

Pupil premium strategy statement

This statement details our school's use of pupil premium, recovery premium and national tutoring programme grant for the 2023 to 2024 academic year, to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Weston Favell Academy
Number of pupils in school (Year 7 - Year 11)	1381
Number of students entitled to the pupil premium	507
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 – 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs L Hedges
Pupil premium lead	Mr L Berrill
Governor / Trustee lead	Mrs C Leitheiser

Funding overview

Detail	Amount
Pupil Premium Grant (PPG)	£484,682
Recovery Premium Grant (RPG)	£128,064
Pupil Premium funding carried forward from previous years	£0.00
Total budget for this academic year	£612,746

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Inclusive Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

More specifically, the teaching and learning strategy at Weston Favell Academy heavily focuses on 'planning for progress', which is an evidence-informed approach that advocates well planned purposeful lessons (wave 1). We blend this approach, with the 'Five-a-day' principle' (EEF) and Quality First Inclusive Teaching to ensure pupils make rapid progress. If pupils fall behind age related expectations, classroom interventions are administered (wave 2) and if a pupil is struggling to keep up and the attainment gap is widening, specialist interventions are arranged (wave 3).

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment</u></p> <p>The attainment and progress of our disadvantaged learners remains a priority. Similar to National trend, our disadvantaged learners achieve below their peers</p> <p>Our observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. Review of outcomes and assessments show that there can often be knowledge and skills gaps.</p>
2	<p><u>Literacy</u></p> <p>Our assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. The NGRT average standardised age score last year (2022-2023) across KS3 for disadvantaged pupils, is below their peers and age-related expectation.</p>
3	<p><u>Metacognition</u></p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
4	<p><u>Mental Health</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on lost learning and exams. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p><u>Attendance and Behaviour</u></p> <p>Our attendance data over the last 3 years indicates that the attendance gap between disadvantaged pupils and their non-disadvantaged peers has widened. A trend seen Nationally.</p> <p>Due to the barriers faced by disadvantaged pupils we are keen to prevent them from becoming 'persistently absent'. We are conscious that absenteeism provides a significant barrier to the academic progress of all learners. We also put preventative measures in place to ensure that we continue to reduce the level of absenteeism of disadvantaged learners and ensure that they are not over represented in our suspension figures.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, a greater proportion of disadvantaged learners enter the English Baccalaureate (EBacc) qualification compared to pre-pandemic.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an Attainment 8 and EBacc pass rate in-line with their peers nationally and that the percentage that achieve a grade 4+ and 5+ in English and Maths is back to pre-pandemic levels.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	All disadvantaged students complete NGRT testing twice per year. Disadvantaged students have a standardised age score from the NGRT reading tests of at least 100 and no lower than their peers and those who are below national reading ages close the gap by the end of KS3. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning, across all subjects. Through effective CPD, teachers are thoughtful to ensure students do not feel cognitive overload and that there are no gaps in knowledge and misconceptions are addressed.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • All disadvantaged students from Year 11 to receive careers advice on at least 1 occasion from a fully qualified careers advisor.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils to be at pre-pandemic levels. • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is diminished. • the overall persistent absenteeism rate for all pupils to improve so that disadvantage learners are not over-represented in this cohort. • Embed a rigorous and strategic approach to identifying the barriers to learning for all disadvantaged pupils, so that support is in place to continue to prevent disadvantage learners from becoming PA or suspended.

Activity in this academic year

This details how we intend to spend our PPG and RPG this academic year to address the challenges listed above.

Teaching

Budgeted Cost: £314,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of a standardised diagnostic assessment package - GL Assessment. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time to coach teachers and provide bespoke CPD.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Investment in reading programme and text for the range of reading ages.	A higher proportion of students who arrive at our school with below age-related reading ages are disadvantaged students. 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 attainment in all subjects: word-gap (Oxford University Press)	1, 2
Develop a reading culture within the school and enhance reading for pleasure through guided reading and peer mentoring programmes.	Research from the EEF shows that students who are regular readers are more confident and can access greater depths of curricular key vocabulary.	1,2
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils, through the use of context	Taking a tiered approach to pupil premium spending and prioritising high quality teaching that aligns with guidance from the DFE and EEF.	1-5

<p>sheets, planning for progress and quality first inclusive teaching</p>	<p>https://www.gov.uk/government/publications/pupil-premium/tiered-approach</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	
<p>Development of targeted professional development on evidence-based approaches to improve the delivery of adaptive teaching practice.</p>	<p>Taking a tiered approach to pupil premium spending and prioritising high quality teaching aligns with guidance from the DFE and EEF.</p> <p>https://www.gov.uk/government/publications/pupil-premium/tiered-approach</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Embedded CPD offer to all staff to develop adaptive teaching using the '5-a-day' EEF practice. Student voice and assessments show an improvement in metacognition, explicit instruction, scaffolding and managing cognitive load.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	<p>1-5</p>

Targeted academic support

Budgeted Cost: £159,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <ul style="list-style-type: none"> Y11 Statistics programme (Pet-xi). 5-day Y11 English revision programme (Impress). 5-day Y11 Geography revision programme (20-20 learning). 12-week online tutoring programme, to help students achieve the English Baccalaureate qualification (Mytutor). 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 4
<p>Implementation of a study skills programme for all Year groups, including a focussed Y11 revision skills programme.</p>	<p>EEF Toolkit indicates that high quality feedback and metacognition are the most effective and low-cost ways to enhance progress of students. Disadvantaged students to make +7 months accelerated progress.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
<p>Implementation of GCSE Pod and SENECA to all Year groups to support home learning.</p> <p>Combined approach to online learning – use of carefully chosen software to support remote learning provision (GSCE Pod, SENECA Learning, Educake, MathsWatch, The Oak Academy, PiXL and Microsoft Teams)</p>	<p>Student voice indicated pupils wanted a more focused approach to support their preparation for assessments. Exam wrapper feedback from exam groups shows there is a need for a more bespoke approach to exam preparation.</p> <p>Case studies indicate that students using GCSEPOD on a regular basis, over a 16-week period, improve their progress.</p>	1, 4
<p>We will fund professional development and purchase</p>	<p>Analysis of our baseline testing process shows that students who have below age-related reading ages can often decode</p>	1,2

physical and online resources to support automaticity readers: Bedrock, Lexia, Explicit reading programme and investment of CPD opportunities.	words but require support with comprehension.	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Implementation of 'Read Write Inc' and 'Toe by Toe Phonics' programme. Tutor time reading program (<i>funded through recovery premium</i>).	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,2
Delivering targeted numeracy and literacy interventions for pupils that require additional support throughout KS3 and KS4.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1, 2

Wider strategies

Budgeted Cost: £138,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offering different talking and creative therapy sessions for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>For example: administering first day response calls for disadvantaged students; reviewing communication strategies with disadvantaged parents; providing transport support: by arranging bus passes, taxis or daily mini-bus collection for our most vulnerable students; subsidising uniform; quality assurance of attendance procedures; carrying out home visits on the second day of absence for vulnerable students and introducing a motivational programme for KS4 students at risk of being persistently absent.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Engaging with Think for the Future, an external organisation, who deliver a behaviour and resilience curriculum.</p>	<p>EEF report that targeted behaviour interventions have a positive overall effect. https://educationendowmentfoundation.org.uk/education-evidence</p>	4, 5
<p>Create a culture of rewards. Funds are being provided to</p>	<p>We want to ensure that engagement and confidence are not a barrier to learning and</p>	4,5

ensure a range of rewards for citizenship, participation and academic excellence.	<p>achieving. Post-pandemic issues remain where students can feel disengaged in school life and can find it difficult to express their passions.</p> <p>We want to improve the extra-curricular offer and to ensure that all disadvantaged pupils regularly attend a range of experiences to broaden their cultural capital.</p>	
Key staff administering / offering support: welfare intervention plans, Boxall Profiles, Early Help Assessment, other significant student focussed meetings and additional support during lesson time.	Based on our experiences, the interventions mentioned have helped to reduce exclusions overall for 2022-2023. We are keen to provide sufficient time for them to take affect with the cohort of disadvantaged students.	4, 5
<p>Curricular and social support to cover the cost of the following:</p> <ul style="list-style-type: none"> • Subsidising trips • Music lessons • Drama and dance activities • Transport costs • Revision guides • Calculators • Stationary • Uniforms costs • Cooking ingredients • Tennis coaching • Rewards • Equipment for students with additional needs 	<p>Based on our experiences, the items mentioned under 'curricular and social support' have proven to develop student well-being, attendance, and behaviour.</p> <p>The EEF report the positive effects of arts participation on academic outcomes in other areas of the curriculum: https://educationendowmentfoundation.org.uk/education</p>	1, 4, 5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Through early intervention and support we ensured that there were no NEET students last year. Through a focus on ensuring a highly supportive and bespoke pathways processes, we have revalidated the Gatsby careers mark. The fair and consistent application of the Academy behaviour policy has seen an improvement of self-regulatory behaviour. A number of pupils engaging with therapeutic interventions has seen an improvement in the culture for learning.

Our focus on quality first teaching through our Planning for Progress model has improved the standards of lessons, and the quality of work being produced in pupils' books continues to improve. Pupil voice tells us that more pupils enjoy lessons and say that academic support they receive outside of the classroom has had a positive impact on their academic progress.

Our examination results remain significantly higher than before the pandemic and were still broadly in-line with National. Our focus on supporting improvements in pupils' literacy and reading skills, has seen an increase in the number of pupils making rapid improvements in their development of phonics through the toe by toe and Read Write Inc programme. Our in-year NGRT data also shows that disadvantaged learners make sustained progress in their chronological reading ages at the same rate as non-disadvantaged pupils. We can also demonstrate that disadvantaged learners who arrive in Year 7 at below age-related reading ages make rapid improvements, to achieve age related reading ages by the end of KS3.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts). We have a rigorous and dedicated staff who work tirelessly to ensure all disadvantage learners are prepared and complete all of their examinations at the end of Year 11. Although our disadvantaged learners achieved less progress than their non-disadvantaged peers, they were broadly in-line with the national disadvantaged cohort and we continue to prioritise bespoke academic support both inside and outside of the classrooms.

Maintaining high standards of engagement and participation for all pupils has been instrumental in improving the attendance to extra-curricular clubs and academic support. Disadvantaged learners had the opportunity to attend all trips and their attendance has improved significantly over the year. We as an Academy continue to do all that we can do to ensure all pupils attend school every day and maintain high levels of attendance to mitigate issues caused by the disruption of the pandemic. We will place even more emphasis on preventative measures through a rigorous and robust tracking system in this academic year.

Thorough analysis and intervention throughout last year has maintained a high level of attendance and engagement in lessons of our disadvantage cohort compared to National. The behaviour and attitude to learning across all curriculum areas in our school is good for disadvantaged pupils. Rigorous and strategic support has ensured

that the levels of disadvantaged learners who are persistently absent and who are impacted by suspensions remain broadly in-line with pre-pandemic figures.

Our assessments and student voice show leaders that disadvantaged pupils are more prone to facing challenges around wellbeing and mental health and incidences remain significantly higher than before the pandemic, which is a trend seen nationally. The impact on disadvantaged pupils has been particularly acute.

These results show that that we need to 'make adjustments' to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and have made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class, and conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our five-year strategy and will adjust our plan over time to secure better outcomes for pupils.