



# Wednesfield Academy Pupil premium strategy statement 2023-24

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	Wednesfield Academy
Number of pupils in school	1096
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024 (Reviewed 2022 and 2023)
Date this statement was published	11 October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Joe Phillips
Pupil premium lead	Mrs Vicky Hayward
Governor / Trustee lead	Mr Jeremy Bench

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <b>439,875</b>
Recovery premium (NTP) funding allocation this academic year	£ <b>119,232</b> (2023 to 2024 September payment £29,808)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	TBC
<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	<b>£559,107</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**Our Pupil Premium Strategy and Recovery Premium strategy focus on providing bespoke support to ensure that there are no barriers to success.**

**At Wednesfield this mean that:**

**A) Attainment- support to ensure success in accessing the curriculum to ensure the best possible outcomes**

- Ensure that key performance indicators (P8, A8, Basics 5+ and Basics 4+) increase to reduce the gap with non-disadvantaged pupils.
- Ensure that reading ages increase to ensure pupils are reading at their chronological age to give the wider access to the curriculum

**B) Cultural Capital – support to ensure that Pupil Premium pupils have access to high quality opportunities through extra-curricular provisions, school events and trips.**

- Ensure that the school cohort including Pupil Premium is represented in every opportunity provided in school and outside of school.

**C) Aspirations- support to ensure that Pupil Premium pupils have experiences that effectively inform them about their future careers, education and training possibilities and raises their aspirations.**

- Ensure high quality careers advice and guidance
- Increase the number of opportunities for Pupil Premium pupils to explore their options at 16 and 18.
- Ensure that all Pupil Premium pupils move on to suitable destinations with no NEET pupils.

**D) Wider self – support to ensure that there are no barriers to Pupil Premium pupils attending school regularly, on time and equipped for learning with a positive attitude to their learning.**

- Ensure that attendance of Pupil Premium pupils improves.
- Ensure that barriers such as uniform and lack of equipment are removed.
- Ensure that, as appropriate, Pupil Premium pupils' access resources such as Success Centre programmes to support their wider self.

**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.
- The strategy will be bespoke to the context of our school however; will be reflective of the research conducted in this area.
- We will collaborate closely with other schools to see how they have successfully tackled the challenges to improve outcomes for disadvantaged pupils.

## 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 all key headlines including P8 and Basics.
2	Lower aspirations of pupils and attitude to learning compared to non-pupil premium pupils.
3	Removing the pastoral barriers to excellent attendance and success at school.
4	Increasing parental engagement to support pupils' achievements.
5	Increasing aspirations by providing a broad range of extra-curricular, cultural capital focused opportunities.

## 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.

Challenge number	Intended outcome	Success criteria
1	<p>Key Stage 4- progress 8 score</p> <p>Key Stage 3- pupils working on or above baseline grade</p> <p>Underachieving Pupil Premium pupils make progress at least in line with their peers and are given a tailored package of support including mentoring, period 6 intervention, National Tutoring Programme support and consistently receive quality first teaching. Class sizes are reduced in core subjects to further support this,</p>	<p>Underachieving Pupil Premium pupils are carefully tracked and monitored in each year group.</p> <p>Pupils are offered bespoke support utilising the appropriate staff and strategies across the school.</p> <p>Monitoring of teaching and learning ensures that quality first teaching is being received and continually developed.</p>
2	<p>All pupils will have access to a careers programme which offers a range of different experiences relevant to their year group.</p> <p>All pupils will have access to the Personal Development Careers programme.</p> <p>All pupils will have access to the Careers Fair,</p>	
3	<p>Highly effective communication between school and parents/ carers,</p>	<p>Accessible Parents' Evenings with support to enable parents to attend.</p> <p>Pupil premium parents/ carers are actively engaging with</p>

		<p>WeDuc app.</p> <p>Parental survey shows satisfaction with communication with school.</p>
4	<p>All pupils including Pupil Premium pupils will be offered a wide range of opportunities to support cultural capital and enrichment.</p> <p>This includes Duke of Edinburgh, school leadership opportunities, Cadets, Turing Scheme and extracurricular clubs,</p>	<p>PP are proportionally represented in all extra-curricular provision.</p> <p>All PP pupils have 3 or more cultural capital opportunities.</p>

## 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
<p><b>Highly effective first wave teaching</b></p> <ul style="list-style-type: none"> <li>- Whole staff CPD</li> <li>- Focus on consistent Routines for Learning</li> <li>- Focus on academy's key principles of teaching and learning</li> <li>- Focus on feedback</li> <li>- Focus on recall and retrieval and key end points</li> <li>- Use of staff briefing to share good practice</li> </ul>	<p>Feedback EEF +8 high impact Homework EEF +5 Collaborative learning EEF +5 moderate impact Rosenshine's Principles of Instruction (2010) Daniel Willingham (2015) <a href="#">Articles - Daniel Willingham--Science &amp; Education</a> "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, 3, 4
<p><b>Designated member of Senior Leadership Team</b></p>	<p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	1, 2, 3, 4, 5
<p><b>Over recruitment in Core subjects to create smaller class sizes.</b></p>	<p><a href="#">School Funding and Pupil Premium 2019 - Sutton Trust</a></p>	1, 2, 5
<p><b>Gaining a deeper understanding of our Pupil premium pupils</b></p> <ul style="list-style-type: none"> <li>- Home Study Survey to be completed by all pupils and used by staff to support with planning.</li> <li>- Golden thread approach with teachers knowing their PP pupils well.</li> </ul>	<p>"Pupil Premium pupils 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 pupil as an individual."  EEF - Learning styles +2 minimal impact</p>	2, 3, 4, 5

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<p><b>Targeting age related expectations and improving reading comprehension</b></p> <ul style="list-style-type: none"> <li>- Use of Lexicon</li> <li>- Use of NGRT</li> <li>- Use of Accelerated Reader</li> <li>- Use of Fresh Start</li> <li>- Use of Carousel</li> <li>- Use of Kerboodle</li> <li>- Librarian</li> <li>- Author visits</li> </ul>	<p>"According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement."</p> <p><a href="http://www.educationendowmentfoundation.org.uk/project-and-evaluation">www.educationendowmentfoundation.org.uk/project-and-evaluation</a></p> <p>EEF – Reading comprehension strategies +6 high impact</p>	1, 2 & 5
<p><b>Learning Support Assistants</b></p>	<p><a href="#">School Funding and Pupil Premium 2019 - Sutton Trust</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>- Academic mentor</li> <li>- Small group instruction</li> <li>- Additional classes as appropriate</li> <li>- Use of Sparx</li> <li>- Use of Seneca</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 pupils and is a preference – pupil voice 2020-21</p> <p>Academy evaluation of pupil use of Sparx maths and impact on progress.</p> <p>Pupil voice indicates that online platforms have been a preference.</p> <p>Matched pupil outcomes for 5+ and 4+ increased in 2019, 2020 and 2021</p>	1, 2, 3 & 4
<p><b>Ensure results in vocational subjects continue to improve</b></p>	<p>Both 1:1 and small group support has been effective for pupils and is a preference – pupil voice 2020-21</p> <p>EEF - Individualised instruction +3 months moderate impact</p> <p>EEF – small group tuition +4 months moderate impact</p>	2, 3 & 4

<p><b>Pupils 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> <li>- Learning support assistants</li> </ul>	<p>Research school study findings:  <a href="https://researchschool.org.uk/norwich/news/the-impact-of-reader-pens-in-exams-for-pupils-with-eal-sen-or-low-reading-ages">https://researchschool.org.uk/norwich/news/the-impact-of-reader-pens-in-exams-for-pupils-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>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £150,000

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> <li>- Assistant Headteacher with attendance focus</li> <li>- AHOH support</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>	<p>2, 3</p>
<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>- Revision guides being purchased</li> <li>- Success Centre Manager</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>	<p>2, 4, 5</p>
<p><b>Ensure disadvantaged pupils have a suitable destination and do not become NEET</b></p> <ul style="list-style-type: none"> <li>- Careers advisor capacity- use of RONI ratings</li> <li>- Careers visit budget</li> </ul>	<p>Academy destinations for disadvantaged pupils not becoming NEET is 100%. This is due to the extensive careers programme, guidance and support invested</p> <p>“The events were well attended by parents and the university workshops garnered the most positive feedback.” <a href="#">Pupil Premium: Raising university aspirations</a></p>	<p>2, 3, 4</p>

<ul style="list-style-type: none"> <li>- Individual future planning meetings</li> </ul>	<p><a href="http://sec-ed.co.uk">sec-ed.co.uk</a></p> <p><a href="#">University Aspirations 2019 - Sutton Trust</a></p> <p><a href="#">Aspiration interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p><b>Ensuring PP pupils and PP/SEND crossover pupils receive additional support</b></p> <ul style="list-style-type: none"> <li>- Educational psychologist</li> <li>- Calendared inclusion portfolio meetings</li> <li>- School Councillor</li> <li>- School Mental Health Practitioner</li> <li>- Success Centre Menu</li> </ul>	<p>Academy success with Educational Psychologist</p> <p>EEF - +0 months exceptionally low or no impact but Pupil 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 pupils” <a href="http://www.teachertoolkit.co.uk">http://www.teachertoolkit.co.uk</a></p> <p>“We should start with these questions...How are we deliberately designing bespoke programmes of support around individuals to address these needs and barriers?” <a href="http://www.teachertoolkit.co.uk">www.teachertoolkit.co.uk</a></p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <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” <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>	1, 2, 3, 4
<p><b>Peripatetic music</b></p>	<p>Arts Participation <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p>Raise Aspirations <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p>	2, 3, 4, 5
<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 WeDuc system</li> <li>- Home visits</li> <li>- Staff CPD</li> <li>- Parent groups</li> </ul>	<p>EEF – parental engagement +3 moderate impact</p> <p>Parent power <a href="https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf">https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf</a></p> <p>Engaging Parents effectively <a href="https://www.suttontrust.com/research-paper/engaging-">https://www.suttontrust.com/research-paper/engaging-</a></p>	2, 3, 4



	<a href="#">parents-effectively-early-years/</a> Parental engagement and impact on attainment <a href="https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/">https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/</a>	
<b>Improve pupil participation and contribution to school life developing cultural capital</b> <ul style="list-style-type: none"> <li>- Enrichment club resources</li> <li>- Enrichment club related trips</li> <li>- Prefects</li> <li>- Cadets</li> <li>- Duke of Edinburgh</li> <li>- Visits including those abroad</li> </ul>	EEF – Social and Emotional learning +4 months moderate impact  EEF – Sports participation +2 months minimal impact  EEF – Arts participation +2 minimal impact  EEF – Extending school time +2 minimal impact	2, 3, 4, 5
<b>Contingency</b> <ul style="list-style-type: none"> <li>- Additional costs throughout the academic year</li> </ul>		1, 2, 3, 4

**Total budgeted cost (PP): £439,875**

**Total budgeted cost (NTP): £ 119,232**

**Total budgeted cost combined: £559,107**