

Pupil premium strategy statement for Welland Park Academy 2021 – 2023

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
Welland Park Academy	
Number of pupils in school	957
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023 overall but (2020 – 2021) for this specific statement.
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Trustees
Pupil premium lead	Danielle Pendell (pastoral) Caroline Bowden (T & L)
Governor / Trustee lead	Dave Hedley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122, 240.00
Recovery premium funding allocation this academic year	£18, 560.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£140, 800.00

Part A: Pupil premium strategy plan

Statement of intent

The intent of our strategy plan is to work with our disadvantaged students to ensure that they access the curriculum and all opportunities to realise their full potential. Ensuring parity of outcomes for all educational groups is a key part of our school development plan.

2 senior leaders oversee the pastoral welfare and academic progress of this key group utilising a range of strategies with all staff.

The key principles are:

Quality First Teaching

Ensuring good attendance (95%) and opportunities to access extracurricular provision.

Removing barriers to teaching

Providing opportunities for disadvantaged youngsters

Ensuring students are well supported to make the transition between both key stages.

Targeted intervention and support based upon the principle of equity

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Disadvantaged students were positively targeted to learn on site during lockdown (Jan – Mar 2021). However monitoring of online learning and attendance at school post lockdown confirms that this remains a key challenge.
2	Extra – curricular – accelerating the development of cultural capital through enrichment activities across the curriculum. This should boost attendance and commitment scores as well as increasing aspirations of PP pupils.
3	Gap in P8 scores between disadvantaged and non – disadvantaged students in a conventional exam series (last data 2019). This gap was reduced by the C/TAG process.
4	Working to ensure we have no NEETs annually (Not in education, employment or training) post 16.

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
Students are in school regularly accessing a full curriculum with all the associated specialist teaching and welfare support to facilitate better outcomes.	The attendance for PP students is 95% +, we can evidence all the strategies in place to ensure good attendance at school and evaluate the most effective.
Students have a strong identity with their school and participate in activities in addition to the curriculum to represent the school or enhance their own knowledge / learning.	We can evidence participation in wider activities including trips and visits for each PP student.
Disadvantaged students are positively targeted to be given the same opportunities from specialist provision to make progress and secure excellent academic outcomes.	The gap between P8 scores on average for PP and non-PP students is reduced relative to the 2019 series. We aim for a P8 figure in line with the national average P8 for all students.
All PP students complete an interview with the resident Careers Advisor, 2 formal practice interviews and opportunity to attend the Careers Fair and support post 16 applications. Work Experience is fully funded for disadvantaged students.	We have no NEETs and can evidence that students subscribe to courses which suit their ability and aspirations.
Improved aspirations of disadvantaged students	Improved attendance, behaviour, engagement in lessons & extra-curricular activities, student voice

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: £ [85, 685]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching which ensures differentiation and access to specific resources where appropriate. Ensured by PD and recruitment. Supported by Teaching & Learning Group and T&L Bulletin</i>	Work from the EEF on impact of teaching for student outcomes. From the DfE 'Delivering World Class Teachers' Matching Curriculum to Need as PM target for all teachers 2021-22 Teaching learning habits through Metacognition project 2022-onwards	3 and 4
<i>Funding of smaller class sizes in CORE subjects lower sets</i>	-PP students are over-represented in the lower CORE sets -The effect sizes found by Hattie (2012) for Providing formative evaluation (rank 4), Micro-teaching (rank 6), Feedback (rank 10) and Teacher-student relationships (rank 12) can all be delivered more effectively to PP students in smaller groups.*	3 & 4 (and promotion of 1 & 2) (£22,185 HLTA)
<i>CPD programme focusing on the progress of key groups</i>	A review of recent results and the improvement observed after targeting this group particularly. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' EEF	1, 3 and 4. (£2,500)
<i>Summer school for Year 6 students</i>	Experience of enhanced transition and deeper relationships based on 2014 experience.	1 and 2 (£20,510)
<i>NTP, 3 specialist teachers to support Eng / Ma and Science</i>	Experience of better outcomes with intense tuition in Year 11 for Maths & Science, and Yr 11 & 7 for English EEF 'small group tuition can generate 4+ months of progress'	3 NTP tutors are UPS teachers (£40, 490)

<i>Structured reading interventions</i>	TMU's registration reading groups	3
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- [EEF work](#) on impact of quality first teaching
- Hattie's work on impact [of interventions](#)

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

Budgeted cost: £ [3,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for academic resources, including revision guides, Maths equipment and GCSE practice papers</i>	-PP students are over-represented in the group of students without access to a printer at home -	3 and 4 (£1,000)
<i>Boost - GCSE academic intervention</i>	-Hattie Visible Learning (rank 3)	3 and 4
<i>Build Up and PiXL Raising our Game</i>	-Hattie Visible Learning (rank 3)	3 and 4 (£2500)

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

Budgeted cost: £ [68,414.40]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student Support Mentor targeted attendance tracking and support</i>	Experience of working with PA students through GCSE 'The link between attendance and achievement is clearly established' DfE Research 2016	1, 2, 3 and 4 (£40, 490)
<i>Funding for enrichment activities</i>	Experience of engagement in school with PP students and discovery of new progression routes as a consequence.	2 (£6000)
<i>Enhance pastoral support for well-being through ELSA, Counsellor</i>	PP students are less likely to have access to emotional support outside school (i.e. privately funded counsellor)	1, 3 and 4 (£29,811)

<i>Mentoring of PP students and use of SLT to ensure parental contact / engagement with all Year 11 parents.</i>	Experience of positive engagement / support from parents to enhance attendance and improve outcomes.	1 (£8000)
<i>Use of incentives e.g. Waffle Wednesday and awards at Presentation Evening. Well being drop in for KS3 and KS4</i>	Experience and shared good practice from other schools.	1 , 3 and 4. (£2000)

<i>Breakfast Club</i>	EEF 'magic breakfast' – 2+ months progress	1
<i>Whole staff CPD on supporting disadvantaged students</i>	EEF 'behaviour intervention can generate 3+ months	1,2,3,4
<i>Support with hygiene products, stationery, uniform including delivery of these during future lockdowns</i>	Funding recommendations adapted from the National Food Strategy	1

Total budgeted cost: £ [157,599.40]

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.

Our objective to reduce the gap in progress at Key Stage 4 between PP and non-PP students:

This has been progressively successful. The P8 gap between PP and non-PP students reduced between public exams 2019 and CAGs 2020. The reduction in gap was sustained into TAGs for 2021 and PP students performed broadly in line with the national average for all students in these cohorts. In 2022 the P8 score for disadvantaged pupils was 0.06 (source: gov.uk) with 64% achieving grade 4+ in Eng. & maths.

Our target to ensure that all PP students participate in an extra – curricular event be it a trip or team event to develop cultural capital was only partly successful

Our one service pupil premium strategy secured a good set of outcomes and continued in education.

Aim 2018-2021	Outcome
Students are in school regularly accessing a full curriculum with all the associated specialist teaching and welfare support to facilitate better outcomes.	Attendance for PP 2021-22 was 85.2% (including half term 6, post-exams). Full time attendance officer in role October 2022. NTP has helped significantly with small group specialist teaching in Eng, Maths, Science. Alternative Provision for those at risk of non-attendance or exclusion to support with qualifications and employment skills
Close the progress gap for P8 in all subjects between PP and non-PP students.	Whilst the gap is not closed, the positive P8 score for PP shows considerable progress
Use of specialists during lessons and Boost to identify knowledge gaps and work with students on these. Use of SLT mentors with Y11.	PP Mentors worked closely with PP students and parents including inviting parents of PP students into school following non-attendance at parents' evenings. Teachers teaching within specialisms including for Boost GCSEPod for all KS4 and Build Up for Year 10 PP. 3 of top 4 'podders' were PP 2021-22.

Students have a strong identity with their school and participate in activities in addition to the curriculum to represent the school or enhance their own knowledge / learning.	PP students given at least 50% discount for trips and all in school activities are free to students. Attendance by PP students at extra-curricula activities is strong. Symington Trust, Jubilee Food Bank, & Hygiene Bank referrals made & supported
All PP students complete an interview with the resident Careers Advisor, 2 formal practice interviews and opportunity to attend the Careers Fair and support post 16 applications. Work Experience is fully funded for disadvantaged students.	All PP students complete practice interviews in Year 9 and 11. All have careers interview, additional careers & post-16 applications support from PP mentor, opportunity to attend careers fair, and fully funded work experience. Work experience takes place during holidays so attendance is still lower than aim but increasing.
Use of pastoral team / mental health staff / counsellor in supporting good mental health for students	We have increased the number of mental health first aiders and hours of counselling available to student to help support better mental health.

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
Mental Health Support (Years 10 and 11)	Humanutopia
Character development / employability skills (Year 9)	Future Ready.
Careers Fair	A number of external agencies
Alternative Provision	Clover, Invent, Enstruct, Inspire