

# Pupil premium strategy statement 2021 22

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	Wixams Academy
Number of pupils in school	721
Proportion (%) of pupil premium eligible pupils	21% (153 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	P Spyropoulos, Headteacher
Pupil premium lead	P Downes, Director of Science
Governor / Trustee lead	J Canzano, Senior Manager, Lloyds Bank

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,000
Pupil Premium Expenditure	£25,000
Recovery premium funding allocation this academic year	£15,660
School led tutoring allocation	£13,972.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197,632.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our core purpose at Wixams Academy is to inspire and challenge all students to achieve exceptional things irrespective of their background or the challenges they face and to develop those key skills and qualities that will serve them throughout their lives.

Delivering the highest quality student experience is at the heart of everything we do: from providing inspiring teaching and learning, to personalised student support, and wider opportunities for students to develop through links with universities, employers and other partner organisations with our Trust. .

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Draw on research, best practice in and evidence from our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.
- Minimise potential barriers to learning and thereby maximise progress and achievement.
- Advantage the most disadvantaged students thorough whole school and sometimes more targeted offer.
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent.
- Ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement at Wixams Academy by working alongside the school in harmony and recognising that parent involvement makes a difference.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Cognitive Ability Tests (CATs) indicate that on entry to year 7, our disadvantaged students have a lower average standard age score (SAS) compared to non-disadvantaged students.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 52 – 56% of our disadvantaged pupils arrive below age-related expectations compared to 44 - 47% of their peers. Subsequent internal and external (where available) assessments show that this gap widens during pupils’ time at our school.</p> <p>The 2021-22 year 7 cohort have a lower verbal, non-verbal and spatial standard age score. However, they do have a higher quantitative SAS compared to their non-disadvantaged peers.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly focusing on the four rules of arithmetic.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 43-69% of our disadvantaged pupils arrive below age-related expectations in quantitative analysis compared to 40 -42% of their non-disadvantaged peers.</p>
3	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, around 44%% of our disadvantaged pupils arrive below age-related expectations compared to 39-41% of their peers. This gap remains steady during pupils’ time at our school.</p>
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in reading and numeracy.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional</p>

	<p>issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 40% of disadvantaged pupils currently require additional support with social and emotional needs compared to 27% of non-disadvantaged students, with 83% of disadvantaged pupils currently receiving academic interventions compared to 61% of non-disadvantaged students.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 88.4–91.6% compared to 92.5-95.6% for non-disadvantaged pupils.</p> <p>18-28% of disadvantaged pupils have been ‘persistently absent’ compared to 9-11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 17 - 36%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>an average Attainment 8 score which is equal to or better than previous years.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils will be in line or below national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers also being in line with national averages.</li> <li>• the percentage of all pupils who are persistently absent being in line or below national and the figure among disadvantaged pupils being in line with national averages.</li> </ul>

## 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: **£143,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (CATs). Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing exposure to external providers such as Learning Performance. Teacher training, support and release time will be provided to ensure that staff are able to develop these skills in their lessons.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of whole school teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school.</p>	<p>Subject curriculums should build in opportunities for students to develop Rosenshine’s principles of instruction. <a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</a></p>	<p>1, 2, 3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	<p>3</p>

<p><a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£33,757**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Adopting targeted numeracy intervention for disadvantaged pupils focusing on mastery learning of fundamental skills.</p>	<p>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3

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

Budgeted cost: **£20,875.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Delivered by school counsellor.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Subsidized visits/Taxi's for extracurricular clubs</p>	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p>	All
<p>Reward shop</p>	<p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p>	6
<p>Parent workshops</p>	<p>Positive parental engagement can support progress and attendance.</p>	All
<p>Musical instrument tuition</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	All

<p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Improve aspirations of Disadvantaged students through participation in the Brilliant Club Scholars programme and the Bedfordshire Project. Designed to improve connections and opportunities for students to attend Russell Group Universities.</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>All</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £197,632.50**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. EBacc entry was 32% for our year 9 students, which is 15% higher than 2019, but 4% lower than 2020. This is 8% lower than our target of 40% Pupil Premium EBacc entry.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, use of Microsoft Teams to deliver a full timetable of lessons and interventions through remote learning.

111 students received at least 15 hours of reading intervention using the NTP tutoring programme as Covid-19 had significantly impacted progress in this area. Other subject specific forms of intervention also provided a measureable impact.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 92.5%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.1% higher than their peers and persistent absence 9% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Pupil premium students on average received 1.7 academic interventions and 0.7 pastoral interventions compared to 1.1 and 0.5 respectively for non-disadvantaged students. We are building on that approach in our new plan.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
The Scholars Programme	The Brilliant Club
The Bedfordshire Project	Wadham College
Study Skills Workshops	Learning Performance
NTP intervention and reading	Teaching Personnel
Behaviour workshops	TBC