

Great Wyrley Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Great Wyrley Academy
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	36.53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	07/10/22
Date on which it will be reviewed	31/10/23
Statement authorised by	Mrs K Moore Headteacher
Pupil premium lead	Mr J Studholme, Deputy Headteacher
Governor / Trustee lead	Ms P Rickward, LAB member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,320
Recovery premium funding allocation this academic year	£43,889
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£203,209

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to improve the attainment and progress of students eligible for the pupil premium, relative to those students that are not eligible (both in-school and nationally). We have used research compiled by the 'Education Endowment Foundation' to best steer our approach and budget allocation (the best results come from promoting metacognition, improving feedback and utilising pastoral interventions)

- To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence, emotional well-being, subject specific issues, particularly within core subjects, behaviour and exclusions from school and special educational needs.
- To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).
- To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English and to reduce the gap between the performance of Non- Disadvantaged and Disadvantaged students for this measure (internally), and between Great Wyrley Disadvantaged and Non-Disadvantaged (National).
- To have a positive Progress 8 score and an improved Attainment 8 score for year 11 Disadvantaged students. These figures should be at least in line with their peers

Challenges

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

Challenge number	Detail of challenge
1	Improve Attendance of our disadvantaged students. Attendance of disadvantaged students remains lower than that of their peers. However, this gap has reduced from 7.6% in 2018/19 and 2019/20 to 5.7% in 2020/21 and 5.5% in 2021/22
2	Improve the Progress of our disadvantaged students. The progress 8 score of disadvantaged students has shown a steady increase from 2018 to 2022 (-0.84 in both 2018 and 2019, increasing to -0.70 in

	2022). However, there is still a disparity between those who are disadvantaged and their peers.
3	Improve the overall Attainment of our disadvantaged students. The Attainment 8 scores of our disadvantaged students remain lower than their peers this improved from 2018 to 2022 (29.47 to 30.1 to 36.6)
4	Improve the Attainment in Mathematics of our disadvantaged students. The attainment of disadvantaged students in Mathematics remains lower than their peers. Between 2018 and 2019 this figure remained at 5.9. It has increased to 6.58 in 2022
	Improve the Attainment in English of our disadvantaged students. The percentage of disadvantaged students achieving at least a grade 4 in English remains lower than their peers. The attainment increased from 2018 (6.4) to 2019 (6.8). It again increased to 7.92 in 2022

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
Improve attendance	<ul style="list-style-type: none"> ● To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence, emotional well-being, subject specific issues, particularly within core subjects, behaviour and exclusions from school and special educational needs ● Reduce the gap between the attendance of disadvantaged and non- disadvantaged students (<i>5.7% in 2020/21, with 86% PP and 91.7 non-PP and 5.5% in 2021/22 with 86.2% PP and 91.7% non-PP</i>)
Improve Progress	<ul style="list-style-type: none"> ● To have a positive Progress 8 score and an improved Attainment 8 score for year 11 Disadvantaged students. These figures should be at least in line with their peers ● Reduce the gap in Progress 8 scores between disadvantaged and non- disadvantaged students
Improve Attainment	<ul style="list-style-type: none"> ● To have an improved Attainment 8 score for year 11 Disadvantaged students. These figures should be at least in line with their peers
Improve Attainment in Mathematics and English	<ul style="list-style-type: none"> ● To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths) ● To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English and to reduce the gap between the performance of Non-Disadvantaged and Disadvantaged students for this measure (internally), and between Great Wyrley Disadvantaged and Non-Disadvantaged (National)

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher (% of salary related to Disadvantaged work)</p> <ul style="list-style-type: none"> - Coordination, tracking and monitoring of interventions, spending, impact, etc. - Coordination, tracking and monitoring of students' Progress - Coordination, tracking of attendance, exclusions, well-being 	<ul style="list-style-type: none"> • Using pupil premium EEF • Using pupil premium: guidance for school leaders • School improvement planning EEF 	1, 2, 3, 4 and 5
<p>Assistant Headteacher (% of salary related to Disadvantaged work)</p> <ul style="list-style-type: none"> - Planning and delivery of staff CPD for teaching and learning across the school to allow for quality first teaching 	<ul style="list-style-type: none"> • Feedback EEF • Metacognition and self-regulation EEF • Metacognition and Self-regulated Learning EEF • Teacher Feedback to Improve Pupil Learning EEF • Effective Professional Development EEF 	2, 3, 4 and 5
<p>Literacy Support from English Department (% of salary related to Disadvantaged work)</p>	<ul style="list-style-type: none"> • Reading comprehension strategies EEF • Improving Literacy in Secondary Schools EEF 	2, 3, 4 and 5
<p>Teaching Assistants (% of salary related to Disadvantaged work)</p> <ul style="list-style-type: none"> - To increase the progress of pupil premium students so that they catch up with their peers 	<ul style="list-style-type: none"> • Teaching Assistant Interventions EEF • Special Educational Needs in Mainstream Schools EEF • Making Best Use of Teaching Assistants EEF 	2, 3, 4 and 5

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentors</i> <ul style="list-style-type: none"> - Humanities - Science 	<ul style="list-style-type: none"> • Small group tuition EEF 	2, 3 and 5
<i>Structured interventions</i> <ul style="list-style-type: none"> - Saturday schools - Holiday school - Extending the school day - In School Mentoring 	<ul style="list-style-type: none"> • Arts participation EEF • Aspiration interventions EEF • Extending school time EEF • Summer schools EEF 	2, 3, 4 and 5

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

Budgeted cost: £ 87,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Heads of Year (non teaching staff)</i> (% of salary related to Disadvantaged work) <ul style="list-style-type: none"> - Reduce the gap between the attendance of the Disadvantaged and non-Disadvantaged students - Ensure the social and emotional well-being of our Disadvantaged students 	<ul style="list-style-type: none"> • Behaviour interventions EEF • Mentoring EEF • Parental engagement EEF • Social and emotional learning EEF • Aspiration interventions EEF • Improving Behaviour in Schools EEF 	1
<i>Attendance Officer</i> (% of salary related to Disadvantaged work) <ul style="list-style-type: none"> - To assist Heads of House in reducing the gap between the attendance of the Disadvantaged and non- Disadvantaged students 		
<i>Careers Interviews</i> <ul style="list-style-type: none"> - Raise aspirations and increase motivation for Disadvantaged students. 	<ul style="list-style-type: none"> • Aspiration interventions EEF 	1 and 5

<p><i>The Pledge</i></p> <ul style="list-style-type: none"> - To raise the aspirations and cultural capital of all Year 7 disadvantaged students 	<ul style="list-style-type: none"> • Social and emotional learning EEF • Aspiration interventions EEF - 	1 and 5
<p><i>Pupil Premium Contingency fund</i></p> <ul style="list-style-type: none"> - To facilitate Disadvantaged students' participation in curriculum enrichment activities and remove barriers to learning/involvement in the curriculum. (eg to support school uniform costs, trips etc) 	<ul style="list-style-type: none"> • School uniform EEF) • Arts participation EEF 	1, 2, 3, 4 and 5
<p><i>Accelerated Learning - Powered by Digital Technology</i></p> <ul style="list-style-type: none"> - This includes the following investment: Google Enterprise Education G-Suite, staff devices, student devices, staff training, use of classcharts, content development (eg Digital Hub) safety software and a range of equipment (eg charging and storage solution) 	<ul style="list-style-type: none"> • Using Digital Technology to Improve Learning EEF 	1, 2, 3, 4 and 5

Total budgeted cost: £ 203,209

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 2021 to 2022 academic year.

Performance of Disadvantaged pupils			
	2017/18	2018/19	2021/22
P8	-0.84	-0.84	-0.7
English A8	6.38	6.78	7.92
Maths A8	5.58	5.87	6.58
English P8	-1.04	-0.88	-0.81
Maths P8	-0.76	-0.67	-0.86
Basics 9-4%	13%	13%	13%
Basics 9-5%	31%	26%	34%

Attendance of Disadvantaged pupils			
	Disadvantaged	Non-Disadvantaged	Difference
2017/18 (GWHS)	87.5%	93.7%	6.2%
2018/19	85.6%	93.2%	7.6%
2019/20	86.3%	93.9%	7.6%
2020/21	86.0%	91.7%	5.7%
2021/22	86.2%	91.7%	5.5%

Aim	Outcome
<i>To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence, emotional well-being, subject specific issues, particularly within core subjects, behaviour and exclusions from school and special educational needs.</i>	- The gap in attendance between disadvantaged students and non-disadvantaged students reduced
<i>To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).</i>	- Overall progress 8 score for English and Maths disadvantaged students has shown a 4 year improvement
<i>To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English</i>	- Basics 9-5% improved (3 year upwards trend)
<i>To have a positive Progress 8 score and an improved Attainment 8 score for year 11 Disadvantaged students. These figures should be at least in line with their peers.</i>	- The overall progress 8 score for disadvantaged students improved - Attainment 8 score is an improvement on 2018 and 2019 figures