

Great Wyrley Academy 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 | Great Wyrley Academy |
| Number of pupils in school | 498 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| 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 | 01/12/21 |
| Date on which it will be reviewed | 01/09/22 |
| Statement authorised by | Mr I Moreton, 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 | £158,940 |
| Recovery premium funding allocation this academic year | £23,780 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3,349 |
| 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 | £186,069 |

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 |
| 2 | Improve the Progress of our disadvantaged students. The progress 8 score of disadvantaged students has shown a steady increase from 2017 to 2019 (-1.08 to -0.84 in both 2018 and 2019). However, there is still a disparity between those who are disadvantaged and their peers. |

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|---|--|
| 3 | <p>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 2019 (2.95 to 2.99)</p> |
| 4 | <p>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.</p> |
| | <p>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).</p> |
| 5 | <p>Accelerate the learning of our disadvantaged learners. In order to help us diagnose the impact of the Covid pandemic on students' learning and to support the identification of students who would need additional accelerators or boosters, beyond the curriculum, in order to mitigate any adverse impact, we asked teachers in all subjects to assign an 'acceleration grade' to students in years 7 - 9 last academic year at end of cycle 2 (April 2021) and the end of cycle 3 (July 2021). It was found that disadvantaged learners across Windsor Academy Trust were more negatively affected than their peers through this period, with 13.8% needing additional boosters compared to 8.8% of the whole student population.</p> |

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</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) |
| Accelerate Learning | <ul style="list-style-type: none"> 100% of students identified as a “3” (<i>based on an average</i>) have shown progress from their baseline (end of previous year) |

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: £ 82,000

| 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>National Tutoring Programme - Mathematics</i> | <ul style="list-style-type: none"> • Small group tuition EEF | 2, 3, 4 and 5 |
| <i>National Tutoring Programme - English</i> | <ul style="list-style-type: none"> • Small group tuition EEF | 2, 3, 4 and 5 |
| <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 | <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: £ 83,069

| 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: £ 186,069

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.

| Performance of Disadvantaged pupils | | | |
|-------------------------------------|-----------|-----------|---------|
| | 2016/2017 | 2017/2018 | 2018/19 |
| Progress 8 score | -1.08 | -0.84 | -0.84 |
| English Attainment 8 score | 6.9 | 6.4 | 6.8 |
| Maths Attainment 8 score | 6.7 | 5.6 | 5.9 |
| English P8 score | -1.40 | -1.04 | -0.88 |
| Mathematics P8 score | -0.97 | -0.76 | -0.68 |
| Basics 9-4% | 31% | 31% | 27% |
| Basics 9-5% | 178% | 13% | 14% |

| Attendance of Disadvantaged pupils | | | |
|------------------------------------|----------------|--------------------|-------------|
| | Disadvantaged% | Non-Disadvantaged% | Difference% |
| 2020/21 | 86% | 91.7% | 5.7% |
| 2019/2020 | 86.3% | 93.9% | 7.6% |
| 2018/2019 (GWA) | 85.6% | 93.2% | 7.6% |
| 2017/2018 (GWHS) | 87.5% | 93.7% | 6.2% |

| Aim | Outcome |
|--|--|
| <p><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></p> | <ul style="list-style-type: none"> - The gap in attendance between disadvantaged students and non-disadvantaged students reduced Through student voice we were able to see that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. |
| <p><i>To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).</i></p> | <ul style="list-style-type: none"> - Overall progress 8 score for English and Maths disadvantaged students has shown a 4 year improvement |
| <p><i>To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English</i></p> | <ul style="list-style-type: none"> - Basics 9-4% was an improvement on 2018 and 2019 figures - Basics 9-5% improved (3 year upwards trend) |
| <p><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></p> | <ul style="list-style-type: none"> - The overall progress 8 score for disadvantaged students improved (4 year upwards trend) - Attainment 8 score is an improvement on 2018 and 2019 figures |