

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

Detail	Data
School name	Whitelands Academy
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	14.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1 st October 2021
Date on which it will be reviewed	4 th January 2022
Statement authorised by	A Cush, Principal
Pupil premium lead	A Cush, Principal
Governor / Trustee lead	Darren Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,280
Recovery premium funding allocation this academic year	£8720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£24,000

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	Further gaps in learning due to school closures and lack of access to curriculum content
2	High number of SEND children (32%) compared to national average (12%) and a significant cross over between PP and SEN (63% PP are SEN)

3	Disproportionate number of PP students enter our behaviour system (43% of PP have been on call at least once)
4	Lack of resilience and mental wellbeing issues amongst impact on learning behaviours
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

Intended outcome	Success criteria
All staff will be aware of PP children and will plan to ensure progress is made through inclusive quality first teaching and robust interventions.	<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.
Staff will use a range of teaching strategies (including SEN6) to ensure all students access their curriculum with excellent behaviour	<ul style="list-style-type: none"> Live modelling in all lessons PP on call numbers are in line with their peers. FTE of PP students in line with Peers
Core interventions led by subject expert teachers will support most at risk to become secondary ready	<ul style="list-style-type: none"> Most academically vulnerable will be secondary ready within year 7
Disadvantaged students will be able to experience the whole curriculum whilst maintaining the highest of standards in line with their peers	<ul style="list-style-type: none"> All students will have access to trips, Enrichments and Homelearning support or opportunities
Systems will be in place to develop all students reading , comprehension and vocabulary skills therefore reducing the	<ul style="list-style-type: none"> Significant reduction <10% >12months below

44% >12months below chronological age gap	<ul style="list-style-type: none"> Continue positive trend of average reading age (11% increase 2020/2021) Lexia will show positive trend in tier 2 vocabulary and comprehension
Champion and protect the wellbeing of our most vulnerable students	<ul style="list-style-type: none"> Most vulnerable year 7 will be supported through our life skills courses Appointment of an HLTA to be our wellbeing champion
Attendance of Disadvantaged students will be in line with their peers	<ul style="list-style-type: none"> Increase DA from 95% to 97.5%

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: £ 3,300

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 in I do, We do, You to live model their thinking. Cameras in 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: £ 11,500

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. https://www.nurtureuk.org/research-evidence/international-journal-nurture-education/volume-1-2015/results-systematic-review</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: £ 9,500

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: £ 24,300

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to being an opening school we had solely one year group in the academic year 2020-2021.

Desired outcome 1: Improvement in the residuals of PP recipients across all subjects at KS3 and in Eng/Ma. Increased contact with home to improve partnership working.

Approach: Reduce impact of Behaviour System on PP/SEN students

Impact: Number of Disadvantaged students above or at ARE rose in Reading 20% and 21% Maths

Desired outcome 2: Reduce impact of Behaviour System on PP/SEN students.

Approach: CPD for Teachers and Teaching Assistants

Impact: Since introduction of SEN6, on call for PP students reduced to just 1 incident in the last term of 2020-2021.

Desired outcome 3: PP access support and equipment for Home Learning.

Approach: A Homelearning Club is run each day before school 8.00 – 8.35, and after school 3.15 to 4.30, with an emphasis on students who may not have internet access at home, those who do not have an appropriate environment to complete Homelearning, and those who need extra support to complete the work.

Impact: Home learning access of PP students is equal to non PP

Desired outcome 4: Provide IT equipment for all over Home Schooling.

Approach: During times of lockdown and home-schooling support will be given to students to access the online resources in order to ensure all students make equal progress

Impact: 22 devices given and PP attendance to live lessons 99%