

Pupil premium strategy statement

School overview

Metric	Data
School name	Wixams Academy.
Pupils in school	549
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£120 285
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	November 2020
Review date	October 2021
Statement authorised by	P Spyropolous
Pupil premium lead	P Downes
Governor lead	Joe Canzano

Disadvantaged pupil performance overview for last academic year

Year 9 – Spring 2020

Progress 8 (FFT50 VA)	-0.61
Ebacc entry	19%
Attainment 8	2.29

Year 8 – Spring 2020

Progress 8	W0.41
Attainment 8	W2.6

Year 7 - Spring 2020

Progress 8	W0.22
Attainment 8	W1.75

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Reduce the progress gap between DA and non-DA to <-0.25.	Sep 2021
Attendance	Improve attendance to national average.	Sep 2021
Behaviour	To implement early intervention to ensure DA on call scenarios are proportional to the DA population of the school.	Sep 2021
Ebacc entry	Improve the percentage EBACC entry to national average for new Year 9 and Year 8 Options	January 2021 September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve staff awareness of DA students. Early identification of under-performing students and implementation of quality first teaching strategies.
Priority 2	Review sequencing of curriculum to provide opportunities for retrieval practice, particularly as lockdown disproportionately impacted DA students.
Barriers to learning these priorities address	Quality of assessment data. Engagement of DA students and their parents.
Projected spending	£50,473

Targeted academic support for current academic year

Measure	Activity
Students close gap in key areas	Early use of individual/small group tuition to raise progress across subjects, e.g. Booster, reading intervention, literacy intervention, numeracy interventions.
Priority 2	Use of revision and exam preparation strategies for DA students and their parents.
Barriers to learning these priorities address	Co-ordinating externally led tuition with timetable restrictions. Pupil and parental engagement with additional support.
Projected spending	£69,523

Wider strategies for current academic year

Measure	Activity
Increased engagement in school	Improve attendance of DA students and develop cultural capital of DA students by ensuring they have access to a wide range of programmes/trips. (E.g. Support services, taxis, music lessons, uniform, breakfast, equipment packs, The Bedfordshire Project).
Priority 2	To ensure access to technology at home is not a barrier to accessing home learning.
Priority 3	Increase the uptake of Ebacc subjects and provide careers advice.
Barriers to learning these priorities address	Pupils desire to access opportunities. Aspirations of students and parents.

Projected spending	£52,209
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time for staff development/CPD opportunities.	Use of INSET days and staff meetings to support staff in delivering Quality First Teaching for all students including DA.
Targeted support	Ensure staff develop positive discrimination opportunities for DA students.	DA targets are fixed agenda items for HOD-SLT meetings and department meetings. Upskilling of department leaders to identify and request support for targeted individuals.
Wider strategies	Develop the cultural capital of DA students by engaging all students and parents.	Planned in school opportunities/curriculum links to be explored.

Review: last year's aims and outcomes

Aim	Outcome
Maximise progress and engagement of DA students through regular tracking, identifying gaps and inclass strategies.	Partially Achieved: Staff CPD was successful and PP progress is a recognised priority across the school. 20 day challenges launched. Oracy event booked but cancelled due to COVID. Development: 20 day challenges to continue as a key strategy. PP action group should be introduced. Deep Dive monitoring of lessons to include PP.
Maximise engagement in school	Achieved: Evaluation of homework strategy had tracked gains for key students. Support services successfully re-engaged individual students. Targeted intervention had key gains for individual students. PP students invited into school from May half term of lock-down increased participation in remote lessons. Development: Key gains seen from tracking individuals but overall impact on PP gap is difficult to measure. Strategies to continue but evaluation needs to be more robust.

<p>Parental engagement and student access to facilities</p>	<p>Achieved: Parental engagement improved with personalised meetings on progress days and regular contact home. Parents and students utilised uniform, taxi and breakfast facilities. Stationary packs provided over Lockdown and weekly contact and support given by HOY and/or LSA links.</p> <p>Development: Strategies to continue.</p>
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