

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	462
Proportion (%) of pupil premium eligible pupils	(166) 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	12.9.23
Date on which it will be reviewed	6 th July 2024
Statement authorised by	Mr Jonny Townend
Pupil premium lead	Mr Jonny Townend
Governor / Trustee lead	Mr Asad Mahmood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,625
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	£254,625

Part A: Pupil premium strategy plan

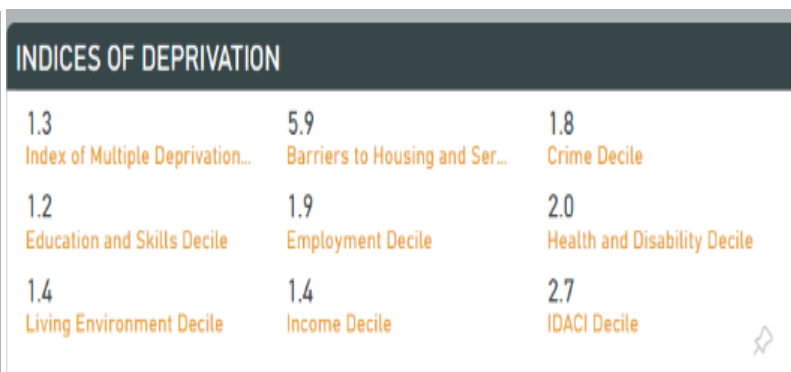
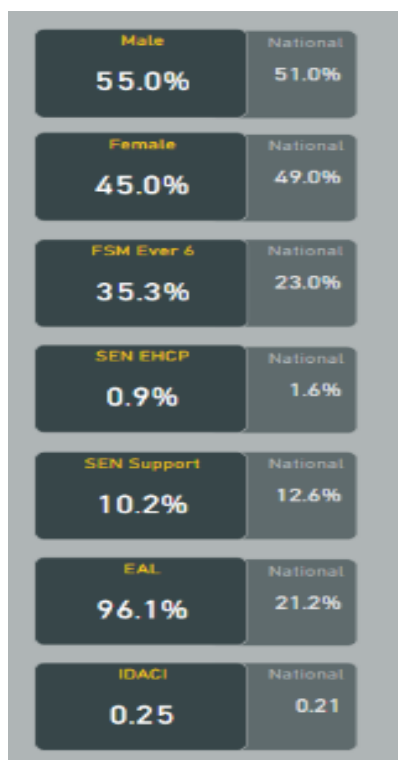
Statement of intent

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 can 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:



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 specific intervention and support for individual pupils which will be reviewed during RAG meetings. 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.	PP students to be above National Expectation in Phonics. PP students to make better than expected progress across the academic year.
Increase motivation of pupils to read both in and out of school.	Pupil voice, reading records, work scrutiny, Readingplus data and tests scores 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%. Students are regularly rewarded and praised for improving and maintaining good attendance.
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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk4Writing CPD	Pupils attainment for Writing is below National Expectation at 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 the school in various year groups unable to read and write in English.	2 and 3
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: £94,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Reading across school.	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. Staff employed specifically for this.	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
Thrive Interventions	Through assessments and tracking academy has a high number of children who require Thrive profiles and intervention to help them regulate and be ready to access learning.	1, 7
Musical instrument tuition/choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5

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

Budgeted cost: £60,000

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
Weekly and termly rewards	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
Stay and Play sessions	Positive parental engagement can support pupil progress and attendance	1,2,3,4,5 and 6
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
Speech and Language Support	Speech and language assessments and bespoke plans and interventions are needed to support children across the academy.	2, 3
Venturists Parental Engagement Course	Supporting and educating parents in parents in the community. Providing them with skills and education to support them in their parenting.	6

Total budgeted cost: £254,625

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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	Thrive
TT Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus

Further information (optional)

After one year of this CPD, Talk for Writing has been introduced and embedded across the academy. All teachers teach writing using T4W strategies and this has had a positive impact on pupils being able to articulate and write with increased confidence and quality. External quality Assurance visits have taken place to inform the academy of our strengths and next steps moving into the second year of CPD.

Pupils now have access to a wider variety of maths manipulatives in order to understand and master their knowledge of number. This concrete learning has then allowed pupils to access more abstract mathematical concepts. Subject leaders have used additional release time to quality assure their subject and provide CPD to ensure teaching and learning continues to develop across the academic year.

The academy delivers Essential Letters and Sounds (ELS) intervention to pupils across the academy who require support with phonics and early reading skills. Data analysis of assessment shows that pupils who require and access this intervention, make accelerated progress.

Staff from the academy have delivered additional interventions before school, after school and during dinner times. These interventions have covered: Reading, Writing, and Maths and pupils who access them have been selected during RAG meetings which take place weekly/monthly between the teachers and SLT. These meetings also show that teachers are considering and overcoming barriers more effectively.

Pupils use Reading Plus regularly. This has meant that they have been accessing texts that are appropriate to them and regularly practising their fluency and comprehension skills.

Thrive Practitioners, our Pastoral Lead and SENDCo have collaborated to ensure that pupils needs have been met on an emotional, social, mental and academic level. Whole school Thrive assessments now take place and targeted individuals have additional Thrive sessions. Our Pastoral Lead works hard to ensure that pupils and families are supported and all levels.

The Attendance team work closely with the SLT to ensure that daily conversations take place to identify pupils whose attendance is a concern and act swiftly and accordingly. Rigorous systems are in place for early identification of concerning attendance and strategies to address these. Our breakfast club ensures that pupils who access it receive a hot or cold breakfast which means they can access their learning and arrive at school on time.

Our after school clubs mean that pupils have opportunities to learn wider skills within and beyond the curriculum.

Pupils have access to rewards. These are based on punctuality, good manners and hard work. They are rewarded with dojos, which can then be used to spend on various prizes.

Subsidised visits have allowed pupils to attend inspiring visits and residential that have deepened knowledge or developed personal, social and emotional skills. They have also offered enrichment and experiences such as participation in singing concerts and attending the houses of parliament. Our school choir access specialist tuition weekly and children's confidence and wellbeing has benefitted from being a part of this group.