

Pupil premium strategy statement

School overview

Detail	Data
School name	Widnes Academy
Number of pupils in school	127 (without Nursery)
Proportion (%) of pupil premium eligible pupils	44% (Sept 2023) 43% (September 2024) 41%(September 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024 Reviewed 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Juliet Brown
Pupil premium lead	Laura Kirchin
Governor / Trustee lead	Sarah Dowd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Widnes Academy is committed to ensuring that all pupils achieve their highest potential. Excellent academic achievement and strong personal development will ensure all our children can positively contribute to society both in the present and equally in their future lives.

We believe that disadvantage should not be a barrier to this and high expectations are in place for all.

The strategy in place will focus on improving and addressing:

- Academic outcomes for pupils
- SEMH vulnerability
- Attendance
- Engagement and aspiration within family units

High quality teaching and learning is at the centre of our approach and will focus on ensuring the areas in which disadvantaged pupils require the highest level of support. Excellent teaching by experienced teachers for all will have the most significant impact on closing any attainment gaps that exist.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	❖ Low attainment on entry especially in communication, language and literacy for many disadvantaged children across school. This is evident through assessment on entry and ongoing evaluation by staff through the WELLCOMM screening.
2	❖ Statutory assessments indicate that disadvantaged pupils at Widnes Academy do not achieve as well in the Early Years as their non disadvantaged peers. This is highlighted in their GLD scored (56% achieving GLD compared to 73% for non disadvantaged pupils 2024). This leads to greater vulnerability in developing as a learners as they move into Key Stage 1.
3	❖ Internal and statutory assessments indicate that disadvantaged pupils at Widnes Academy have more difficulty in achieving a combined reading writing maths score than their non disadvantaged peers. Gaps in learning exist for some disadvantaged pupils.
4	❖ Internal and statutory assessments indicate that disadvantaged pupils at Widnes Academy have more difficulty in achieving a combined Greater Depth score in reading writing maths score than their non disadvantaged peers. Gaps in achieving the higher standard exist for some disadvantaged pupils.
5	❖ Evaluation of SEMH and PSED vulnerability and well-being in the last two years has identified an increasing proportion of disadvantaged pupils who face difficulty in these areas. This is especially evident with some children across all years who can display less focus, a difficulty in self regulating emotionally and weaker relationships with peers. These children require additional support to improve their readiness to learn and contribute effectively as pupils.
6	❖ Attendance data over the last 2 years indicates that persistent absence among disadvantaged girls has been higher than disadvantaged boys. Our assessments and observations indicate that absenteeism is negatively

	impacting some disadvantaged pupils' attainment and progress.
7	❖ Parental engagement and aspirations for children Minimal access to wider opportunity

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
To improve Speech, Language and Communication needs of vulnerable pupils.	The proportion of pupils who are able to communicate effectively in line with age related expectations, increases over the academic year in both Reception and Y1 from Wellcomm baseline. Progress from baseline is strong across all. classes in EYFS and Y1 The use of sentence stems is embedded across school R-Y6 in all areas of the curriculum and daily routine.
To improve pupil outcomes in EYFS to ensure a higher percentage of disadvantaged children achieve GLD.	GLD outcomes for disadvantaged pupils are at a minimum in line with non-disadvantaged pupils. Pupil progress from starting points is excellent. GLD for the cohort is line with or above National Average.
To improve the percentage of disadvantaged pupils achieving a combined RWM expected+ score.	To improve pupil outcomes in reading, writing and maths across the school for disadvantaged pupils. That the percentage of disadvantaged pupils achieving a combined RWM expected+ score to be inline or better than non-disadvantaged pupils. For the percentage of disadvantaged pupils achieving RWM expected+ is inline with national average.
To improve the percentage of disadvantaged pupils achieving a combined RWM greater depth score.	To improve pupil outcomes in reading, writing and maths across the school for disadvantaged pupils. That the percentage of disadvantaged pupils achieving a combined RWM

	greater depth score to be inline or better than non-disadvantaged pupils. For the percentage of disadvantaged pupils achieving RWM greater depth is inline with national average.
To ensure all pupils develop social, emotional and mental health awareness and skills to enable them to access learning in school effectively and efficiently.	Identified pupils receive high quality pastoral support from the Learning Mentor that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning. Improved well being and readiness to learn is evident for identified children through Thrive assessments.
To improve attendance for all pupils with a particular focus on improving attendance of disadvantaged girls.	Vulnerable groups and Pupil attendance is good and vulnerable groups is improving. Vulnerable individuals have improving attendance over time. Persistent absence for girls is significantly reduced.
To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life.	Family engagement with school related to children's learning, behaviour and progress is good. The proportion of parents able to actively support pupils at home increases due to the offer of targeted workshops and an online learning offer.

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: 2025-2026 £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the use of Wellcomm across EYFS and Y1 Embed Oracy across the curriculum. £16,000	EEF Toolkit- Oral Language interventions +6 months progress. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF Toolkit- Oral Language interventions (+6 months progress) Voice 21 case study	1 and 2
Develop the role of the TA supporting the delivery of quality first teaching within the Year 1/2 classroom. £21,000	Research EEF- making best use of teaching assistants. EEf (+4) To use teaching assistance to enhance learning opportunities for children within the classroom to close the gap in GLD achievement from EYFS. Teaching assistant will then be used to target specific children identified by the teacher within lessons. To use the Wade Deacon Trust Transition project strategies to ensure that the learning environment fully supports the transition for disadvantaged pupils from EYFS to Year 1.	1, 2, 3 and 4
Support for parents to engage with learning and support children's	EEF – parental engagement (+4) EEF- Homework (+6)	7

learning at home through the use of online learning platforms. including a £1000 Reading Eggs subscription),	To ensure that children have availability to a wide number of texts digitally, that can be accessed and shared at home. Phonics games to be used to build upon skills learnt in school.	Emile – spellings
To increase capacity within the school office to improved attendance and as a result embed principles of good practice. £12,000	Ofsted Framework DFE – Working together to improve school attendance	6 and 7

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

Budgeted cost: 2024-2025 £ 22 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language TA support</i> £8,925	(EEF information reports the importance of oral language skills). EEF (+6) Our wellcomm data indicates to use that children in EYFS and Key stage 1 have language well below age related expectations. Through running wellcomm in EYFS and then targeting children in Key Stage 1 and Key stage 2 for specialised Speech and Language programmes it is the aim that that children with specific speech difficulties have their needs met and their speech moves in line with those of their peers.	1, 2 and 3
Developing the role of a teaching assistant delivering Phonic interventions to improve reading. £8,925	EEF Toolkit-Phonics (+5) <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and it is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</i>	3 and 4

	To ensure that children have access to high quality phonic interventions from a highly trained teaching assistant.	
Investment in Lexia Reading interventions £4150	To close the gap in reading for disadvantaged children within Key Stage 2.	3 and 4

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

Budgeted cost: £9810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor for Social and Emotional wellbeing. £7000	EEF Toolkit- Behaviour interventions (+4) EEF Toolkit- Mentoring (+2) EEF Toolkit- Social and Emotional learning (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Thrive interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	5, 6 and 7
Wider curriculum offer Ensuring that funds are available to support	Linked to the contextual need for the school.	5

external visits or visitors linked to local context. £2000	To ensure that children have the opportunity to extend their knowledge of experiences linked to the context of the school.	
Targeted children to attend breakfast club at no cost to improve attendance and punctuality. £810	EEF (+2) To ensure that children are arriving at school on time and are ready to learn.	6

Total budgeted cost: £81 810

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 2024-2025 and 2023 to 2024 academics year.

Pupil Premium 2024-2025 data

Pupil Premium Data Breakdown

EYFS

NO PP in Reception

Phonics

	Target	Autumn Whole cohort	Autumn PP	Spring	Spring PP	Summer	Summer PP
Year 1	80%	20+ 47%%	20+ 3/9 33%	25+ 55%	25+ 5/10 50%	Passed 32+ 75%	8/11 73%

It's clear that the integration of teaching assistants to deliver extra phonic interventions within Key Stage 1 has made a significant difference in children's learning. By focusing on recognising sounds and decoding words, these interventions help to build essential literacy skills. We've seen some fantastic outcomes, particularly for disadvantaged children, as they now find themselves in line with cohort attainment. This progress is a testament to the dedicated efforts of our teaching assistants, who are vital in ensuring these tailored support sessions reach the children who need them most. Not only does this provide a boost in confidence for the pupils, but it also sets a solid foundation for their future learning. Overall, the use of teaching assistants in this way is proving to be a worthwhile investment in our children's education.

Year 1 Pupil Premium Expected level

	Previous Year	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
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		Whole cohort		Whole cohort			
Reading	56% of PP children achieved GLD	74%	3/9 33%	75%	5/10 50%	75%	8/11 73%
Writing		69%	3/9 33%	65%	5/10 50%	65%	6/11 55%
Maths		63%	4/9 44%	70%	6/10 60%	75%	7/11 63%
Combined		58%	3/9 33%	65%	5/10 50%	60%	6/11 55%

In Year 1 the focus continues to be closing the gap between disadvantaged and non disadvantaged. Writing continues to be the focus for Year 1.

Year 2 Pupil Premium Expected level

	Previous Year PP	Autumn Whole cohort	Autumn PP	Spring Whole cohort	Spring PP	Summer	Summer PP
Reading	70%	89%	8/10 80%	88%	8/10 80%	92%	9/10 90%
Writing	80%	85%	8/10 80%	93%	9/10 90%	92%	9/10 90%
Maths	70%	74%	6/10 60%	65%	8/10 80%	85%	8/10 80%
Combined	70%	74%	6/10 60%	85%	8/10 0%	85%	8/10 80%

In Year 2 the gap towards the overall cohort attainment is closing with progress from the previous year for PP pupils in reading, writing and maths.

Year 3 Pupil Premium Expected level

	Previous Year PP	Autumn Whole cohort	Autumn PP	Spring Whole Cohort	Spring PP 1 pp new to school	Summer	Summer PP
Reading	50%	60%	3/6 50%	56%	3/7 43%	57%	4/8 50%
Writing	50%	60%	3/6 50%	57%	3/7 43%	57%	4/8 50%
Maths	50%	60%	2/6 33%	50%	2/7 28%	57%	4/8 50%
Combined	50%	60%	2/6 33%	50%	2/7 29%	57%	4/8 50%

Within Year 3 across the year a significant improvement in the combined score for RWM for PP pupils can be seen, this is due to the detail tracking systems put in place.

Year 4 Pupil Premium Expected level

	Previous Year PP	Autumn Whole cohort	Autumn PP	Spring Whole cohort	Spring PP	Summer	Summer PP
Reading	82%	74%	9/11 82%	73%	9/11 82%	77%	9/10 90%
Writing	73%	69%	8/11 73%	61%	7/11 64%	72%	9/10 90%

Maths	73%	63%	8/11 73%	67%	8/11 73%	71%	8/10 80%
Combined	64%	58%	7/11 64%	56%	6/11 55%	71%	8/10 80%

Within Year 4 PP pupils are performing above the cohort average in all areas.

Year 5 – Expected level

	Previous Year PP	Autumn Whole cohort	Autumn PP	Spring Whole cohort	Spring PP	Summer	Summer PP
Reading	82%	82%	3/4 75%	81%	3/4 75%	81%	3/4 75%
Writing	73%	72%	2/4 50%	82%	3/4 75%	73%	2/4 50%
Maths	73%	63%	1/4 25%	63%	1/4 25%	81%	3/4 75%
Combined	64%	64%	1/4 25%	64%	1/4 25%	73%	2/4 50%

In Year 5 writing continues to be a significant focus for PP pupils.

Year 6 Expected level

	Previous Year PP	Autumn Whole cohort	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	90%	65%	6/10 60%	74%	7/10 70%	65%	6/10 60%

Writing	50%	74%	7/10 70%	74%	6/10 60%	74%	6/10 60%
Maths	70%	60%	5/10 50%	61%	5/10 50%	61%	5/10 50%
Combined	50%	48%	4/10 40%	52%	4/10 40%	43%	4/10 40%
GPS		65%	7/10 70%	69%	7/10 70%	52%	5/10 50%

Maths is to be a focus for disadvantaged children, especially as that impacts on the % of children achieving expected+ in reading, writing and maths at the end of Year 6.

Greater Depth

Year 1 – Greater Depth

	Previous Year	Target	Autumn	Spring	Summer
Reading	N/a	15%	0%	5%	5%
Writing	N/a	15%	0%	10%	15%
Maths	N/a	15%	0%	19%	20%
Combined	N/a	15%	0%	5%	5%

Year 2 – Greater Depth

	Previous Year	Target	Autumn	Spring	Summer
Reading	8%	16%	12%	15%	15%
Writing	8%	16%	8%	12%	12%
Maths	8%	20%	12%	19%	19%

Combined	8%	16%	8%	12%	12%
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<u>Year 3 – Greater Depth</u>					
	Previous Year	Target	Autumn	Spring	Summer
Reading	13%	19%	20%	25%	25%
Writing	19%	19%	20%	19%	19%
Maths	13%	19%	20%	19%	25%
Combined	13%	19%	20%	19%	19%

<u>Year 4 – Greater Depth</u>					
	Previous Year	Target	Autumn	Spring	Summer
Reading	17%	26%	16%	17%	24% %
Writing	17%	21%	11%	11%	12%
Maths	17%	32%	16%	17%	18%
Combined	11%	21%	5%	6%	6%

<u>Year 5 – Greater Depth</u>					
	Previous Year	Target	Autumn	Spring	Summer
Reading	17%	31%	27%	36%	36%
Writing	17%	23%	27%	27%	27%
Maths	17%	31%	27%	27%	27%
Combined	17%	23%	27%	27%	27%

Year 6 – Greater Depth

	Previous Year	Target	Autumn	Spring	Summer
Reading	30%	29%	17%	22%	30%
Writing	9%	20%	13%	17%	17%
Maths	22%	25%	17%	13%	9%
Combined	9%	18%	9%	13%	9%
GPS	-	29%	17%	30%	26%

Almost all year groups have seen an increase in the % of PP pupils achieving the Greater Depth standard from the previous year.

Pupil Premium 2023-2024 data**Pupil Premium****EYFS -GLD**

<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
65%	56%	73%

Outcome - Our EYFS data indicates to use that disadvantaged children in EYFS are not performing as well as non-disadvantaged pupils within EYFS. Through the use of our Speech and Language programmes children who entered EYFS with language skills below their peers have caught up to their peers to reach age related expectations.

Phonics screen check

<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
81%	80%	82%

Outcome- It is clear that the use of teaching assistants to provide extra phonic interventions within key stage 1 has had a significant impact on allowing children to recognise sounds and decode words. As a result of this disadvantaged children are inline with national average and attainment is only slightly below non disadvantaged peers.

Expected and above

Year 1

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	68%	70%	65%
<u>Writing</u>	68%	80%	65%
<u>Maths</u>	70%	70%	65%
<u>Combined</u>	68%	70%	65%

Outcome - in Year 1 and 3 disadvantaged pupils outperformed not disadvantaged pupils in all areas.

Year 2

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	63%	50%	70%
<u>Writing</u>	57%	50%	60%
<u>Maths</u>	63%	50%	70%
<u>Combined</u>	57%	50%	60%

Year 3

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	73%	82%	57%
<u>Writing</u>	67%	72%	57%

<u>Maths</u>	67%	73%	57%
<u>Combined</u>	61%	64%	57%

Year 4

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	85%	84%	86%
<u>Writing</u>	77%	67%	86%
<u>Maths</u>	77%	67%	86%
<u>Combined</u>	62%	33%	86%

Year 5

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	85%	90%	100%
<u>Writing</u>	70%	50%	85%
<u>Maths</u>	79%	70%	85%
<u>Combined</u>	61%	50%	69%

Year 6

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	61%	57%	67%
<u>Writing</u>	78%	64%	100%
<u>Maths</u>	74%	57%	100%
<u>Combined</u>	57%	50%	67%

Outcome - in Years 1 and 3 disadvantaged pupils outperformed not disadvantaged pupils in all areas.

Writing continues to be a focus for disadvantaged children, especially as that impacts on the % of children achieving expected+ in reading, writing and maths.

Greater Depth

Year 1

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	7%	0%	12%
<u>Writing</u>	7%	0%	12%
<u>Maths</u>	7%	0%	12%
<u>Combined</u>	7%	0%	12%

Year 2

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	13%	17%	10%
<u>Writing</u>	19%	17%	20%
<u>Maths</u>	19%	17%	20%
<u>Combined</u>	13%	17%	10%

Year 3

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	17%	27%	0%
<u>Writing</u>	17%	27%	0%
<u>Maths</u>	17%	18%	14%

<u>Combined</u>	11%	18%	0%
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Year 4

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	23%	17%	29%
<u>Writing</u>	23%	17%	29%
<u>Maths</u>	23%	17%	29%
<u>Combined</u>	23%	17%	29%

Year 5

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	30%	30%	31%
<u>Writing</u>	9%	10%	8%
<u>Maths</u>	22%	20%	23%
<u>Combined</u>	9%	10%	8%

Year 6

	<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
<u>Reading</u>	13%	14%	11%
<u>Writing</u>	9%	14%	0%
<u>Maths</u>	4%	7%	0%
<u>Combined</u>	0%	0%	0%

Outcome – In a number of classes and curriculum areas the disadvantaged pupils are performing non disadvantaged children. The focus now will be moving the

disadvantaged pupils achieving the higher standards towards the national average and ensuring consistency across the year groups.

Further information (optional)

All pupils at Widnes Academy have access to a curriculum offer that includes a wide range of activities and experiences. This includes visits, visitors to school, participation in sporting and creative activities alongside local community events. All of this support the school's commitment to developing pupils who can contribute to wider society. Ofsted in March 2023 during the inspection reported;

Pupils appreciate the wide variety of extra-curricular activities on offer, such as circus skills, choir and dodgeball clubs. Many pupils go on regular residential visits from Year 2, which helps them to develop their independence. Pupils are eager to contribute to their school by taking on special responsibilities, such as being anti-bullying ambassadors and school councillors.

Our Pastoral lead has ensured that the social and emotional needs of children are supported, and these has helped to break down any barriers to learning these children may have.

Behaviour continues to be a strength of the school with the most recent (March 2023) Ofsted report stating:

The atmosphere in school is calm and supportive. Pupils show respect in their interactions with staff and each other.