

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Whetley Academy
Number of pupils in school	515
Proportion (%) of pupil premium eligible pupils	(170) 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	14 th September 2021
Date on which it will be reviewed	6 th July 2022
Statement authorised by	Miss Rebecca Stansfield
Pupil premium lead	Miss Rebecca Stansfield
Governor / Trustee lead	Mrs Areeba Siddiqui

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,510
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,510

Part A: Pupil premium strategy plan

Statement of intent

At Whetley Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

5.9 Barriers to Housing and...	1.8 Crime Decile	1.1 Education and Skills Decile
1.8 Employment Decile	1.9 Health and Disability De...	1.3 Income Decile
2.6 IDACI Decile	1.2 Index of Multiple Depriv...	1.4 Living Environment Decile

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
Accelerate progress in Reading, Writing and Maths closing gaps between PP pupils and other pupils.	Achieve outcomes in-line with, or above, national average by the end of KS2.
Accelerate progress in phonics and provide intervention for PP pupils who are not yet secure in phonics across school.	Achieve at least 90% of pupils in Y1 passing the PSC
Increase motivation of pupils to read both in and out of school.	Pupil voice, reading records, work scrutiny and assessments in all areas of the curriculum evidence strong reading habits and a wide reading diet.
Attendance to be monitored forensically to target families and improve their attendance and punctuality.	Ensure attendance of disadvantaged pupils is at least 96%
Pupils have resources both at school and home to support their learning and wellbeing.	Pupil voice, work scrutiny, home learning and assessments evidence that pupils have access to resources to support and develop their knowledge and skills as well as their learning and social behaviours.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD	Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who are new to English start at the school in various year groups unable to speak, read or write in English	3
Numicon training	Pupils' attainment in Maths is below national expectations by the end of Y6	2
ELS CPD	Pupils' attainment in Phonics is below national expectations by the end of Y1. Pupils who are new to English start at	2 and 3

	the school in various year groups unable to read and write in English.	
LSA in every class to ensure pupils catch up and keep up with their peers. Interventions, feed forward approach, individual and small group booster sessions in place. Three additional part time LSAs to support phonics.	Having additional support (both long and short term) will support pupils consolidate their learning and/or address misconceptions so that they are able to progress at the same rate as their peers.	1, 2 and 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for maths across school using the Ready to Progress resources	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
ELS structured interventions across the school	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO support purchased/Attendance Officer employed	Above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance.	4

Breakfast Club	Children who are hungry do not perform as well. Punctuality is also improved.	4
Reward shop	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance	1 and 4
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	4 and 5
Parent workshops, stay and play, etc	Positive parental engagement can support pupil progress and attendance	1,2,3,4,5 and 6
Musical instrument tuition/choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Thrive Lead	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum	1

Total budgeted cost: £218,510

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Fronting the Challenge Projects
TT Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.