# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Widnes Academy |
| Number of pupils in school | 138 (without Nursury) |
| Proportion (%) of pupil premium eligible pupils | 48% (Sept 2022)  44% (Sept 2023) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022  2022/2023  2023/2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Juliet Brown |
| Pupil premium lead | Laura Kirchin |
| Governor / Trustee lead | Chris Fone |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £96 030 |
| National Tutoring Programme allocation this academic year | £4252 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium carry Forward | £ N/A |
| **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 | £100 282 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * ***What are your ultimate objectives for your disadvantaged pupils?***   Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level. * ***How does your current pupil premium strategy plan work towards achieving those objectives?*** * Ensuring that teaching and learning opportunities meet the needs of all the pupils * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. * Ensuring that all children are mentally and emotionally ready to learn. * ***What are the key principles of your strategy plan****?* * Ensuring all teaching is good or better in all subjects. Ensuring that the quality of teaching experienced by all children is improved. * The Pupil Premium strategy will focus on accelerating progress, moving children to at least age-related expectations. * Additional learning support within Key stage 2 classrooms. * Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | * Speech, Language and communication needs across school |
| 2 | * High Percentage of SEND/Pupil Premium Pupils across the school |
| 3 | * Low aspirations/ low expectations |
| 4 | * Parental engagement |
| 5 | * Social, Emotional and Mental Health needs |
| 6 | * Mobility |
| 7 | * Covid gap |
| 8 | * Attendance and punctuality |
| 9 | * Financial- difficulty paying for visits, extended activities etc |
| 10 | * Close the attainment gap in reading, writing and mathematics. |

## 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.

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| Intended outcome | Success criteria |
| Reading | To move closer to achieving national average in Reading by the end of Key Stage 2. |
| Writing | Achieve closer to national average progress scores in KS2 Writing. |
| Mathematics | Achieve closer to national average KS2 Mathematics progress score. |
|  | For PP children to move closer to achieving national average in the Year 1 phonics screening check. |
| EYFS | For PP children to move closer the national figure for GLD. |
| Other | Improve attendance of disadvantaged pupils to be in line with national average (96%) |

**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: £49 012

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop the role of the TA supporting the delivery of quality first teaching within the classroom.  £ 36 002  including on costs | Research EEF- making best use of teaching assistants.  EEf (+4)  To use teaching assistance to enhance learning opportunities for children within the classroom. Teaching assistance will then be used to target specific children identifies by the teacher within lessons. | 1, 2 and 10. |
| Investment in Key stage 2 reading books to encourage parental engagement and reading at home.  £2000 (including a £900 Reading Eggs subscription), | EEF – parental engagement (+4)  EEF- Homework (+6)  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. | 2,4 and 10. |
| Investment in Key stage 1 and Foundation Stage reading books.  £750 (including £75 Phonics play subscription for parents to use) | EEF – parental engagement (+4)  EEF- Homework (+6)  To ensure that children have availability to a wide number of texts and digital games, that can be accessed and shared at home. Phonics games to be used to build upon skills learnt in school. | 2, 4 and 10 |
| Developing the role of a teaching assistant delivering Phonic interventions.  £10 260 (1/3 of wage) | EEF (+5)  *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.*  To ensure that children have access to high quality phonic interventions from a highly trained teaching assistant. | 10 |

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

Budgeted cost: £ 17 208

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *National tutoring programme*  *£4252*  *£4252 – matched by school*  *Total amount - £8504* | EEF (+4)  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  After analysing our data it was felt that the tutor could target children who have specific needs to achieve ARE. | 2,7 and 10. |
| *Speech and language TA support*  *£6778. (1/4 of Ta’s wages to reflect time on Speech and language).* | (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. | 1,2,7 and 10. |
| Investment in Lexia Reading interventions    *£1925* | To close the gap in reading for disadvantaged children. | 10 |

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

Budgeted cost: £ 34 062

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Lead TA for Social and Emotional wellbeing.  £32 356 including on costs. | EEF (+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. SEL 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. | 2, 3, 4, 5 and 8 |
| *Subsidising of trips*  *£1500* | EEF – boosts writing skills (+9)  To ensure that all children have access to learning experiences outside of the classroom. | 2,9 and 10. |
| *Targeted children to attend breakfast club at no cost to improve attendance and punctuality.*  *£206* | EEF (+2)  To ensure that children are arriving at school on time and are ready to learn. | 2,4 and 8 |

**Total budgeted cost: £ 100 282**

# 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 2022 to 2023 academic year.

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| *Pupil Premium 2022-2023 data*  Reception – Number in cohort 26 (Percentage per pupil 4%)  Number of Pupil Premium children in cohort – 10 pupils (Percentage per pupil 0%)  Number of Non Pupil Premium children in cohort – 16 Pupils (Percentage per pupil 6%)   |  |  |  |  | | --- | --- | --- | --- | | **Area of learning** | **Cohort average** | **PP average** | **Non PP average** | | **Listening, Attention and Understanding** | 81% | 80% | 81% | | **Speaking** | 85% | 90% | 88% | | **Self-Regulation** | 81% | 80% | 88% | | **Managing Self** | 88% | 90% | 88% | | **Building Relationships** | 88% | 90% | 88% | | **Gross Motor Skills** | 88% | 100% | 81% | | **Fine Motor Skills** | 85% | 80% | 88% | | **Comprehension** | 81% | 80% | 81% | | **Word Reading** | 77% | 70% | 81% | | **Writing** | 77% | 70% | 81% | | **Number** | 81% | 80% | 81% | | **Numerical Patterns** | 81% | 80% | 81% | | **Past and Present** | 81% | 80% | 81% | | **People, Culture and Communities** | 81% | 80% | 81% | | **The Natural World** | 81% | 80% | 81% | | **Creating with Materials** | 81% | 80% | 81% | | **Being Imaginative and Expressive** | 81% | 80% | 81% | |  |  |  |  | | **GLD** | 77% | 70% | 81% |   Outcome- It is clear that the use of Wellcomm within EYFS has had a significant impact on allowing children to communicate more effectively. As a result of this children have been able to express themselves in other areas of the curriculum resulting in a drive in improvement in nearly all EYFS curriculum areas. A significant area of focus for this academic year will be word reading and writing. The funding allocations in this years strategy will allow for extra resources (such as reading books) to be purchased to enhance these EYFS areas.  Pupil Premium data  **Reading**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Reading cohort | Reading Pupil premium | Reading Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 57% | 34% | 70% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 72% | 75% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 69% | 67% | 72% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 88% | 90% | 86% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 65% | 57% | 78% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 65% | 55% | 76% |   Outcome- in 4 out of 6 classes Pupil Premium children are broadly in line or outperforming Non-Pupil Premium children with their reading outcomes. As a result of these outcome targeted support for 2023-2024 academic year will be focused around reading in Year’s 1 and 6 with extra Teaching assistant support allocated to these year groups through Pupil Premium funding.  **Writing**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Writing  cohort | Writing Pupil premium | writing Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 56% | 34% | 50% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 67% | 66% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 61% | 50% | 72% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 67% | 70% | 64% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 54% | 50% | 60% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 71% | 67% | 76% |   Outcome – Anchor Education and chatty therapy was sourced and paid for with Pupil Premium money using the 2022-2023 academic year funding. It was the aim that it would impact and drive improvements within writing for Pupil Premium children. After careful analysis it is not felt that these two external companies had not had the desired effect that we had hoped. Where there was impact, this was due to quality first teaching within the classroom. As a result of this for the 2023-2024 academic year we have not allocated any funds for the support from these companies but have made the decision to allocate funding to enhance our reading offer to children. Through creating a reading rich culture, it is our aim that we will enhance children’s vocabulary and knowledge of language which will impact and drive improvements within their writing.  **Maths**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Maths  cohort | Maths Pupil premium | Maths Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 56% | 33% | 70% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 72% | 75% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 85% | 64% | 86% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 79% | 70% | 75% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 71% | 57% | 90% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 71% | 67% | 76% |   Outcome – During the 2022-2023 academic year we allocated through Pupil Premium funding Teaching assistant time to focus on post teaching interventions to support children who had found concepts during the main teaching session challenging. On analysis of the data produced it is not felt that this has not driven improvements for the Pupil Premium children. As a result of this it is felt that the allocation of funding for teaching assistants would be more beneficial to have them within the classroom at the point of learning to carry out instant interventions and feedback. Additionally we will review the mathematics curriculum across school to ensure that it meets the needs of all children and staff are suitably upskilled to support the most vulnerable. |

## 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*

|  |  |
| --- | --- |
| Programme | Provider |
| Chatty therapy | Carole Howes |
| Anchor Creative Education | Anchor Education |

## Service pupil premium funding (optional)

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

|  |  |
| --- | --- |
| Measure | Details |
| 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 |

# Further information (optional)

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| --- |
| All pupil 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.*** |