

Pupil Premium Strategy Statement for WFA

Summary information					
School	Weston Favell Academy				
Academic Year	19-20	Total Expected PP budget	£386,155	Date of most recent PP Review	2019
Total number of pupils on roll	1340	Total number of pupils eligible for PP	403	Date for next internal review of this strategy	Oct 2019

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

- Literacy skills and chronological reading ages
- Basic numeracy skills
- Lack of learning materials or a place to study at home

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

- Limited cultural experiences
- Lack of ambition, role models or motivation to engage with education
- Welfare issues

1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
Increased and consistent attendance of PP pupils	Attendance is in line with whole academy and previous year attendance.
Improved literacy skills (comprehension) and chronological reading ages hence increased performance in ALL subjects	Reading ages improve, progress in English and humanities is in line with non PP students
Improved outcomes at KS4 (attainment and progress)	Progress in line with non PP students
Improved cultural capital and enrichment	High participation in enrichment activities and experiences
Improved numeracy skills and hence increased performance in Maths and Science subjects	Progress in Maths and Science is in line with non PP students
Students are able to access online learning and complete independent study	High rates of completion of independent study (measured by planner deadline comments) Students all have access to online learning platforms
Increased parental engagement in students' learning	Increased participation by parents at academy events

Planned Intended Outcomes and expenditures

Academic Year 2019-20

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	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	Department action plan to include PP strategies	JBI/STAFF/SLT	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	Pastoral and academic peer mentoring programmes in place	JBA / JBI	Termly
Improvement of Quality First Teaching	Calendared CPD with PP focus	High quality CPD and sharing of good practice	Through subject review/lesson observations, departmental CPD plans to	JBI / HODS	Every Wed T&L focused time
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 early identification	Deep dive, meetings with Middle Leaders	HOD/All Staff	Termly data drop and regular T&L deep dive

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 work directly with the PP pupils whose attendance falls below 95%	Poor attendance negatively affects attainment	logged intervention recorded for PA pupil	RWA, attendance and welfare team	Weekly
Increased knowledge of PP attendance with all stakeholders	Provision meeting to discuss PA and at risk of PA students	Understanding of individual pupils and their barriers to attendance	Minutes of meetings, improved attendance and reduced PA	RWA	Weekly
Improved attendance in line with the academy target	Uniform given to all PP pupils in all years who need uniforms. Proactive	Pupils are dressed appropriately and can attend the academy feeling confident	High level of attendance and intervention in place via attendance officer if falls	JBI PL KSD	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 attended	EWA	Weekly attendance figures

Improved literacy skills and reading ages	Appointment of Transition Teachers	Co-ordinated delivery of the literacy development of PP pupils	Increased time spent teaching reading and comprehension skills	Transition Team	Termly via AR results
Improved literacy skills and reading ages	Subscription and delivery of Accelerated reader	Low reading ages on entry	Weekly library lesson for all Y7&8 mapped into the	EGA English staff	Termly via AR results
Improved Numeracy skills	Numeracy learning mentor	Low numeracy skills	Use of PiXL timetable app for Y7&8	LM	scoreboard
Improved Numeracy skills	Power of 2	Co-ordinated delivery of the numeracy development of PP	Targeted intervention data driven from HoD and Dept	HOD and tutors Intervention	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	HOD and tutors Intervention	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	HOD and tutors Intervention	Each data entry point
Learning Mentors	Delivery of 1:1 or small group interventions for PP	PP pupils behind progress levels in range of key areas	KS directors will co-ordinate based on intervention and	HOD, Tutors and Intervention	Each data entry point
Improved knowledge of PP interventions	HoDs, Head of Key Stages and LMA to keep	Suite of interventions to be tracked, recorded and	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	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	Timetable of careers appointments to ensure all	Mrs Ford All staff	Summer 2020

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?
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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 2020
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 2020
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 2020
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 2020
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	MFO /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	PMA /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 2020

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 2020	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 2019 2020

The table below provides details on how we plan to use this funding for this group of students in 2017/18. 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	Pupil Support - Curricular		£36,000
	Uniform, Physical Education sports kit, essential revision guides, catering ingredients, calculators and stationary to remove any barriers to learning or attendance		
4	Senior Leadership Time	£6,800	
	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		
5	External curriculum intervention		£10,000
	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		
6	Most Able		£6,500
	To provide resources and support that will raise the outcomes of the most able pupil premium students in the academy to achieve their potential. This will include External provisions such as Mytutor and Small group tutoring		
7	Mentor Program		£2,500
	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		
8	Mathematics and English Withdrawal		£30,000
	Provide individual/small group teaching for English and Mathematics to assist students in making required levels of progress		
9	External Provision		£60,000
	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 NSTC.		
10	Home Tutoring		£10,500
	Online tools used to ensure students can access learning and additional resources e.g. MyTutor, Edclass		
11	Rewards		£2,500
	Purple Points to reward pupil premium students for positive behaviour, attendance and progression, and to incentivise with prizes, certificates and vouchers, Books		
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 art. Tennis club involvement		
14	Targeted Teacher Intervention		£20,000
	Out of hours provision of subject specific tuition to pupils that are preparing for examinations in house and/or external teachers		
15	Enrichment activities and Cultural Passport		£10,000

	To support and accelerate progress, attendance and PD for PP students to through Encouragement and involvement in Various enrichment projects. To work with NCOP coordinator to ensure students do take part in various enrichment activities (Not necessarily clubs)		
16	Focus (Small group or 1:1 Intervention)		
	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.	£10,000	£2,000
17	Independent Learning Centre		
	Increased wrap-around provision to support and engage vulnerable pupils with their studies and independent learning	£7,000	£1,000
18	Social, Emotional, Spiritual and cultural		
	Delivery of high-quality experiences to develop students' social and emotional awareness, including Human Utopia and Prison, Me? No Way!		£7,000
19	DHL – Outward Bound		
	An extended opportunity for KS4 students to develop employability skills. PP students work alongside DHL mentors on a self-esteem program		£3,000
20	Trips (Curriculum)		
	Ensure access to all curriculum trips to prevent social exclusion and offer breadth of opportunities to PP students such as University trips and curriculum based trips		£15,000
21	Year 7 opportunities		
	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.		£6,000
22	Music Peripatetic Lessons		
	Free instrument lessons for students who have played an instrument at primary school or show a particular ability during their time at the academy		£8,855
23	Careers Support		
	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	2,000	1,000
24	Pupil Support – Welfare		
	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.	£30,500	
Totals		£193,300	£192,855

Total PP income for academic year 2019-2020	£386,155
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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 2018/19

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

Pupil Premium expenditure in the previous Academy Financial Year: **£387,8320**

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	2019
P8 Score (All)	-0.53	-0.14	-0.24	-0.412
A8 Score (All)	41.2	40.6	40.2	37.88
P8 Disadvantaged	-0.87	-0.35	-0.47	-0.81
A8 Disadvantaged	33.8	35.1	34.15	31.44
National A8 Score	49.9	46	46.4	

Analysis of students working at grades in KS3 shows that PP students are making progress year on year between 2016/17 to 2018/19 and the Gap between PP and Non PP for same year being reduced by 5%.

The uptake of Music instrument by PP pupils has increased by 15% from 2016/17 to 2018/19. Parental participation in school events, in particular attendance to Parents evenings have improved, for example y8 attendance improved on average 10% from 2016/17 to 2018/19. Steps to Success evening, in Oct of Y11 has become a well-attended event by all students and is key to engaging students and parents in study beyond the classroom.

Overall outcomes for some of our students are improving, in some subjects such as Art and Modern Languages. 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

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. Whilst the overall data is not as good as we would like, we know that the impact on some students is positive and in some cases is transformational.

Our inclusive ethos and strong pastoral support has meant that there have been no permanent exclusions and very few fixed term exclusions in the past two years. A small proportion of PP students are supported to remain in school by reducing their curriculum and creating strong links with college. Whilst this negatively affects the academy P8 score we believe it is the right way to enable students to remain in education, and give them the basic skills to progress to college or an apprenticeship. All students in 2018/19 had an appropriate pathway after Y11, in part due to strong careers advice and support.

We remain committed to closing the achievement gap and securing rapid improvements in 2019/20 for our Disadvantaged students in all year groups.