

## 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	Watling Academy
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2020 – July 2023
Date this statement was published	December 2021
Date on which it will be reviewed	Annually – Sept 22/23
Statement authorised by	Mrs Barford
Pupil premium lead	Mr Gibbs
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,902.50*
Recovery premium funding allocation this academic year	£6,000**
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	£39,902.50***

# Part A: Pupil premium strategy plan

## Statement of intent

Ensuring no student is anonymous is at the heart of everything we do at Watling Academy. Irrespective of a student's background or socio-economic status it is our intention that all our students have the opportunity to make good progress, achieve high attainment and have full access to a range of activities that develop cultural capital.

Our Pupil Premium strategy is designed to support disadvantaged students so the gap in attainment and access to opportunity is minimised when compared to their peers. Our intention is to identify those students who face additional challenges and provide the support they require to make progress that is in line with their peers. These students form a broad spectrum; from those who have unsettled home lives and under-achieving at school, to those who are already high achievers but may be capable of making further progress.

High quality teaching is integral to closing the disadvantage attainment gap. Not only does this impact disadvantaged students but also allows their peers to sustain and improve attainment alongside them. Additional intervention will give further support to our PP students. To support educational recovery for those students who have been most affected by recent home learning, additional tuition is provided through 'in house' intervention and accessing the National Tutoring Programme.

To ensure the effectiveness of our strategy:

- Disadvantaged students will be assessed to identify their individual needs. A strategy will be formed and recorded on a Pupil Premium Profile. Form Tutors continue to monitor and assess progress throughout the year, adapting the strategy when appropriate.
- Heads of Department and Heads of Year will monitor the progress and attainment of disadvantaged students to check it is in line with their peers. Appropriate support strategies will be introduced where appropriate.
- All staff will access the Pupil Premium Profile and ensure that disadvantaged students are challenged and supported in line with their individual strategy.
- All staff will contribute to raising the expectations and outcomes of disadvantaged students, their feedback will be essential in keeping strategies relevant and current.
- Students will be supported to take part in a range of opportunities outside of the classroom, such as trip and clubs.

## Challenges

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

Challenge number	Detail of challenge
1	Milestone targets (2020/2021) show that disadvantaged students have an average point score that is 0.15 lower than that of their peers (1.16 compared to 1.31). Our aim is to close the gap throughout the student's time at the Academy.
2	Identifying within the curriculum where disadvantaged students have barriers to learning or fail to make progress in line with their peers.
3	Attendance - Disadvantaged students' attendance is 2.24% lower than that of their peers. Our aim is to close the gap throughout the students' time at the Academy.
4	Identifying gaps in learning - After the disruption of the pandemic it is our aim to identify gaps in learning that students have as a result of home isolation and online learning.
5	Varied feeder schools - Whilst housing in our catchment area is still being constructed the Academy is operating at full year group capacity to combat a shortage of school places in Milton Keynes. This has resulted in a significant number of feeder schools, leading to increased challenges in student transition.
6	CPD <ul style="list-style-type: none"> <li>- all staff are trained to employ PP strategies with consistency. Form tutors become the lead professional in the disadvantaged students' life; they are coached to identify how best to support the student. It is essential that time is given to this strategy.</li> <li>- Staff training must ensure all students have access to high quality teaching</li> </ul>
7	Ensuring that financial hardship doesn't prevent the student from accessing the curriculum or wider curriculum, or stop them having the resources that allow them to work effectively.
8	To use the behaviour system effectively to promote learning amongst disadvantaged students, particularly through the use of praise and rewards.

## 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
To close or eliminate the attainment gap between Disadvantaged students and their peers	In successive years the attainment gap should close (based on the results of internal assessment compared to milestones).
To identify areas of the curriculum where disadvantaged pupils, make least progress. Based on internal assessments (2020) disadvantaged students made 10% less progress in Science and 5% less progress in Computing and Drama	Gaps in progress close so they are in line with other subjects.
To monitor student progress in Numeracy and Literacy and identify if disadvantaged students are making progress in line with their peers. Where appropriate intervention strategies such as NTP tuition will be used to support this intended outcome, as well as in reading groups and Maths support groups.	Students make consistent progress that is in line with their peers
To reduce the gap in attendance between disadvantaged students and their peers.	In the first year a target of less than 2% has been set.
<p>To identify the knowledge and concepts that were missed at KS2 and adapt the curriculum so that the gaps are filled.</p> <p>Heads of department use formative and summative (progress tests / CAT 4 )data to identify gaps in learning, when this is complete strategies are employed to close any gaps in learning and the curriculum is adapted.</p>	PP students make similar progress to non-PP students
To integrate all students into the Academy effectively, ensuring they gain an understanding of the Academy culture and develop effective relationships with staff and peers.	<p>Liaison with all primary schools has taken place and we use the information they provide from transfer documentation to put immediate strategies in place.</p> <p>To identify and ensure no student is isolated due to them being the only student from their previous school.</p>
Each student has a tailored Pupil Premium Profile (PPP) that helps the students overcome potential barriers to learning and progress.	Form tutors are confident in identifying the needs of their disadvantaged tutees. Teaching staff implement strategies in the classroom enabling students to progress. These are evident in learning walks.
The Academy uses PP funding appropriately to support students to	Students have the same levels of access to the extended curriculum as their non disadvantaged peers (including

access funding for the resources they need to learn effectively.	clubs and trips). They wear full uniform, have correct equipment and eat a nutritious meal.
Behaviour- To ensure that behaviour of disadvantaged students is in line with peers.	Heads of year will identify disadvantaged students whose behaviour is impacting their learning. Assessment will be based on house points (positive), behaviour points, and other sanctions. Strategies will be put in place to reduce any gaps in either house points or behaviour points.

## 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: £ [tbc]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Testing</b></p> <p>As SATS assessments at the end of KS2 have not been completed we only have mock SATS data from the primary schools (completed in January). Our testing programme is designed to give us a more complete picture of our students' ability levels.</p>	<p>All students within the cohort to sit CAT 4 assessments within the first half term which will give a standardised score. Further subject based assessment will be used to give a complete picture of the students' progress.</p> <p>Data to be used by members of staff to inform planning for intervention at both in the classroom and in outside interventions. Heads of Department will use this data to inform class groupings.</p>	1
<p><b>Identifying gaps in learning</b></p> <p>Knowledge and understanding of key concepts at KS2 that were missed due to the school closures. Some students will struggle to access</p>	<p>Full liaison with primary schools to determine missed knowledge and skills.</p> <p>Use of data about students who were not engaging with home learning. Students will be identified from baseline data, teaching staff and early identification (primarily from primary schools). Additional group teaching to be used to assist with closing gaps.</p>	4, 5

<p>the full KS3 curriculum due to missed schooling.</p>	<p>Teaching staff to use low stakes testing regularly within lessons to identify gaps, review knowledge and inform planning for future lessons and term plans.</p> <p>Adjustment to curriculum during first half term with students engaging in project - based learning which allows teachers to cover key skills not covered during school closure period. Students to be taught in mixed -ability groups for first half term at least to facilitate this.</p> <p>Adjusting Schemes of Work in specific subjects to cover content and skills missing</p>	
<p><b>Staff Training</b></p> <p>Form tutors are trained to complete the students Pupil Premium Profile (PPP). Class teachers are trained to use the strategies that are identified in the PPP.</p> <p>CPD Teaching and Learning for staff focused on sound and profound teaching.</p> <p>Sharing good practice – through Learning Walks, through informal discussions and through mentoring.</p>	<p>The completed PPP's show that form tutors have set effective tailored strategies to help their students overcome barriers to learning. Throughout the year they mentor the students and monitor their progress and wellbeing.</p> <p>A full year's programme of CPD will be in place.</p>	6
<p><b>Recruitment</b></p> <p>Recruitment of a Drama teacher, part of their role is to close the attainment gap between disadvantaged students and their peers.</p>	<p>Having been taught by a non-specialist last year an experience Drama teacher was sought to ensure that all students including disadvantaged, made sound progress.</p>	2

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

Budgeted cost: £ [tbc]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Numeracy Intervention.</b> Additional small group interventions for students identified as needing further support (priority for SEND and PP) Sessions to be run by qualified Maths teacher.</p>	Small group intervention proved successful last year, disadvantaged students benefitted from low tutor / student ratio.	1, 2
<p><b>Literacy Intervention.</b> Additional 1-to-1 and small group interventions for most vulnerable students (SEND, PP). Teaching Assistant to run small group interventions</p>	Small group intervention proved successful last year, disadvantaged students benefitted from low tutor / student ratio.	1, 2
<p><b>NTP Tutoring.</b> NTP provision to be used to support students in Maths, English and Science</p>	After successful use of the NTP last year for Maths and English it was decided that Science tutoring would also be added to combat the issue in attainment between disadvantaged students and their peers.	1, 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional support.</b> Provided for those students whose progress has been impeded, due to school closures, poor attendance and poor behaviour.</p> <p>Pastoral support from HOY/SEND team with students who have emotional barriers to</p>	<p>The Appointment of Inclusion and Student Support Assistant was made to support students. Working alongside pastoral and SEND teams, their role is to intervene and support students overcoming barriers to learning that may vary from attendance issues, behavioural issues, anxiety and mental health problems.</p> <p>Wrap around Care – weekly meeting showing matrix of individual student pastoral support.</p>	2, 3, 8

school caused by closures		
<b>Access.</b> Ensuring that all students are able to access the curriculum, wider curriculum and extra-curricular activities.	Attendance data allows us to monitor disadvantaged students access to the curriculum (e.g. cooking ingredients) wider curriculum (e.g. music lessons) and extra-curricular activities. As trips become available funding will be made available to ensure participation.	7
<b>Provision.</b> Where applicable a contribution towards uniform, school equipment and meals.	Disadvantaged students will not be distinguished on the basis of their socio-economic background.	7
Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium	Increased communication with parents by form tutors and other pastoral staff.	1, 3, 5, 7, 8
Use of rewards to motivate students, especially those who are disaffected due to closures.	House Points and postcard reports run half termly showing any gaps.	8
Focus on transition activities and support to assist students with a smooth start to Secondary school.	Full transition programme in place	5
Weekly well-being lessons supporting students with their mental, physical and social health.		

**Total budgeted cost: £ [tbc]**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*As a new Academy Watling is unable to provide comparative figures from previous years.*

From internal assessments that were compared Current Learning Grades against student's milestone targets (set from CAT4 using FFT 20).

- There was a marginal decrease in the attainment gap across all subjects.
- In English the attainment gap closed by 1%, NTP mentoring was implemented for disadvantaged students that were identified by the Head of Department as requiring further support. Out of class intervention led by teaching staff and Tas also in place.
- In Maths the attainment gap closed by 12%, NTP mentoring was implemented for disadvantaged students that were identified by the Head of department as requiring extra support. Out of class intervention led by teaching staff and Tas also in place.
- During lockdown all disadvantaged students were called on a weekly basis to monitor progress and assist when necessary. Laptops, Sim cards and printed resources were all provided to students who required them. Access to the Academy was authorised and actively encouraged, for students who were unable to work effectively from home.
- Attendance of all students is monitored, letters are sent to students when attendance falls below certain thresholds, internal support is provided by the inclusion support assistant for students who have poor attendance. Although the gap at Watling Academy is 2.24% between disadvantaged students and their peers, this compares favourably with the national average.
- During the year an inclusion and Support officer role was created, to support students in areas of behaviour, attendance and mentoring.
- A member of staff has been designated for home learning provision, they have responsibility for home learning provision across the Academy that ensures all pupils regardless of home circumstance are able to access a full, challenging and appropriate curriculum from home.

## **Externally provided programmes**

*Only DFEE approved programmes were used.*

## **Service pupil premium funding (optional)**

*Watling Academy receives no Service Pupil Premium funding.*

## Further information (optional)

*\*As a new school, we do not have the full detail of our allocation yet. The published figure is based on last year's pupil numbers, and we should receive extra (based on October census) in March. The figure shown is the confirmed figure, but we are budgeting £86k based on 91 pupils. As worded on the allocation methodology: "Where a new academy is not fully established, and at the start of the autumn term 2021, the academy has been open for fewer years than the number of year groups in the school, then the school's allocation will be revised in March 2022"*

*\*\*Funded at Secondary School floor level due to low pupil numbers last year*

*\*\*\*This is the guaranteed income. Our budget for planning purposes is £92k*