

2020-21 Pupil Premium Strategy Statement

Academy name	Whetley Academy
Number of pupils on roll	493 including 25 FS1 and 10 two year old provision
Proportion of disadvantaged pupils	24.6%
Pupil premium allocation this academic year	£186,955
Publish date	September 2020
Review date	July 2021
Statement authorised by	Patricia Gavins
Pupil premium lead	Rebecca Stansfield
AAB lead	Karen Bromage

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-0.6
Writing	+1.6
Maths	+1.1

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	33%
% meeting combined high standard in reading, writing and maths at KS2	0%
% passing Y1 phonics screening check	78%
% passing phonics screening check by end of Y2	80%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.

Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated NQT time. Dedicated mentor time. Whole school strategies in place. Monitoring is followed up with bespoke training and support for staff.	Rebecca Stansfield	£6000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Letters and Sounds CPD Letterland CPD Purchase phonic decodable books LSA and Teacher staff training. Launchpad for Literacy training and support.	Catherine Stead, Suzy Morrison & Karena Rogers	£12,000

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and	Pupils make accelerated progress. Pupils are at least	Prioritise interventions for PP children Targeted Phonics, Reading, Writing and Maths interventions	Karena Rogers, Suzy Morrison,	£60,000

phonics.	in-line with all other pupils nationally.	Daily Reading across school for all children working below ARE Purchase Phonic readers for KS2	Jonny Townend & Catherine Stead	£18,000
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	Focus 1:1 reading, writing and maths with target children.	Karena Rogers, Suzy Morrison, Jonny Townend & Catherine Stead	£40,000

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	Rebecca Stansfield	£2500 £3000
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Rewards for good attendance and punctuality Parent classes on routines	Rebecca Stansfield	£2000 £1535
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Visits to theatres/museums Subsidised residential visit Subsidised after-school clubs School plays and performances Regular opportunities to access drama, music and musical theatre.	Rebecca Stansfield	£10,000
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Dojo Deli – reward shop Behaviour certificates Reward activities – visits/visitors	Rebecca Stansfield	£7000

9. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff Mental well-being sessions	Rebecca Stansfield and Siobhan Rayner Sarah Dunn	£720 £3500 £1700
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating, discussion and presenting in order to give pupils opportunities to speak to a range of audiences.	Elizabeth Groom	£7000
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through inclusion team. Parent classes Develop Parent Voice Parent well-being group	Rebecca Stansfield Lisa Metcalfe	£12,000

Total Spend:

Review:

Priority	Impact