

# Pupil premium strategy statement 2024-25

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 (including Sixth Form)	1029
Proportion (%) of pupil premium eligible pupils	45.76%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 2027 September 24-25 September 25-26 September 26-27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£445,725
Recovery premium (NTP) funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£445,725

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our ultimate objectives for our disadvantaged pupils?**

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

**A) Attainment and Progress – support to ensure success in accessing the curriculum including a focus on reading.**

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

**C) Aspirations – support to ensure that Pupil Premium pupils have experiences that inform them fully about future careers, education and training possibilities.**

**D) Self Esteem – support to ensure that there are no barriers to Pupil Premium pupils attending school, attending on time, fully supported and with their needs met, so that they can have success in accessing the curriculum and have pride in themselves.**

#### **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 Academy.
- We will collaborate closely with other schools and the trust, looking at 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Academic Outcomes</b> Improve academic outcomes to bring progress in line with non-Pupil Premium peers.

	<p>Ensure equity in progress measures by reducing gaps in academic achievement including Core and EBAC subjects.</p> <p>Reduce gap with national figures.</p>
2	<p><b>Reading and Literacy</b></p> <p>Increase reading age to ensure pupils are reading at chronologically age-appropriate levels.</p> <p>Ensure equity in progress measures by reducing gaps in reading ages.</p>
3	<p><b>Pastoral Support</b></p> <p>Remove pastoral barriers to excellent attendance and success at school by improving attendance, behaviour and wellbeing.</p>
4	<p><b>Aspirations</b></p> <p>Improve aspirations by providing a broad experience of careers related opportunities.</p>
5	<p><b>Wider Opportunities</b></p> <p>Increase opportunities for development of cultural capital and wider opportunities via a range of carefully curated curricular and extra-curricular plans</p>
6	<p><b>Parental Engagement</b></p> <p>Increase parental engagement to support pupil success.</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.

Challenge number	Intended outcome	Success criteria
1	<p><b>Academic Outcomes</b></p> <p>Key stage 4 – progress 8 score (excluding Summer 25) and other key headline measures such as 5+ English and maths.</p> <p>Key stage 3 – pupils achieving “At” target grade.</p> <p>Gaps with national other close.</p> <p>Internal gaps PP to NPP close.</p> <p>Underachieving Pupil Premium pupils make accelerated progress and are given a tailored package of support including academic coach support, period 6 support, and receive quality first teaching.</p>	<p>Underachieving Pupil Premium pupils are carefully tracked and monitored and offered bespoke support.</p> <p>Quality assurance of Teaching and Learning ensures quality first teaching is being received.</p>

2	<p><b>Reading and Literacy</b></p> <p>Increase reading age to ensure pupils are reading at chronologically age-appropriate levels.</p> <p>Reduction in the gap between PP and NPP reading ages.</p> <p>Ensure equity in progress measures by reducing gaps in reading ages.</p> <p>Ensure whole school approaches to teaching reading are used effectively.</p>	<p>NGRT Reading Test data used to target under-achieving readers compared to their chronological reading age.</p> <p>Layered approach to whole school literacy and reading ensuring the correct focus on our weakest readers.</p> <p>Read, Write Inc. Fresh Start monitored.</p> <p>Targeted support allows pupils build an engagement in reading for pleasure and make progress in reading ages.</p>
3	<p><b>Pastoral Support</b></p> <p>Overall PP attendance will improve, and the gap will close compared to NPP pupils.</p> <p>PP attendance will close the gap on national attendance figures.</p> <p>Reduction in the proportion of pupils persistently absent (PA) and severely absent (SA).</p> <p>Punctuality to school on PP pupils improves so that lost learning reduces.</p> <p>The proportion of behaviour incidents logged for PP pupils compared to NPP reduces.</p>	<p>Rewards structure for PP attendance and punctuality in place.</p> <p>Improvements in attendance and punctuality will translate to a more positive attitude to learning evidenced through pupil voice and other monitoring opportunities.</p> <p>Attendance and punctuality data for PP pupils will improve with a reduction in the numbers of PA and SA pupils.</p> <p>Student Services Team monitor a reduction in number of incidents involving PP pupils.</p>
4	<p><b>Aspirations</b></p> <p>All pupils will follow a Personal Development careers programme.</p> <p>All pupils will log their aspirations annually with their Personal Tutor.</p> <p>All pupils will have access to the careers fair.</p> <p>All pupils will have access to a broad range of experiences related to careers.</p>	<p>All pupils have a clear aspiration tracked annually.</p> <p>Aspirations tracker will support wider offer related to careers in school such as trips, visits, speakers and in school experiences.</p> <p>NEET figures will be 0.</p> <p>PP pupils report engagement in careers programme in pupil voice.</p>

	All PP pupils access an appropriate pathway for Post 16 study.	
5	<p><b>Wider Opportunities</b></p> <p>All pupils will have access to a range of planned experiences throughout their time at Wednesfield Academy.</p> <p>All pupils will be supported to access these regardless of financial implications.</p> <p>These opportunities include Duke of Edinburgh, Cadets, music lessons, Turing Scheme, Discovery Week and Extra Curricular Clubs.</p> <p>All pupils will be supported to access opportunities such as the school leadership, Prefect and ambassador team.</p>	<p>Participation data will be analysed.</p> <p>Pupil premium pupils are proportionally represented in all opportunities given to pupils.</p> <p>All pupils will have access to an increasing number of encounters each year in school.</p>
6	<p><b>Parental Engagement</b></p> <p>School regularly communicates with parents to increase levels of engagement.</p>	<p>Attendance of PP parents at Parents' Evenings increases.</p> <p>Parent voice.</p> <p>Increased representation of PP parents in Parent Forum.</p> <p>Increased number of Pupil Premium parents' access WeDuc.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Designated member of Senior Leadership Team</b>	<a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils</a>	1, 2, 3, 4, 5
<b>Highly effective first wave teaching</b> <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>- Use of staff briefing to share good practice</li> </ul>	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="https://www.teachertoolkit.co.uk/Reading-comprehension-strategies-EEF">Articles - Daniel Willingham--Science &amp; Education</a> <a href="https://www.teachertoolkit.co.uk/Reading-comprehension-strategies-EEF">https://www.teachertoolkit.co.uk/Reading-comprehension-strategies   EEF</a>	1, 2, 3, 4, 5
<b>Gaining a deeper understanding of our Pupil premium pupils</b> <ul style="list-style-type: none"> <li>- Golden thread approach with teachers knowing their PP pupils well.</li> </ul>	"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."  EEF - Learning styles +2 minimal impact	1, 2, 3, 4, 5, 6
<b>Improvement in metacognition and self-regulation</b> <ul style="list-style-type: none"> <li>-Use of faculty feedback and marking policies</li> </ul>	EEF – Metacognition and self-regulation +7 months  EEF – Feedback +8 high impact  "Ensure pupil premium learners know exactly where they are working at or what they are aiming for in the lesson.... Make	1, 2, 4

- Development of study skills	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>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

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>- Strategic lead on Senior Leadership</li> <li>- TLR Holder for Reading and Literacy</li> <li>- Use of Read, Write, Inc Fresh Start</li> <li>- Use of Lexia</li> <li>- Use of accelerated reader</li> <li>- Use of GCSEPod</li> <li>- Librarian</li> <li>- NGRT</li> <li>-</li> </ul>	<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://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> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1, 2 & 4
<p><b>Targeting use of Academic Coach</b></p>	<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><b>Students who are PP and SEND make good progress and achieve well in</b></p>	<p>Research school study findings: <a href="https://researchschool.org.uk/norwich/news/the-impact-">https://researchschool.org.uk/norwich/news/the-impact-</a></p>	1, 2 & 5

<p><b>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><a href="#">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>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

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>- Strategic Senior Leader for Attendance</li> <li>- Assistant Head of House</li> <li>- Break-the-fast breakfast club</li> <li>- EWO 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><a href="#">Life Lessons - Sutton Trust</a></p>	<p>1, 3, 5, 6</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>- Peripatetic lessons</li> <li>- Cadets/ DoE</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><a href="#">Arts participation   EEF</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>	<p>3, 4 &amp; 5</p>
<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> </ul>	<p><a href="#">University Aspirations 2019 - Sutton Trust</a></p> <p><a href="#">Advancing Ambitions - Sutton Trust</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>	<p>1, 3, 4, 5, 6</p>



- Individual future planning meetings		
<b>Ensuring PP students and PP/SEND crossover pupils receive additional support</b> <ul style="list-style-type: none"> <li>- Educational psychologist</li> <li>- Calendared Student Services Meetings</li> <li>- Peer mentoring using 6<sup>th</sup> form students</li> <li>- LSAs</li> </ul>	<p>Academy success with Educational Psychologist</p> <p><a href="#">Social and emotional learning   EEF</a></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> <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>EEF – Peer tutoring +5 months moderate impact</p>	1, 2, 3, 4
<b>Improve the partnership between home and school</b> <ul style="list-style-type: none"> <li>- Use of WeDuc system</li> <li>- Home visits</li> <li>- Staff CPD</li> <li>- Parent Forum</li> </ul>	<p>EEF – parental engagement +3 moderate impact</p> <p><a href="http://www.suttontrust.com">www.suttontrust.com</a></p> <p><a href="#">Easy Peasy parenting app - Sutton Trust</a></p>	3, 4, 5, 6
<b>Improve student 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> </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>	3, 4, 5, 6
<b>Contingency</b> <ul style="list-style-type: none"> <li>- Additional costs throughout the academic year</li> </ul>		1, 2, 3, 4, 5, 6

**Total budgeted cost (PP): £445,725**

**Total budgeted cost (NTP): £0**

**Total budgeted cost combined: £445,725**