

Pupil premium strategy statement – Whitelands Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date this statement was published	December 2022
Date on which it will be reviewed	Annually
Statement authorised by	Emma Bryson
Pupil premium lead	Emma Bryson
Governor / Trustee lead	Darren Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,310
Recovery premium funding allocation this academic year	£ 12,972
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58,282

Part A: Pupil premium strategy plan

Statement of intent

Whitelands Academy is committed to closing the gap between the progress and non- disadvantaged students. We are committed to providing all our disadvantage students with a world class learning experience whilst raising their aspirations and supporting students to achieve their full potential. We will develop global citizens who are ready to overcome the challenges of tomorrow.

Key Principles

Our strategy to deliver this vision will always be guided by the following principles to tackle the barriers facing our disadvantaged students. Our approach always prioritises a small group of strategies that are proven to work by respected research.

- Whitelands recognises that it plays a key part in making a difference to a disadvantaged student by providing environment so that they grow, thrive and be successful. For example – disruption free learning.
- Quality teaching and learning supported by an academic curriculum and calm learning environment is the most important lever to improve disadvantaged students' outcomes.
- Every disadvantaged student is unique and the barriers to them being successful are different. Tackling disadvantage progress is not just about supporting low attainers but mid and high prior attainers as well.

We recognise 6 key areas that support should focus on; Wellbeing/Safeguarding, Reading, Cultural, Attendance, Achievement and Materials. Every Pupil Premium child will benefit from a pupil premium profile that allows us to monitor the impact of our strategies on each individual.

Challenges

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

Challenge number	Detail of challenge
1	Commitment to post-COVID 19 recovery particularly for the new Year 7 cohort
2	High number of SEND children (34%) compared to national average and a significant cross over between PP and SEN
3	Disproportionate number of PP students enter our behaviour system (43% of PP have been on call at least once)
4	Commitment to supporting high level of SEMH need
5	Low reading age in PP students with 44% >12 months behind ARE
6	Internal data indicates PP students are behind peers by an average of 18% and this is most apparent in higher order assessment

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
<p>All staff will be aware of PP children and will plan to ensure progress is made through inclusive quality first teaching and robust interventions.</p>	<ul style="list-style-type: none"> • All children to make good progress in reading writing and maths. • Clear progress from Baseline in all subjects • Pupil premium profiles in place for all students • Staff to be aware of PP children and provide timely interventions to ensure rapid progress in all subjects. • All staff to be aware of key groups to support planning and support. • Resources available to support teaching will be of a high quality and will help scaffold the learning. • PP progress at the end of key stage 3 to be in line with national average.
<p>Staff will use a range of teaching strategies (including SEN6) to ensure all students access their curriculum with excellent behaviour</p>	<ul style="list-style-type: none"> • Live modelling, chunking, dual coding and key vocabulary in all lessons • PP on call numbers are in line with their peers. • FTE of PP students in line with Peers
<p>Maintaining the highest of standards in line with their peers</p>	<p>Homelearning support or opportunities</p>
<p>Systems will be in place to develop all Students' reading, comprehension and vocabulary skills therefore reducing the</p>	<ul style="list-style-type: none"> • Significant reduction <10% >12months below

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning CPD will develop the toolkit of our teachers to work more effectively with their students increasing inclusion and progress.	Sutton Trust demonstrate a key factor in rising the attainment and progress of PP students is to improve the quality of T&L	1,2,6
CPD to focus on I do, We do, You to live model their thinking. Cameras available for all classrooms.	EEF demonstrate modelling the thinking process as highly effective in supporting pupil progress	1,2,6

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted students will be supported through the employment of a Key Stage 2 teacher and Teaching assistant who will work alongside teachers to support those who are not secondary ready.</p>	<p>A 2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in social, emotional and behavioural outcomes in the majority of children. Of these children, 87 per cent were able to return to mainstream classes within one year.</p> <p>evidence/international-journal-nurture-education/volume-1-2015/results-systematic-review</p> <p>Use of Forest schools once a week for a small group of PP students</p>	<p>1,2,5,6</p>
<p>To assist families with uniform and equipment</p>	<p>Whilst identified as low impact by the EEF our research shows 36% of parents worry about cost impact of uniform, trips and other educational expenses. We want to reduce the impact of this whilst not reducing our uniform expectations</p>	<p>4</p>
<p>For all children to enjoy reading and develop comprehension, tier 2 vocabulary and fluency. Through our guided reading programme, Lexia lessons and 5000 words strategy we will ensure all students reading age/skills develop chronologically.</p>	<p>EEF evidence on improving comprehension</p>	<p>2,5</p>

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

Budgeted cost: £26,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a specialist school counsellor to work with our vulnerable students to develop study and life skills. Three six-week Study skills programmes will be put on for targeted students. This will focus on managing anxiety, effective working and developing high quality relationships.</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. Study Skills work from pervious academic year (2020/2021) improved outcomes, attendance and student perceived wellbeing in 83% of participants. By focusing on this in early years we will give PP students the skills required to thrive through key stage 4.</p>	<p>4</p>
<p>Use of a HLTA to become our wellbeing champion for selected students focus on their social, emotional learning behaviours, attendance and engagement.</p>	<p>EEF evidence on emotional and social learning</p>	<p>4</p>

Total budgeted cost: £ 58, 282

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2021/22, our internal assessments reported assessments suggested a mixed picture in regards to the performance of the disadvantaged pupils at the school.

Across the school, disadvantaged children fared less-well in Maths when compared to non-disadvantaged peers and regional and national disadvantaged pupils.

It clearly indicates that the impact of the Covid-19 pandemic has been felt most widely by disadvantaged pupils in the early stages of the school. When analysing the groups within the school's disadvantaged population; Girls are outperforming Boys.

The greatest need amongst disadvantaged boys at the school is that of communication and language alongside SEMH.

The school has seen a significant spike in the number of disadvantaged pupils entering the school with complex needs.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of full and partial closure, which was aided by remote live teacher-led lessons and access to high quality online resources such as those provided by Oak National Academy.

Our analysis of recorded pupil behaviour incidents and general behaviour observations indicated that pupil behaviour, wellbeing and mental health has been significantly impacted by COVID-19 related issues.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including those from alternative provision.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. Due to the impact the Covid-19 pandemic had on the delivery of the Pupil Premium intended actions; it has been decided to extend the strategy by a further year to give time for these implementations and actions to have an impact.