

# Pupil premium strategy statement - 2023-24

This statement details our school's use of pupil premium 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	1192
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2023 – August 2025
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Fry
Pupil premium lead	Mrs Barford
Governor / Trustee lead	Mrs Chilton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Allocation £259,275 Budget £ 260820 *
Recovery premium funding allocation this academic year	£49680 **
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	£310500

\* Allocation for 23-24 is as shown, based on 840 students. This will be adjusted in year, inline with pupil number growth (based on assumption of 21% PP (evidenced from previous years))

\*\* Based on £276 per eligible PP student

# 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 ensure the effectiveness of our strategy:

- Pupil Premium students will be assessed to identify their individual needs. A strategy will be formed and recorded on a Pupil Premium Profile. Form Tutors will 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 PP students to check it is in line with their peers. Appropriate support strategies will be introduced where appropriate, both in and out of the classroom.
- All staff will access the Pupil Premium Profile and ensure that PP students are challenged and supported in line with their individual strategies highlighted on their profiles.
- All staff will contribute to raising the expectations and outcomes of PP 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.
- Developing the cultural capital of all PP students and ensuring that progress is made, similar to non-PP students will be explicit in the job description and be the responsibility of a newly appointed PP Champion.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Milestone targets show that disadvantaged students have an average target grade lower than non-disadvantaged students.</p> <p>Year 7: tbc            Year 8: -0.22            Year 9: -0.24            Year 10 -0.35</p> <p>This means that there is already a Gap when considering achievement to date.</p> <p>The difference in progress against target grades between PP and non-PP students, (using EoY teacher grades) are as follows:            Year 7 (Aug 23) = -0.09            Year 8 (Aug 23) = -0.02            Year 7 (Aug 23) = 0</p> <p>Whilst there either is no gap or the gap is not significant, it is important to recognise this remains a challenge.</p>
2	<p>Identifying within the curriculum where disadvantaged students have barriers to learning or fail to make progress in line with their peers.</p>
3	<p>Attendance - Disadvantaged students' attendance is 5.07% lower for year 7, 1.39% lower for year 8 and 3.53% for Year 9, than that of their non PP students. Our aim is to close the gap throughout the students' time at the Academy</p>
4	<p>Identifying gaps in learning – Whilst we have had 2 years since lockdown, the disruption caused by the pandemic remains and it is imperative we consider the impact and breakdown what this looks like for individual students.</p>
5	<p>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.</p>
6	<p>CPD</p> <ul style="list-style-type: none"> <li>- all staff are trained to employ strategies that will support PP students 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. Current area of concern are: Year 7 students (this year, year 8) – Geography (-0.16) , Maths (-0.19) and Science (-0.18) Year 8 students (this year, year 9) – Maths (-0.13). PE (-0.09) and Science (-0.09) Year 9 students (this year, year 10) – English (-0.18), Geography (-0.33) and Spanish (-0.09)	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 1 to 1 and small group work to be put in place outside of the classroom.	Students make consistent progress that is in line with their peers
To reduce the gap in attendance between disadvantaged students and their peers.	To close the gap in each year group in terms of progress towards milestone.
To identify the knowledge and concepts that were missed at KS2 and adapt the curriculum so that the gaps are filled.  Heads of department use formative and summative (progress tests / CAT 4) data to identify gaps in learning, when this is	PP students make similar progress to non-PP students.  Curriculums and schemes of work are adapted to meet need.

complete strategies are employed to close any gaps in learning and the curriculum is adapted.	
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.	Liaison with all primary schools has taken place and we use the information they provide from transfer documentation to put immediate strategies in place. To identify and ensure no student is isolated due to them being the only student from their previous school.
Each student has a tailored Pupil Premium Profile (PPP) that helps the students overcome potential barriers to learning and progress. CPD on Quality first T & L throughout the year for all teaching staff.	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 access funding for the resources they need to learn effectively. EEF	Students have the same levels of access to the extended curriculum as their non disadvantaged peers (including 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 **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Testing</b></p> <p>Whilst SATs were sat for the second time since lockdown, the accuracy of the data was impacted by the pandemic. We therefore have chosen to continue with CAT4 testing. 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. (note – this will be funded through NTP tuition grants)</p>	<p>1</p>
<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 the full KS3 curriculum due to missed schooling. (It is important to note that this continues to have an impact despite 2 years without a lockdown)</p>	<p>Full liaison with primary schools to determine missed knowledge and skills.</p> <p>Use of data about students who were not attending school or who had poor attendance and not engaging with home learning. Students will be identified from baseline data, teaching staff and early identification (primarily from primary schools).</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 that may not have developed sufficiently since lockdown. 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>4, 5</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>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>6</p>

<p>CPD Teaching and Learning for staff focused on quality first teaching.</p> <p>Sharing good practice – through Learning Walks, through informal discussions and through mentoring.</p>	<p>A full year’s programme of CPD will be in place.</p> <p>This will include:</p> <p>Collaborative Learning Approaches that scores +5 in the EEF toolkit, Using Feedback that scores +6, Mastery Learning +5, Effective Homework +5, Reading Comprehension Strategies +6</p>	
<p><b>Recruitment</b></p> <p>Recruitment of PP Champion</p> <p>Recruitment of Pastoral Assistants to support PP students on their identified need</p>	<p>A lead member of staff will have clear responsibility and be accountable for the progress of PP students and the Cultural Capital of PP students.</p> <p>Pastoral assistants will note the difference in achievements – not just academically but with rewards and consequences to ensure the gap is closed.</p> <p>EEF research: Behaviour intervention +5 Social and Emotional learning +4 Small Group tuition +4 Parental Engagement +4</p>	7, 8

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

Budgeted cost: £39,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Numeracy Intervention.</b></p> <p>Additional small group interventions for students identified as needing further support (priority for SEND and PP)</p>	<p>Small group intervention proved successful last year, disadvantaged students benefitted from low tutor / student ratio.</p> <p>EEF toolkit Small group tuition +4 TA intervention +4</p>	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 also.</p>	<p>Small group intervention proved successful last year, disadvantaged students benefitted from low tutor / student ratio.</p> <p>EEF toolkit Small group tuition +4 TA intervention +4 Oral language interventions +6</p>	<p>1, 2</p>
<p><b>NTP Tutoring.</b> Power weeks will support students in either Maths, English, Languages or Science (Note, costing for this will NOT come from the recovery premium. It will come from PP funding)</p>	<p>Small groups of identified students will receive a 'power week' led by a qualified member of teaching staff on areas that have been identified as either a gap in learning or specific intervention that will help to raise levels of achievement.</p>	<p>1, 2</p>
<p><b>After School Booster sessions</b> After school booster sessions will support students in English, Maths and Science. This may be rolled out to other subject areas</p>	<p>Small groups of identified students will receive a 'after school compulsory booster sessions' led by a qualified member of teaching staff on areas that have been identified as either a gap in learning or specific intervention that will help to raise levels of achievement.</p>	<p>1, 2</p>

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

Budgeted cost: £200,180

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>The Appointment a PP Champion was made to support students. Working alongside pastoral and SEND teams, part of 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. We have also set up an alternative provision room run by a specialist PA.</p>	<p>2, 3, 8</p>

Pastoral support from HOY/SEND team with students who have emotional barriers to school.	<p>We have also appointed a school counsellor and a first Aid and well being lead to support students with their well-being. (EEF toolkit as mentioned previously)</p> <p>Wrap around Care – weekly meeting showing matrix of individual student pastoral support.</p>	
<p><b>Access.</b> Ensuring that all students can access the curriculum, wider curriculum and extra-curricular activities.</p>	<p>Attendance to lessons and clubs 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.</p> <p>Funding will be made available to ensure participation in trips.</p>	7
<p><b>Provision.</b> Where applicable a contribution towards uniform, school equipment and meals.</p>	<p>Disadvantaged students will not be distinguished on the basis of their socio-economic background.</p>	7
<p>Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium</p>	<p>Increased communication with parents by form tutors and other pastoral staff.</p> <p>EEF Toolkit Parental Engagement +4</p>	1, 3, 5, 7, 8
<p>Use of rewards to motivate students, especially those who are disaffected due to closures.</p>	<p>House Points and postcard reports run half termly showing any gaps.</p>	8
<p>Focus on transition activities and support to assist students with a smooth start to Secondary school.</p>	<p>Full transition programme in place</p>	5
<p>Weekly well-being lessons supporting students with their mental, physical and social health.</p>		

Focussed careers provision	Careers advisor working alongside students and supporting with the Option programme	2
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## Total budgeted cost: £317,172

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Outcome
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).	<p>Year 7 PP 1.69 Year 7 Not PP 2.00 Gap -0.31 Milestone -0.22</p> <p>Year 8 PP 2.46 Year 8 Not PP 2.70 Gap -0.24 Milestone -0.23 (Gap -0.01 compared to last year -0.03 so has closed)</p> <p>Year 9 PP 2.78 Year 9 Not PP 3.06 Gap -0.28 Milestone -0.29 (Gap -0.01 compared to last year 0 so no sig change)</p> <p>Progress: Year 7 GAP – progress in year 7 -0.09 (not significant but still a negative) Year 8 GAP - progress in year 8 -0.02 (not significant but still a negative but up by 0.04 on last year which stood at -0.06)</p>

		Year 9 GAP – progress in Year 9 is 0. This shows an improvement of 0.04 from last year which stood at -0.04)
<p>To identify areas of the curriculum where disadvantaged pupils, make least progress. Current area of concern are:</p> <p>Year 7 students (this year, year 8) – Drama, RE, Science and Spanish.</p> <p>Year 8 students (this year, year 9) – DT and Spanish</p>	<p>Gaps in progress close so they are in line with other subjects.</p>	<p>Year 8</p> <p>Drama - -0.03</p> <p>RE - -0.02</p> <p>Science - -0.18</p> <p>Spanish - -0.1</p> <p>All subjects have closed their Gaps although Science remains on the list for next year</p> <p>Year 9</p> <p>DT - +0.13</p> <p>Science - +0.07</p> <p>Both now showing a positive gap</p>
<p>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 1 to 1 and small group work to be put in place outside of the classroom.</p>	<p>Students make consistent progress that is in line with their peers</p>	<p>Literacy – progress in year</p> <p>Year 7 GAP = +0.11</p> <p>Year 8 GAP = +0.09</p> <p>Year 9 GAP = 0.56</p> <p>Students with NTP intervention = + 0.12</p> <p>Numeracy – progress in year</p> <p>Year 7 GAP = -0.05</p> <p>Year 8 GAP = +0.39</p> <p>Year 9 GAP = -0.16</p> <p>Students with NTP intervention = -0.04</p>
<p>To reduce the gap in attendance between disadvantaged students and their peers.</p>	<p>To close the gap in each year group in terms of progress towards milestone.</p>	<p>Year 8 GAP was -1.91% in Year 7 and is now -1.39%. Therefore a positive change but still a concern</p> <p>Year 9 GAP was -1.6% in Year 8 and is now -3.53%. This is a concern and will form part of the strategy intent for the forthcoming year.</p>

<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>	<p>PP students make similar progress to non-PP students.</p> <p>Curriculums and schemes of work are adapted to meet need.</p>	<p>Refer to column 1 for data.</p> <p>Note – project based learning in first half term helped colleagues to identify gaps in learning. Also – intensive transition, meeting year 6 teachers and discussing curriculum and individual students helped to identify gaps.</p> <p>This knowledge was then used to plan curriculum – all of which can be found on the website.</p> <p>Deep dives throughout the year plus a deep dive focused on PP suggested a positive experience for PP student sin lessons and HoD were able to articulate gaps.</p> <p>Ofsted report complimentary on ou=r curriculum</p>
<p>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>	<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>	<p>As above</p>
<p>Each student has a tailored Pupil Premium Profile (PPP) that helps the students overcome potential barriers to learning and progress.</p>	<p>Form tutors are confident in identifying the needs of their disadvantaged tutees. Teaching staff implement strategies in the classroom enabling students to progress.</p>	<p>Every PP student has a profile which is a working document.</p> <p>Need to work on consistency of use by tutors and teachers.</p>

	These are evident in learning walks.	Every PP student mentored by FT with dedicated time as part of their TT.
The Academy uses PP funding appropriately to support students to access funding for the resources they need to learn effectively.	Students have the same levels of access to the extended curriculum as their non disadvantaged peers (including clubs and trips). They wear full uniform, have correct equipment and eat a nutritious meal.	Full take up of FSM. Support given with uniform and payments for trips etc.
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.	Average PP Behaviour points 22.33, Non PP Behaviour points 10.5  Average PP House points 293.59, Non PP House points 331.18  This is a concern and will be a specific focus for this year

## **Externally provided programmes**

*Only DFEE approved programmes were used.*

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

*Watling Academy receives no Service Pupil Premium funding.*