

Pupil Premium Strategy Statement – to be read alongside PP spend statement.

Academy Overview

Metric	Data
School name	Watling Academy
Pupils in school	180
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	approx. = £22,200 (Based on November census 2020 – 22 students)
Academic year or years covered by statement	2020-21
Publish date	First published May 2020 Updated 10 February 2021
Review date	September 2021.
Statement authorised by	J Barford
Pupil premium lead	M Gibbs
Governor lead	R Edwards

Aims for Disadvantaged Students – academic achievement

Aim	Evidence of impact	Target date
To improve outcomes for pupil premium students and narrow the gap between pupil premium and non-pupil premium students	The progress of PP students is in line with other students at the academy	July 2021
Effective Teaching and Learning with a drive for independent learning, the development of thinking skills and clear assessments that support learning	Learning Walks, Work Sampling and Student Feedback show disadvantaged student's ability to work independently.	July 2021
Targetted support tailored to address individual barriers to learning	Targetted support is in place as identified in PP student profiles	July 2021
To ensure attendance is equal to that of non- PP students	Attendance percentages of students	July 2021

Aims for Disadvantaged Students – wider outcomes

Aim	Evidence of impact	Target date
To ensure the well-being of Disadvantaged students supports their learning.	Student and Parent feedback	July 2021
To raise aspirations of pupil premium pupils inviting parents to celebrate success of pupils.	Student feedback. Participation levels in extra opportunities	July 2021
Strong careers information, advice and guidance	Disadvantage student able to set goals and targets as part of their mentoring programme	July 2021
Ensure disadvantaged students have access to a full range of educational experiences	Participation numbers	July 2021

Disadvantaged Pupil Barriers to Success (Examples of)

Limited aspirations (present and future).
Poor attitude to school- effort, homework, behaviour.
Lack of independent study skills.
Lack of support outside school and / or an unsettled home life.
Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment.
Low literacy skills.
Low numeracy skills.
Low self-esteem and lack of self-belief.
Poor attendance.
Emotional / social difficulties.
Lack of organisation
Lack of subject knowledge
Other – please state

Examples of strategies to break down identified barriers to success

1	Limited aspirations (present and future).
<ul style="list-style-type: none"> • Celebrate success using the school reward system. • Don't let them off the hook- ensure they engage in questioning and work is completed to the required standard. • Discuss future careers or ambitions (wellbeing link). • Access careers workshops (when available). • Establish goals with students for the next half term. • Boost self-esteem- Provide opportunities for students to succeed in lesson. 	
2	Poor attitude to school- effort / engagement, homework, behaviour.
<p>Lack of engagement / lack of motivation</p> <ul style="list-style-type: none"> • Use of reward system. • Targeted praise. • Plan opportunities for success. • Find out something about them- be interested / create a dialogue. <p>Seating plan- location to teacher, sit near positive influence and / or away from negative influence.</p> <p>Use of questioning to engage students in lesson-</p> <ul style="list-style-type: none"> • Ensure they are asked at least one question per lesson. • Don't allow student to opt out of answering. • Consider most appropriate questioning strategies. • Give them time to prepare an answer. • Scaffold more challenging questions appropriately. <p>Behaviour</p> <ul style="list-style-type: none"> • Blotac- for students who fidget. • Remind student what you want them to do rather than they have done wrong. • Strategically use school behaviour system- e.g. does this student need time outside the classroom on W1. • Use praise- catch them doing something right. • Weekly monitoring of behaviour with form tutor. • Mentoring sessions with MBR. • Refer to the Academy values of respect, responsibility and kindness during restorative conversations. <p>Learning engagement</p> <ul style="list-style-type: none"> • Writing frames. • Use simple, clear terminology. • Create a signal to indicate the student has not understood. <p>Give clear expectations of quantity and quality of work.</p> <p>Homework-</p> <ul style="list-style-type: none"> • Weekly monitoring of homework. • Liaise with parents- are they aware of where homework is set. • Create homework planner • Attend after school club where teacher assistance is available. 	
3	Lack of independent study skills.
<ul style="list-style-type: none"> • Differentiated tasks in lessons that allow student success. • Ensure student has access to the resources they need e.g. computer access, books. 	

	<ul style="list-style-type: none"> • Design a study programme- allowing student to manage time effectively. • Intervention support to develop metacognition with form tutor / or through intervention (see MGS).
4	Lack of support outside school and / or an unsettled home life.
	<ul style="list-style-type: none"> • Access to breakfast club / afterschool provision. • Weekly catch-up with student to ensure barriers to learning are minimised. • Increased parental contact.
5	Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment.
	<p>Does the Academy need to provide?</p> <ul style="list-style-type: none"> • Stationary • Uniform • Revision resources • Funding for trips • Resources for lessons (e.g. cooking)
6	Low literacy skills.
	<p>Liaise with NHT in the first instance</p> <ul style="list-style-type: none"> • Academy intervention • NTP intervention
7	Low numeracy skills.
	<p>Liaise with FWL in the first instance</p> <ul style="list-style-type: none"> • Academy intervention • NTP intervention
8	Low self-esteem and lack of self-belief.
	<ul style="list-style-type: none"> • Create situations where the students can succeed. • Encourage student to join extra-curricular activities.
9	Poor attendance.
	<ul style="list-style-type: none"> • Form tutor identifies attendance issues. • Form tutor monitors and sets goals. • Increased parental contact
10	Emotional / social difficulties.
	<ul style="list-style-type: none"> • Find a buddy for the student. • Monitor social times to check for isolation. • Create social groups / support. • SEAL intervention (see NHT)
11	Lack of organisation
	<ul style="list-style-type: none"> • E-mail work home to parents • Create an area for them to keep their things. • Ensure they have a locker • Form tutor works with student to create effective routines
12	Lack of subject knowledge
	<ul style="list-style-type: none"> • Low stake testing to improve recall. • Differentiated tests and materials. • Scaffolded feedback tasks. • Use of teaching assistant to support learning or catch-up (se NHT)

- Intervention- speak to MGS / subject teacher
- Breakfast club / after school provision.