# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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 |  |
| Proportion (%) of pupil premium eligible pupils | 48.8% (Sept 2021) |
| 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 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by |  |
| Pupil premium lead | Laura Kirchin |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £106,255 |
| Recovery premium funding allocation this academic year | £ 9135 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £419 |
| Recovery premium carry Forward | £2294 |
| **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 | £118,103 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 thus ensuring that the quality of teaching experienced by all children is improved. * Academic mentor- providing small group work focussed on overcoming gaps in learning * 1-1 support – through chatty therapy. * Additional teaching and learning opportunities provided Anchor creative education. * All our work through the pupil premium will be aimed at 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: £ *72 150*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Anchor education  £7950 | EEF – Arts participation (+3) Phonics (+5)  For all children to have access to a specialist drama/music/spag session which develops key English skills through the arts. These skills will then be built upon by class teachers to feed into reading and writing sessions. | 2, 4 and 10. |
| Work with local North West Maths Hub, investing in high quality CPD for staff.  *£1000 resources* | School research impact from previous work alongside the North West Maths Hub.  Teachers to have access to high quality maths CPD, ensuring that skills are easily transferred into the classroom. Networking to allow good practice from other schools to be shared. | 10 |
| Improve the quality of curriculum and teaching and learning in wider curriculum areas to enable all pupils achieve well in all subjects developing a range of knowledge and skills for future education/life.  £3417 supply cost | Research - Sutton trust Carl Cullinane and Rebecca Montacute. Lessons for life.  *Three quarters of young people believe that better life skills would help them get a job in the future, and 88% say that they are as or more important than getting good grades. However, only 1 in 5 pupils say that the school curriculum helps them ‘a lot’ with the development of life skills.*  It is our aim that our curriculum supports the children to ensure that they have the appropriate knowledge and skills to move into secondary education. | 3 and 5 |
| Develop the role of the TA supporting the delivery of quality first teaching within the classroom.  £56, 489 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 reading eggs to encourage parental engagement and reading at home.  £1000 | 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 phonics  £2294 | EEF- Homework (+6)  Investment in outdoor Phonics trail.  Investment in supplementing home reading books. | 4 |

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

Budgeted cost: £ *13, 080*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Academic mentor appointed*  *Oncosts £5700* | 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 academic mentor could target children who have specific needs moving up from EYFS. This academic mentor will also be used to target gaps in phonic knowledge as a result of COVID. | 2,7 and 10. |
| *Speech and language therapist appointed*  *£7380* | (EEF information reports the importance of oral language skills).  EEF (+6)  Our welcom data indicates to use that children in EYFS and Key stage 1 have language well below age related expectations. Through working alongside our Speech therapist and following the programmes that she runs/plans/advises we aim to close this gap. Children’s speech, language and communication skills will be carefully tracked through using our welcome screening tool and Talk boost materials. | 1,2,7 and 10. |

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

Budgeted cost: £ *32, 946*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Lead TA for Social and Emotional wellbeing.  £30, 702 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*  *£2000* | 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.*  *£171* | EEF (+2)  To ensure that children are arriving at school on time and are ready to learn. | 2,4 and 8 |

**Total budgeted cost: £** *118 103*

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*   |  |  |  |  | | --- | --- | --- | --- | | 2020-2021 | All children | PP | Non PP | | EYFS GLD | 57% | 50% | 71% |  |  |  |  |  | | --- | --- | --- | --- | | Year 1 Teacher assessment | All children | PP | Non PP | | Reading | 69% | 19% | 50% | | Writing | 69% | 19% | 50% | | Maths | 81% | 19% | 63% |  |  |  |  |  | | --- | --- | --- | --- | | Year 2 Teacher assessment | All children | PP | Non PP | | Reading | 61% | 25% | 36% | | Writing | 57% | 25% | 32% | | Maths | 71% | 25% | 46% |  |  |  |  |  | | --- | --- | --- | --- | | Year 3 Teacher assessment | All children | PP | Non PP | | Reading | 65% | 35% | 30% | | Writing | 55% | 30% | 30% | | Maths | 70% | 35% | 35% |  |  |  |  |  | | --- | --- | --- | --- | | Year 4 Teacher assessment | All children | PP | Non PP | | Reading | 79% | 37% | 42% | | Writing | 53% | 47% | 42% | | Maths | 84% | 37% | 47% |  |  |  |  |  | | --- | --- | --- | --- | | Year 5 Teacher assessment | All children | PP | Non PP | | Reading | 63% | 42% | 21% | | Writing | 63% | 42% | 21% | | Maths | 58% | 37% | 21% |  |  |  |  |  | | --- | --- | --- | --- | | Year 6 Teacher assessment | All children | PP | Non PP | | Reading | 61% | 39% | 22% | | Writing | 52% | 26% | 26% | | Maths | 57% | 30% | 26% | |

## 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*

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| 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:*

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| --- | --- |
| 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.*  *Behaviour strengths -* Ofsted report Jan 2018 stated, p*upils’ good behaviour is impacting positively on their progress in learning. There is little disruptive behaviour but when it is displayed it is dealt with quickly. Pupils say that they are encouraged to make the right choices.* |