

Great Wyrley Academy 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	Great Wyrley Academy
Number of pupils in school (7-11)	553
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	31/10/24
Date on which it will be reviewed	31/10/25
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	£187,609
Recovery premium funding allocation this academic year	£0
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	£187,609

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.
2	Improve the Progress of our disadvantaged students.
3	Improve the overall Attainment of our disadvantaged students.
4	Improve the Attainment in Mathematics of our disadvantaged students.
	Improve the Attainment in English of our disadvantaged students.

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
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: £7,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured interventions</i></p> <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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Heads of Year (non teaching staff)</i> (% of salary related to Disadvantaged work)</p> <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
<p><i>Attendance Officer</i> (% of salary related to Disadvantaged work)</p> <ul style="list-style-type: none"> - To assist Heads of Year in reducing the gap between the attendance of the Disadvantaged and non- Disadvantaged students 		
<p><i>Student Support Centre</i> (% of salary related to Disadvantaged work)</p> <ul style="list-style-type: none"> - To assist Heads of year in reducing the gap between the attendance of the Disadvantaged and non- Disadvantaged students 		

<ul style="list-style-type: none"> - To assist Heads of year in ensuring the social and emotional well-being of our Disadvantaged students 		
<p><i>Careers Interviews</i></p> <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: £187,609

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 2023 to 2024 academic year.

Performance of Disadvantaged pupils					
	2017/18	2018/19	2021/22	2022/23	2023/24
P8	-0.84	-0.83	-0.7	-1.29	-0.56
English A8	6.38	6.78	7.92	6.13	7.56
Maths A8	5.58	5.87	6.58	5.07	5.48
English P8	-1.04	-0.88	-0.82	-1.35	-0.27
Maths P8	-0.76	-0.67	-0.86	-1.38	-0.73
Basics 9-4%	31%	26%	34%	17%	33%
Basics 9-5%	13%	13%	13%	8%	19%

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%
2022/23	81.5%	91.5%	10.0%
2023/24	86.5%	93.7%	7.2%

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</i>	- The attendance of Disadvantaged students remains at around 86%. There was a decrease in 2022/23 but this recovered in 2023/24

<i>subjects, behaviour and exclusions from school and special educational needs.</i>	
<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 an improvement. This is more noticeable in English with only a slight improvement in Mathematics
<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 and Basics 9-4% has remained at a similar level
<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 has improved - Attainment 8 scores in English and Maths have remained at a similar level