

Pupil Premium Strategy Statement for WFA

| Summary information | | | | | |
|--------------------------------|-----------------------|--|----------|--|----------|
| School | Weston Favell Academy | | | | |
| Academic Year | 2020-21 | Total Expected PP budget | £409,880 | Date of most recent PP Review | 2019 |
| Total number of pupils on roll | 1340 | Total number of pupils eligible for PP | 437 | Date for next internal review of this strategy | Oct 2020 |

| Pupil Premium Breakdown | | | | |
|-------------------------|--------------------|---------|------|-----------|
| | Total on roll (PP) | In care | HAPS | SEN Needs |
| Year 7 | 70 | 2 | | 8 |
| Year 8 | 96 | 0 | 12 | 12 |
| Year 9 | 91 | 1 | 9 | 17 |
| Year 10 | 95 | 2 | 7 | 15 |
| Year 11 | 73 | 2 | 13 | 12 |

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
- Disruptive home environment which leads to limited engagement in home learning

| 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 2020-21

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 |

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| 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 | Tuesday T&L focused time as per school calendar |
| 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 |

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| 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 | LHE English staff | Termly via AR results |
| Improved Numeracy skills | Numeracy learning mentor | Low numeracy skills | Use of PiXL timetable app for Y7&8 | API | scoreboard |
| Improved Numeracy skills | Sixth form tuition at tutor time | 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 HoDs to be discussed at LM | HOD and tutors Intervention | Each data entry point |
| Improved outcomes | Achievement Lead | PP pupils behind progress levels in range of key areas | Pupil pursuits and HOD monitoring | JBI LBE HOD | Each data entry point |
| Entry level certificate | Small groups entered for ELC | PP pupils struggling to achieve grade 1 Maths | Tracking documents in place | HOD Maths SEND lead | Each data entry point |
| Improved knowledge of PP interventions | HoD SLT Tutor track POP folder document | Suite of interventions to be tracked, recorded and evaluated | SLT LM meetings, improved academic results | HOD SLT JBI tutor | Termly Data drop T&L checks |
| 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 leaders | Each data entry point |
| Raise aspirations | Careers support and Guidance | Director of Careers and external advisor supports | Timetable of careers appointments to ensure all | Careers Lead All staff | Summer 2021 |

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 | External speakers to deliver workshop to improve revision strategy Purchase of revision guides for all subjects | Pupils, traditionally, do not have access to basic revision material, and often do not know how to study independently | RSL to coordinate event HoD to ensure delivery of guides. Improved exam results. | HOD, Tutors KS4 RSL | On going |
| 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 JBI KS4 RSL | Termly |
| Raise aspirations | University visits involvement through NCOP | 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 | HAP Lead LMA | February 2021 |
| 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 NEETs | HOD KSD Career Lead | Easter 2021 |
| Raise aspirations | External speakers and guests on a variety of topics NCOP opportunities | External agencies 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 |
| 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 | KSD | Summer 2021 |

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| 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 | Welfare Lead | Ongoing |
| Music tuition | 1:1 or small group lessons | Widening the opportunities for learning an instrument | The uptake of music lessons and progress | Head of Music | Ongoing |
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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 | | £46,000 |
| | Uniform, Physical Education sports kit, essential revision guides, catering ingredients, calculators and stationery to remove any barriers to learning or attendance. Laptop and internet access | | |
| 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 | Curriculum intervention | | £11,700 |
| | To offer a literacy programme to year 7 pupils who have not yet reached age related expectations in reading or writing. Handwriting and Speech and Language support. Rapid readers and reading speed programmes. | | |
| 6 | Most Able | | £7,500 |

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| | 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 provision such as MyTutor and small group tutoring when possible | | |
| 7 | Mentor Program | | £2,500 |
| | Focus Group/ 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 | | £20,500 |
| | Online tools used to ensure students can access learning and additional resources e.g. MyTutor, Edclass | | |
| 11 | Rewards | | £3,500 |
| | 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 | | £2,540 |
| | Ensure participation in extra-curricular clubs including swimming, sports and expressive art. Tennis club involvement. This will be subject to review subject to the Pandemic rules | | |
| 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) | £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 | £7,000 | £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 |

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| | 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 (Curriculum) | | £15,000 |
| | 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 | | |
| 21 | Year 7 opportunities | | £6,000 |
| | 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. We expect this to run before end of school year subject to conditions. | | |
| 22 | Music Peripatetic Lessons | | £8,840 |
| | 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 | Careers Support | 2,000 | 1,000 |
| | 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 | | |
| 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. | | |
| Totals | | £193,300 | £216,580 |

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| Total PP income for academic year 2020-2021 | 409,880 |
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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 (Go Green). |

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| 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. This will be limited due to Covid-19 restrictions |
| Homework | +5 months | <p>A range of appropriate homework/ homelearning interventions to extend learning:</p> <p>Microsoft TEAMS: To enable remote learning in the case of lockdown</p> <p><i>Independent Learning Centre</i> – wrap around provision with Learning Mentors providing support for homework to be completed.</p> |

Diminishing the gap: Trend of the last 4 years and Impact of Pupil Premium Expenditure 2019/2020

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

Pupil Premium expenditure in the previous Academy Financial Year: **£ 386, 155**

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.

| Year | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------------------|-------|-------|-------|--------|-------|
| P8 Score (All) | -0.53 | -0.14 | -0.24 | -0.412 | -0.20 |
| A8 Score (All) | 41.2 | 40.6 | 40.2 | 37.88 | 43.88 |
| P8 Disadvantaged | -0.87 | -0.35 | -0.47 | -0.81 | -0.60 |
| A8 Disadvantaged | 33.8 | 35.1 | 34.15 | 31.44 | 36.75 |
| National A8 Score | 49.9 | 46 | 46.4 | 46.7 | |

Commentary

Due to the ongoing pandemic some analysis for 2019/2020 such as parental engagements are based on a relatively short time (till March 2020). Analysis of students working at grades in KS3 shows that PP students are making progress year on year between 2016/17 to 2019/20 and the Gap between PP and Non PP for same years being reduced by 5%.

The uptake of Musical instrument tuition by PP pupils has increased by 15% from 2016/17 to 2019/20. 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 2019/2020. 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 the improvement is phenomenal. However, 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 be done, Weston Favell Academy's overall progress and attainment shows an improving trend from 2015/16 to 2019/20, 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 2019/20 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. We recognise that access to online learning at home is a barrier to progress and this will be a priority for 2020/21.