

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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 2022 to 2023 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

Detail	Data
School name	Widnes Academy
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	48% (Sept 2022)
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Laura Kirchin
Governor / Trustee lead	Chris Fone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720
National Tutoring Programme allocation this academic year	£11,178
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2410
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	£113, 308
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Part A: Pupil premium strategy plan

Statement of intent

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 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 residential. 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.

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.

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: £56,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Anchor education £8347	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.
Develop the role of the TA supporting the delivery of quality first teaching within the classroom. £46, 558 including on costs (% of wages).	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	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.

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

Budgeted cost: £ 21 203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National tutoring programme</i></p> <p>£11, 178</p>	<p>EEF (+4)</p> <p>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.</p> <p>After analysing our data it was felt that the tutor could target children who have specific needs to achieve ARE.</p>	<p>2,7 and 10.</p>
<p><i>Speech and language therapist appointed</i></p> <p>£8100</p>	<p>(EEF information reports the importance of oral language skills).</p> <p>EEF (+6)</p> <p>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.</p>	<p>1,2,7 and 10.</p>
<p>Investment in Lexia Reading interventions</p> <p>£1925</p>	<p>To close the gap in reading for disadvantaged children.</p>	<p>10</p>

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

Budgeted cost: £ 35 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lead TA for Social and Emotional wellbeing.</p> <p>£33 000 including on costs.</p>	<p>EEF (+4)</p> <p>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.</p>	<p>2, 3, 4, 5 and 8</p>
<p><i>Subsidising of trips</i></p> <p>£2000</p>	<p>EEF – boosts writing skills (+9)</p> <p>To ensure that all children have access to learning experiences outside of the classroom.</p>	<p>2,9 and 10.</p>
<p><i>Targeted children to attend breakfast club at no cost to improve attendance and punctuality.</i></p> <p>£200</p>	<p>EEF (+2)</p> <p>To ensure that children are arriving at school on time and are ready to learn.</p>	<p>2,4 and 8</p>

Total budgeted cost: £ 113, 308

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 2021 to 2022 academic year.

<i>Pupil Premium 2020-2021 data</i>			
Area of learning	Cohort average	PP average	Non PP average
Listening, Attention and Understanding	53%	50%	56%
Speaking	53%	50%	56%
Self-Regulation	71%	50%	89%
Managing Self	76%	63%	89%
Building Relationships	76%	63%	89%
Gross Motor Skills	82%	75%	89%
Fine Motor Skills	59%	38%	78%
Comprehension	47%	38%	56%
Word Reading	59%	50%	67%
Writing	47%	38%	56%
Number	53%	38%	67%
Numerical Patterns	53%	38%	67%
Past and Present	59%	63%	56%
People, Culture and Communities	59%	63%	56%

The Natural World	65%	63%	67%
Creating with Materials	71%	75%	67%
Being Imaginative and Expressive	71%	75%	67%
GLD	47%	38%	56%

Pupil Premium data

Year1

	Reading cohort	Reading Pupil premium	Reading Non PP
Autumn	55%	54%	55%
Spring	64%	69%	55%
Summer	75%	91%	55%

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	55%	54%	56%
Spring	54%	54%	55%
Summer	65%	73%	55%

	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	64%	70%	56%

Spring	64%	69%	56%
Summer	80%	93%	55%

Outcome- Within Year 1 PP children outperformed non pupil premium children.

Year 2

	Reading cohort	Reading Pupil premium	Reading Non PP
Autumn	57%	57%	55%
Spring	50%	43%	55%
Summer	57%	57%	55%

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	57%	57%	55%
Spring	57%	57%	55%
Summer	57%	57%	55%

	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	57%	57%	55%
Spring	57%	57%	55%
Summer	69%	73%	65%

In Year 2 the PP children outperformed the non pupil premium children.

Year 3

	Reading cohort	Reading Pupil premium	Reading Non PP
Autumn	44%	64%	32%
Spring	63%	73%	57%
Summer	64%	75%	54%

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	44%	54%	32%
Spring	52%	54%	51%
Summer	68%	68%	53%

	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	84%	73%	75%
Spring	61%	54%	82%
Summer	80%	67%	92%

In Year 3 the PP children out performed the Non pupil premium children in reading and writing but not maths.

Year 4

	Reading cohort	Reading Pupil premium	Reading Non PP
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Autumn	57%	43%	78%
Spring	61%	50%	78%
Summer	57%	43%	78%

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	47%	43%	56%
Spring	48%	36%	67%
Summer	43%	28%	67%

	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	69%	57%	89%
Spring	65%	50%	80%
Summer	69%	57%	89%

Pupil Premium did not perform as well as non pupil premium in Year 4.

Year 5

	Reading cohort	Reading Pupil premium	Reading Non PP
Autumn	55%	50%	63%
Spring	62%	60%	63%
Summer	78%	70%	88%

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	50%	60%	38%
Spring	56%	60%	50%
Summer	68%	60%	50%

	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	55%	50%	63%
Spring	67%	50%	88%
Summer	73%	80%	88%

In Year 5 PP children did not outperformed non pupil premium in all areas.

Year 6

	Reading cohort	Reading Pupil premium	Reading Non PP
Autumn	58%	54%	75%
Spring	58%	54%	75%
Summer			

	Writing cohort	Writing Pupil premium	writing Non PP
Autumn	58%	54%	75%

Spring	58%	53%	75%
Summer			
	Maths cohort	Maths Pupil premium	Maths Non PP
Autumn	58%	54%	75%
Spring	47%	40%	75%
Summer			

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)

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.

Behaviour strengths - Ofsted report Jan 2018 stated, pupils' 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.