impact of the spend on progress
Improved knowledge of how to support PP pupils	Peer mentoring	Pupil to pupil support to break down barriers	CPD session planned for January and evidence to follow through	All Staff	February 2019

Improvement of Quality First Teaching	Targeted CPD with the GAT Learning Alliance	High quality CPD by trust champions and external providers	Through subject review/lesson observations, departmental CPD plans to increase the % of good or better lessons and PP pupils making good progress	JB/All Staff	Ongoing
Staff fully aware of PP progress within their lessons	Teaching staff PDR target to focus on progress of all pupils to encompass PP	Staff focus on progress will drive intervention within lessons and allow for early identification for out of lesson intervention	JBI lesson Drop, meetings with HOD/SLT	HOD/All Staff	Half termly data drop through the year

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance in line with the academy target to be in line with national average	Attendance officer to directly work with the PP pupils whose attendance falls below 95%	Poor attendance negatively affects attainment	SED and Attendance Staff has logged intervention records with each pupil who falls into the category and we see an improvement in attendance	KS leaders RWA, attendance and welfare team	Weekly
Increased knowledge of PP attendance with all stakeholders	Attendance officer to share knowledge of interventions and outcomes with HoY and Welfare staff	Understanding of individual pupils and their barriers to attendance	Minutes of meetings, improved attendance and reduced PA	KS leaders, attendance and welfare team	Weekly
Increased knowledge of PP attendance with all stakeholders	Attendance officer to share knowledge of interventions and outcomes with parents	Understanding of individual pupils and their barriers to attendance	Minutes of meetings, improved attendance and reduced PA. Parents become proactive in increasing attendance of their child	KS leaders RWA, attendance and welfare team	Weekly
Improved attendance in line with the academy target	Uniform given to all PP pupils in all years who need uniforms. Proactive contact	Pupils are dressed appropriately and can attend the academy feeling confident and happy in their appearance	High level of attendance and intervention in place via attendance officer if falls below expected target	KS leaders SED, attendance and	Weekly
Improved attendance in line with the academy target	Provision of a breakfast club	Pupils are ready for learning as they have been fed and watered	Breakfast club is staffed and well patronised.	KS leaders SED, attendance and	Weekly attendance figure
Improved literacy skills and reading ages	Appointment of Lead practitioner English Specialised on intervention	Co-ordinated delivery of the literacy development of PP pupils	Clear targets, intervention packages	Mrs Gipki Literacy Team, All staff	Termly via AR results
Improved literacy skills and reading ages	Subscription and delivery of Accelerated reader	Low reading ages	Mapped into the Curriculum	, All staff	Termly via AR results
Improved Numeracy skills	Numeracy learning mentor	Co-ordinated with HOD delivery of the numeracy development of PP pupils who are underachieving	Clear targets, intervention packages	HOD and tutors Intervention leaders	Each data entry point

Improved Numeracy skills	Power of 2	Co-ordinated delivery of the numeracy development of PP pupils. 1:1 delivery	Targeted intervention data driven from HoD and Dept meetings	HOD and tutors Intervention leaders	Each data entry point
Improved outcomes in English and Maths	Intervention staff for English and Maths	Maintained expected progress in core subjects	Curriculum mapping by HoD's to be discussed at LM meetings with SLT	HOD and tutors Intervention leaders	Each data entry point
Improved outcomes	Director of Achievement	PP pupils behind progress levels in range of key areas	Directors of Intervention will co-ordinate KS4/KS3 intervention based data capture	HOD and tutors Intervention leaders	Each data entry point
Learning Mentors	Delivery of 1:1 or small group interventions for PP pupils	PP pupils behind progress levels in range of key areas	KS directors will co-ordinate based on intervention and data drop	HOD, Tutors and Intervention	Each data entry point
Improved knowledge of PP interventions	DoA and LM to keep WASP document	Suite of interventions to be tracked, recorded and evaluated	SLT LM meetings, improved academic results	HOD, Tutors and Intervention	Half termly Data drop
Improved final outcomes	Small group intervention to be delivered by class teachers	Final outcomes indicate a lack of knowledge	Data analysis will create intervention list of pupils	HOD, Tutors and Intervention	Each data entry point
Raise aspirations	Careers support and Guidance	Director of Careers and external advisor supports pupils in guidance, option choices and knowledge of post 16 opportunities	Timetable of careers appointments to ensure all PP are given dedicated directed time as an individual	Mrs Ford All staff	Summer 2019

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP pupils have the ability to revise effectively	Purchase of revision guides for all subjects	Pupils, traditionally, do not have access to basic revision material	HoD to ensure delivery of guides. Improved exam results.	HOD, Tutors and Intervention leaders	February 2019
All PP pupils have the ability to revise effectively	Online Homework apps, access to Library	Pupils, traditionally, do not have access to IT provision and revision material	Pupils usage in homework clubs	HOD, Tutors and Intervention leaders	February 2019
Raise aspirations	Brilliant club, University visits	Raising aspirations and knowledge of post 16 proven to improve the desire to succeed and do well	Programme of trips and visits planned by the careers co-ordinator	HOD, Tutors and Intervention leaders	February 2019

Raise aspirations	"Prison me no way"	Use this programme to show pupils the reality of what happens if you get things wrong	Reduced number of NEET's	HOD, Tutors and Intervention leaders	Easter 2019
Raise aspirations	External speakers and guests on a variety of topics Involvement in Brilliant club	External agency's to work with all year groups to increase knowledge of careers, pathways and future opportunities	Planned sessions throughout the year – tutorial, assemblies, drop down days	JMA /all staff	Ongoing
Sharing of best practice	Collaboration with trust colleagues	Using the trust model of support and guidance to improve outcomes	Initial review, support and guidance with follow up QA	JMA /all staff	Ongoing
Improve confidence, self-esteem and resilience	Outward Bound Experience DHL	Allowing pupils to experience "out of education" opportunities to develop their ability to solve problems and work as a team will improve their confidence upon the return to school	Planned trips for all of years	SKE SED and all staff	Summer 2019
Pupils to be healthy	Breakfast club	Research shows that children learn best when they have had breakfast.	Throughout the academic year numbers of pupils recorded and progress tracked	February 2019	Ongoing
Diagnostic testing	GL Assessment suite	To fully understanding pupils start points and progress using an externally validated package	Regular use of the tests to monitor progress against teacher assessment	Data managers, All teaching staff	Ongoing
Music tuition	1:1 or small group lessons	Widening the opportunities for learning an instrument	The uptake of music lessons and progress	Mr Little	Ongoing

Planned Expenditure for 2018/19

The table below provides details on how we plan to use this funding for this group of students in 2018/19. Each intervention and its costs are set out within the Pupil Premium Action Plan. This will include details of where these costs have been posted within the Academy's accounting ledger. C/E = Costing Element

C/E	Intervention / Rationale	Staffing	Resources
1	Learning Mentors	£52,000	£4,000
	Learning mentors are employed to provide targeted support in the classroom and time to further improve progress and attainment in key subject areas		
2	Attendance Team	£24,000	£4,500
	The attendance team to operate a strategic and targeted provision to improve the attendance of PP students to be in line with all others / national. This may involve providing transport where necessary.		
3	Alternative Pathway		

	To support and accelerate progress, attendance and PD for PP students to catch up with their peers, combined with creative curriculum leader time to develop, implement and resource a curriculum model for disengaged students (6 out of 8 are PP)	£20,000	
4	Senior Leadership Time		
	Provision of time for all necessary meetings to coordinate a strategic approach to improve outcomes for pupil students, this will include termly tracking, RAB meetings, monitoring opportunities and interventions. The Director of PP to monitor the impact of all initiatives and adjust accordingly to maximise progress and attainment of disadvantaged pupils, as well as co-ordinate interventions and raise the profile of the PP needs	£6,800	
5	External curriculum intervention		
	To offer a literacy programme to year 7 pupils who have not yet reached age related expectations in reading or writing. To provide a TLM qualification to KS4 students		£10,000
6	Most Able Lead		
	To provide resources and support that will raise the outcomes of the most able pupil premium students in the academy to achieve their potential		£6,500
7	Mentor Program		
	Focus Forty / Golden Group (PP/HAPS); a program of individual mentoring for targeted year 11 students that are not making enough progress, ensuring they receive wrap around support and co-ordinated intervention		£250
8	Mathematics and English Withdrawal		
	Provide individual/small group teaching for English and Mathematics to assist students in making required levels of progress	£26,000	
9	External Provision		
	Funding a cohesive program of alternative provision for students. Develop strategies to build in house alternatives to exclusions amongst vulnerable students and those with behavioural issues. This includes the use of external providers such as Rushmere and Progress School.		£60,000
10	Home Tutoring		
	Online tools used to ensure students can access learning and additional resources e.g. MyTutor		£10,500
11	Rewards		
	Purple Points to reward pupil premium students for positive behaviour, attendance and progression, and to incentivise with prizes, certificates and vouchers		£2,500
12	Curriculum Support	£11,000	

	Additional and targeted provision from the Raising Standards Lead for students where the rate of progress is not as expected		
13	Clubs		£2,500
	Ensure participation in extra-curricular clubs including swimming, sports and expressive arts, Duke of Edinburgh planned		
14	Targeted Teacher Intervention	£18,000	
	Out of hours provision of subject specific tuition to pupils that are preparing for examinations in house and/or external teachers		
15	Diagnostic Tests		£2500
	Robust baseline testing for all students to ensure accurate and specialised assessments are provided to ensure specific support is delivered		
16	Tutor or Staff to be trained	£10,000	£2,000
	Provide dedicated on-site support for children with low literacy level and additional Dyslexic needs and individual mentoring; identified PP students with additional SEN are individually mentored.		
17	Independent Learning Centre	£7000	£1,000
	Increased wrap-around provision to support and engage vulnerable pupils with their studies and independent learning		
18	Social, Emotional, Spiritual and cultural		£7,000
	Delivery of high-quality experiences to develop students' social and emotional awareness, including Human Utopia and Prison, Me? No Way!		
19	DHL – Outward Bound		£3,000
	An extended opportunity for KS4 students to develop employability skills. PP students work alongside DHL mentors on a self-esteem program		
20	Trips		£12,000
	Ensure access to all curriculum trips to prevent social exclusion and offer breadth of opportunities to PP students such as University trips		
21	Year 7 opportunities		£5,000
	Ensure access to the Y7 trip to encourage team building, confidence, leadership skills which helps embed the expectations of Academy life, encouraging students to be responsible and independent.		
22	Music Peripatetic Lessons		£10,800
	Free instrument lessons for students who have played an instrument at primary school or show a particular ability during their time at the academy		
23	Pupil Support - Curricular		£32,000
	Uniform, Physical Education sports kit, essential revision guides, catering ingredients, calculators and stationary to remove any barriers to learning or attendance		

24	Pupil Support – Welfare	£30,500	
	Welfare Officers; to work with vulnerable pupils and their families to overcome potential issues and to support within the home and build the links with community services and the families to improve attendance and engagement.		
25	Careers Support	£2,482	£4,000
	Careers advice and guidance provision will be prioritised to give advice meetings to students from years 8-13, both in groups and individually, to reduce the risk of any student becoming NEET		
Totals		£207,782	£180,050

Total PP income for academic year 2018-2019	£387,832
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Research by the [Education Endowment Fund \(EEF\)](#) has informed the academy's disadvantaged strategy. They identified effective methods for raising the attainment and achievement of disadvantaged students, below:

EEF Strategy	Impact	What we are doing
Feedback	+9 months	Whole school focus on Priority marking, priority questioning and priority feedback and response (DIRT, Go Green).
Reading comprehension strategies	+5 months	In class work. Targeted reading interventions. Whole school focus on exam command words.
1:1 Tuition	+5 months	1:1 focused English and maths sessions with Year 11 students (all prior attainment bands).
Peer Tutoring	+5 months	Mentoring through 1:1 disadvantaged/ higher attaining students.
Homework	+5 months	A range of appropriate homework interventions to extend learning: <i>Show My Homework</i> – teachers set meaningful homework and follow up non completion <i>Independent Learning Centre</i> – wrap around provision with Learning Mentors providing support for homework to be completed.

Diminishing the gap: Trend of the last 3 years and Impact of Pupil Premium Expenditure 2017/18

About 33% of our pupils were eligible for pupil premium.

Pupil Premium expenditure in the previous Academy Financial Year: **£377,000**

These funds were targeted in a variety of ways to provide additional support and intervention for disadvantaged students to ensure their continued progress and academic achievement.

There have been some significant success in improving the progress and attainment of our disadvantaged students. Of course more need to be done to address some issues such as attendance and the rate of diminishing the gap in attainment as it is not fast enough.

Year	2016	2017	2018
P8 Score (All)	-0.53	-0.14	-0.24
A8 Score (All)	41.2	40.6	40.2
P8 Disadvantaged	-0.87	-0.35	-0.47
A8 Disadvantaged	33.8	35.1	34.15
National A8 Score	49.9	46	46.4

Commentary

Analysis of students working at grades in KS3 shows that students are making progress year on year between 2016/17 to 2017/18.

The uptake of Music instrument has increased by 15% from 2016/17 to 2017/18. Parental participation in school events, in particular attendance to Parents evenings have improved, for example y8 attendance improved by 10% from 2016/17 to 2018/19.

Outcomes in the Ebacc subjects are also improving and gaps are diminishing, the academy's progress in the Open element has been the slowest and therefore is a key priority for 2018/19. Part of the provision for students is to support to meet deadlines and prepare for exam elements that start in term 2.

Overall outcomes for most of our students are improving, with particularly strong progress for more able students in maths. The percentage of PP students getting 7+ in Maths in GCSE in 2017/18 were equivalent to non-PP nationally. Similarly, the performance of disadvantaged students in other subjects is also rising, but in general

disadvantaged students still achieve about a third of a grade less in their studies than non-PP, this is a gap we strive to diminish. We remain ambitious for further improvements in outcomes in the year ahead. In Design and Technology for example, disadvantaged students outperformed other students (+0.29/ +0.22).

We recognise the need to keep progress of Disadvantaged students' high profile, and that more targeted intervention can to be done, Weston Favell Academy's overall progress and attainment shows an improving trend from 2015/16 to 2017/18, particularly in the English/ Maths and Ebacc elements. Disadvantaged students are making better progress than ever before as a result of targeted pupil premium expenditure and the academy's commitment to Quality First Teaching and effective feedback. Whilst the overall data is not as good as we would like, we know that the impact on most students is positive and in some cases is transformational.

We remain committed to closing the achievement gap and securing rapid improvements in 2018/19 for our Disadvantaged students in all year groups.