

# Pupil premium strategy statement 2022-23

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	Wednesfield High Academy
Number of pupils in school	1053
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024 (Reviewed 2022)
Date this statement was published	11 October 2022
Date on which it will be reviewed	4 September 2023
Statement authorised by	Nicola Carpenter
Pupil premium lead	Stephanie Bingham
Governor / Trustee lead	Mike Rickhuss

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,405
Recovery premium (NTP) funding allocation this academic year	£63,342.00 (60% of total cost)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£143,313.68
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£574,060.68

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives for our disadvantaged pupils?

- Pupil premium progress 8 will improve by 0.30.
- The gap between pupil premium and non-pupil premium students achieving a 9-4 in English and Maths is currently 12.4%. The objective is to reduce this by 50% meaning that the gap would be 6.2%.
- The gap between pupil premium and non-pupil premium students achieving a 9-5 is currently 14%. The objective is to reduce this by 50% meaning that the gap would be 7%.
- Attendance of pupil premium students will be at least 90% and above.
- All disadvantaged students will move on to suitable destinations with no NEET students.
- Development of wider curriculum experiences and cultural capital opportunities.

### The key principles of our strategy are:

- The Pupil Premium strategy is evidenced based.
- Where possible it is based upon research from the Sutton Trust and the EEF.
- However, the strategy will be bespoke to the context of our Academy.
- We will collaborate closely with other schools to see how they have successfully tackled the challenges to improve outcomes for disadvantaged students

## Challenges

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

Challenge number	Detail of challenge
1	Lower than national outcomes in CORE and EBACC subjects.
2	Lower aspirations of students and attitude to learning compared to non-pupil premium students.
3	Attendance and punctuality of pupil premium students.
4	Parental engagement.
5	Wider enrichment opportunities including reading and development of cultural capital.

## 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
Disadvantaged students make progress in line with disadvantaged students nationally	P8 = -0.4
Attendance of disadvantaged students is in line with the attendance of disadvantaged students nationally	Above 94%
% Achieving a strong pass in English and Maths	At least 40%
% Achieving a standard pass in English and Maths	At least 58%
Reduce fixed term exclusions	120 exclusions or below

## 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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Highly effective first wave teaching</b></p> <ul style="list-style-type: none"> <li>- Whole staff CPD</li> <li>- Bespoke CPD opportunities via a bid process</li> <li>- Half termly focus strategies</li> <li>- Use of staff briefing to share good practice</li> </ul>	<p>Autumn 1 – Know your students            Autumn 2 - Feedback EEF +8 high impact            Spring 1 – Homework EEF +5            Spring 2 – Metacognition and self-regulation EEF +7            Summer 1 – Parental engagement EEF +3            Summer 2 – Collaborative learning EEF +5 moderate impact</p> <p>The order of these will be subject to change through liaison with the Teaching and Learning lead</p>	1, 2, 3 & 4
<p><b>Gaining a deeper understanding of our Pupil premium students</b></p> <ul style="list-style-type: none"> <li>- Survey conducted by SBI shared with staff and used to inform planning and teaching</li> <li>- Work with JJO with a focus on crossover students</li> </ul>	<p>“Pupil Premium students share their relative <b>familial poverty</b> in common but their idiosyncratic circumstances are shaped by a multitude of factors. These include family values, socio-cultural influences, and geography. It is therefore vital that we view each Pupil Premium student as an individual.</p> <p>“Pupil</p> <p>EEF - Learning styles +2 minimal impact</p>	2, 3, 4 & 5
<p><b>Improvement in metacognition and self-regulation</b></p> <ul style="list-style-type: none"> <li>- Use of QLAs</li> <li>- Use of bullseye</li> <li>- Target groups</li> <li>- Use of faculty feedback and marking policies</li> </ul>	<p>EEF – Metacognition and self-regulation +7 months</p> <p>EEF – Feedback +8 high impact</p> <p>“Ensure pupil premium learners know exactly where they are working at or what they are aiming for in the lesson.... Make sure they know their current attainment, their target attainment and what they need to do to improve” <a href="http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions">www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions</a></p>	1 & 2

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

Budgeted cost: £187,613.68 + £53,342.00 (NTP funding = 60% of total spend. We contribute £42,228)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeting age related expectations and improving reading comprehension</b></p> <ul style="list-style-type: none"> <li>- Use of Lexia</li> <li>- Use of accelerated reader</li> <li>- Use of GCSEPod</li> <li>- Librarian</li> <li>- Author visits</li> </ul>	<p>Endorsement of Lexia as a literacy intervention from external evaluations</p> <p>“According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.” <a href="http://www.educationendowmentfoundation.org.uk/project-and-evaluation">www.educationendowmentfoundation.org.uk/project-and-evaluation</a></p> <p>“Our analysis shows that the subjects that performed the best correlated with those where the GCSEPod usage was highest.” Rebeca Coulter, King’s School al Barsha <a href="http://PowerPoint Presentation (gcsepod.com)">PowerPoint Presentation (gcsepod.com)</a></p> <p>“Selby High School initially subscribed to GCSEPod to support Pupil Premium students. However, all students loved GCSEPod resulting in 83% exceeding their predicted GCSE grades.” <a href="#">Case Studies - GCSEPod</a></p> <p>EEF – Reading comprehension strategies +6 high impact</p>	1, 2 & 5
<p><b>Increase student engagement and aspirations</b></p> <ul style="list-style-type: none"> <li>- Nurture groups</li> <li>- Outdoor learning</li> <li>- University workshops/specific topic sessions</li> <li>- Revision bootcamps</li> <li>- Revision books and resources</li> </ul>	<p>EEF – Outdoor adventure learning +4 moderate impact</p> <p>EEF – Social and Emotional learning +4 moderate impact</p> <p>“The events were well attended by parents and the university workshops garnered the most positive feedback.” <a href="http://Pupil Premium: Raising university aspirations (sec-ed.co.uk)">Pupil Premium: Raising university aspirations (sec-ed.co.uk)</a></p>	1, 2, 3, 4 & 5
<p><b>Faculties taking a more initiative-taking approach to Pupil premium</b></p> <ul style="list-style-type: none"> <li>- Faculty Pupil premium bids</li> </ul>	<p>Suggested by PiXL to give faculties more ownership of pupil premium resources and strategies to promote progress</p>	1, 2, 4 & 5

<p><b>Improve outcomes in CORE and EBACC</b></p> <ul style="list-style-type: none"> <li>- One to one tutoring (NTP funding)</li> <li>- Academic mentor</li> <li>- Small group instruction</li> <li>- Focus classes</li> <li>- Use of Hegarty</li> <li>- Use of Seneca</li> <li>- Online tutoring</li> </ul>	<p>EEF – One to one tuition +5 months moderate impact</p> <p>EEF - Individualised instruction +3 months moderate impact</p> <p>EEF – small group tuition +4 months moderate impact</p> <p>Both 1:1 and small group support has been effective for students and is a preference – student voice 2020-21</p> <p>Academy evaluation of student use of Hegarty maths and impact on progress.</p> <p>Student voice indicates that online platforms have been a preference.</p> <p>Matched student outcomes for 5+ and 4+ increased in 2019, 2020 and 2021</p>	<p>1, 2, 3 &amp; 4</p>
<p><b>Ensure results in vocational subjects continue to improve</b></p> <ul style="list-style-type: none"> <li>- Student support leader (academic)</li> </ul>	<p>Both 1:1 and small group support has been effective for students and is a preference – student voice 2020-21</p> <p>EEF - Individualised instruction +3 months moderate impact</p> <p>EEF – small group tuition +4 months moderate impact</p>	<p>2, 3 &amp; 4</p>
<p><b>Students who are PP and SEND make good progress and achieve well in assessments and examinations</b></p> <ul style="list-style-type: none"> <li>- Reader pens</li> <li>- Small group tuition</li> <li>- Nurture groups</li> <li>- 1:1 tuition</li> </ul>	<p>Research school study findings:  <a href="https://researchschool.org.uk/norwich/news/the-impact-of-reader-pens-in-exams-for-students-with-eal-sen-or-low-reading-ages">https://researchschool.org.uk/norwich/news/the-impact-of-reader-pens-in-exams-for-students-with-eal-sen-or-low-reading-ages</a></p> <p>EEF - Individualised instruction +3 months moderate impact</p> <p>EEF – small group tuition +4 months moderate impact</p> <p>EEF – One to one tuition +5 months moderate impact</p>	<p>1, 2 &amp; 5</p>

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

Budgeted cost: £195,877 + £10,000 (NTP funding = 60% of total spend. We contribute £42,228)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>- Break-the-fast breakfast club</li> <li>- EWO Attendance</li> </ul>	<p>“Schools perceived important benefits from having a <b>breakfast club</b>. As well as reducing hunger, <b>breakfast clubs</b> were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils.” DFE Evaluation of breakfast club in schools with elevated levels of deprivation March 2017</p> <p>Higher attendance bands (4&amp;5) had a P8 of 0.12 and lower attendance bands (1-3) had a P8 of -1 in 2020-21</p>	2 & 3
<p><b>Passport to success</b></p> <ul style="list-style-type: none"> <li>- Provision of equipment, uniform, hygiene products</li> <li>- Hobby/interest support for those participating</li> <li>- Stationery shop each morning</li> </ul>	<p>“Remove barriers to learning: Provide equipment and resources where necessary along with revision and homework materials” <a href="http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions">http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions</a></p>	2, 4 & 5
<p><b>Ensure disadvantaged students have a suitable destination and do not become NEET</b></p> <ul style="list-style-type: none"> <li>- Careers advisor – 2 days designated to PP students</li> <li>- Careers visit budget</li> <li>- Individual future planning meetings</li> </ul>	<p>Academy destinations for disadvantaged students not becoming NEET is 100%. This is due to the extensive careers programme, guidance and support invested</p>	2, 3 & 4
<p><b>Ensuring PP students and PP/SEND crossover students receive additional support</b></p> <ul style="list-style-type: none"> <li>- Educational psychologist</li> <li>- Calendared inclusion portfolio meetings</li> <li>- Creation of IPPs for identified individuals</li> <li>- Peer mentoring using 6<sup>th</sup> form students</li> </ul>	<p>Academy success with Educational Psychologist</p> <p>EEF - +0 months exceptionally low or no impact but Student feedback so far is positive</p> <p>“It is crucial that key staff meet regularly to look at the progress and wellbeing of their pupil premium students” <a href="http://www.teachertoolkit.co.uk">http://www.teachertoolkit.co.uk</a></p>	1, 2, 3 & 4

	<p>“We should start with these questions...How are we deliberately designing bespoke programmes of support around individuals to address these needs and barriers?”</p> <p><a href="http://www.teachertoolkit.co.uk">www.teachertoolkit.co.uk</a></p> <p>EEF – Peer tutoring +5 months moderate impact</p>	
<p><b>Improve the partnership between home and school</b></p> <ul style="list-style-type: none"> <li>- Parent coffee mornings</li> <li>- Use of MCAS system</li> <li>- Home visits</li> <li>- Staff CPD</li> <li>- Parent groups</li> </ul>	<p>EEF – parental engagement +3 moderate impact</p>	2, 3 & 4
<p><b>Improve student participation and contribution to school life developing cultural capital</b></p> <ul style="list-style-type: none"> <li>- Enrichment club resources</li> <li>- Enrichment club related trips</li> </ul>	<p>EEF – Social and Emotional learning +4 months moderate impact</p> <p>EEF – Sports participation +2 months minimal impact</p> <p>EEF – Arts participation +2 minimal impact</p> <p>EEF – Extending school time +2 minimal impact</p>	2, 3, 4 & 5
<p><b>Assisting students in the recovery of their social, emotional, and mental health following COVID-19</b></p> <ul style="list-style-type: none"> <li>- Independent counsellor provision</li> </ul>	<p>“School-based provision is universally accessible, avoiding lengthy or complex referral processes, and waits tend to be short. School is also where young people already are during the day, and – crucially – is where they say they want to access services: over two-thirds say they would rather see a counsellor at their school as opposed to outside”</p> <p><a href="https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf">https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</a></p>	
<p><b>Encouraging students to increase home learning</b></p> <ul style="list-style-type: none"> <li>- My Tutor online tutoring (NTP funding)</li> <li>- Use of online platforms</li> </ul>	<p>EEF – Homework +5 moderate impact</p> <p>EEF – One to one tuition +5 moderate impact</p>	1, 2 & 4
<p><b>Contingency</b></p> <ul style="list-style-type: none"> <li>- Additional costs throughout the academic year</li> </ul>		1, 2, 3 & 4



**Total budgeted cost (PP): £551,105.00** -£42,248 to be contributed to NTP

**Total budgeted cost (NTP): £63,342.00** + £42,248.00 our 40% contribution

**Total budgeted cost combined: £614,447.00**

## 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.

#### **Destinations data**

Wednesfield Sixth Form	28%	15
Apprenticeship or other training provider	7%	4
College	45%	23
Other school sixth form	4%	2
Employed with training	7%	4
Employed with training TBC	2%	1
Destination to be confirmed	7%	4

#### **Attendance data**

Attendance overall for the academic year was 91.1% compared with national average which was 94.3%. The gap between PP and NPP attendance has widened to 6.81%. However, the pupil premium cohort is considerably larger than previous years and continues to grow year on year, so this increase is proportionally expected.

#### **Student voice**

Student voice was used with pupil premium students to gather feedback and thoughts about school. We were able to identify strengths from this and develop ideas for further support and interventions for these students.

#### *For example*

- Just under 50% of students felt that that they are rewarded for positive behaviour in the Academy. This is an area we are currently working to develop.
- 32% said that they would like to see trips available as a reward for positive behaviour. This has now been implemented.

#### **Parent voice**

Parents have expressed that students feel confident and were interested in their learning and progress. This is something we will continue to work on. Over half of the parents who took part in the survey earlier this year said they would not want to be part of a working group with the Academy. Our aim next year is to focus on developing parental engagement and increase the opportunities for them to attend the Academy.

There will also be a focus on supporting students and parents in understanding their targets and progress

### **Exclusions**

Our target was for pupil premium students to receive less than 140 exclusions.

Although pupil premium students actually received 167 exclusions, the percentage of pupil premium students who were excluded in 2021.22 was 49.7%, **a significant reduction** compared to 2018.19 (last full academic year prior to the pandemic) which was 82.3%.

It is pertinent to note that demographic of the academy has significantly changed from September 2018 to September 2022 (current). The number of pupil premium students has increased from 141 to 409, representing a 190% increase. Despite the increase of pupil premium students, the academy has reduced exclusion and improved progress and attainment.

## **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*

<b>Programme</b>	<b>Provider</b>
GCSEPod	GCSEPod
Hegarty Maths	Hegarty Maths
Seneca	Seneca
Lexia	Lexia

## **Service pupil premium funding (optional)**

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

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