

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	Academy@Worden
Number of pupils in school	535
Proportion (%) of pupil premium eligible pupils	30.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr A Hammersley
Pupil premium lead	Mr J Haworth
Governor / Trustee lead	Ann Howden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,665
Recovery premium funding allocation this academic year	£23,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,300

Part A: Pupil premium strategy plan

Statement of intent

At Worden our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve well across all subject.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including good progress for those who are already high attainers. We will consider the challenges faced by all our vulnerable pupils particularly those who have a social worker or are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality learning and teaching is at the heart of our approach, with a focus of ensuring that all pupils at Worden receive the highest possible standard of lessons. This is proven to improve outcomes for all but significantly improves the outcomes for disadvantage pupils helping to close the attainment gap.

Our intended outcomes detailed below show that it is our 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 School Led 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:

- ensure disadvantaged pupils are challenged in the work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium Promise
2	Quality First Teaching and Learning
3	Improving PP pupils attendance, behaviour and engagement
4	Reading – Improving decoding, fluency comprehension and the love of reading.

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
1 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>More pupils are taking up the EBACC option – this will be promoted earlier in school and the EBACC subjects will provide pupils with more materials around their subjects, e.g. journals, magazines and careers.</p> <p>DP pupils at Worden will have the opportunity to experience a range of activities and educational visits during their time with us these are outlined in our PP promise. (See page 9)</p>
2. The quality of Teaching will be consistently good across the academy. All staff will be given the opportunity to access relevant CPD to improve their subject knowledge or pedagogy.	<p>During the academy's yearly monitoring cycle, different aspects of the monitoring process will show the quality of teaching and the delivery of the curriculum is good.</p> <p>The following monitoring process will be used to build up this picture.</p> <p>HOF curriculum reviews.</p> <p>Subject deep dives</p> <p>The setting of work on MS teams</p> <p>Appropriate homework setting</p> <p>Learning walks</p> <p>We will ensure that all pupils are ready for school daily this will include breakfast club, equipment and uniform where appropriate.</p>

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: £51,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,3,4

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

Budgeted cost: £65524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,3,4

tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Purchase of the Think Reading	https://www.thinkingreading.com/	1,2,4

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

Budgeted cost: £61888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Relevant staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers continue to monitor and try and improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2,3,4
Collate and analyse the results from pupil surveys on % of the PP promise that they have experienced	Experience from previous year use of these initiatives	1
Contingency fund for acute issues.	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.	

Total budgeted cost: £179300

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 year in key areas of the curriculum. EBacc entry again low and is an area that remains a priority for the academy

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, which was aided by use of online resources such as those provided by Oak National Academy as well as staff CDP on delivering and recording lessons and the use of Microsoft TEAMS

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 93% it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers and persistent absence 1.6% 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. We are building on that approach in our new plan.

Impact of the use of Pupil Premium

The Pupil Premium is designed to narrow the gap between the most and least disadvantaged students in our communities. The data below, taken from our analysis of the 2021 results reflects the results gained by students who are either in the care of local authority, eligible for free school meals (or have been within the last 6 years) or who are children of parents serving in the Armed Forces.

The quality of teaching has continued to improve with the support of pupil premium funding.

This has been supported by the judgements made in the Ofsted inspection in January 2020. Systems are in place across the Academy to ensure that all staff are regularly updated with information about Pupil Premium eligible students.

Raising achievement and narrowing the gap:

In 2021, 50% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for disadvantaged of 51% & non-disadvantaged students of 75%. This is an increase of 8% on 2020 for our school.

In 2020, 42% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a national average of 45% for disadvantaged students and a national average for non-disadvantaged students of 72% (2019). This is a decrease of 18% on 2019.

In 2019, 60% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a national average of 44% for disadvantaged students and a national average for non-disadvantaged students of 72% (2019). This is an increase of 8% on 2018. In 2019 60% of disadvantaged students achieved 9-4 in Maths and 60% in English.

Progress 8 bucket contribution	English 2020 (PP)	English 2021 (PP)		2020 (27% PP)	2021 (30% PP)
PP	0.37	0.78		0.3	0.67
nPP	0.59	1.85		0.62	1.37
GAP	-0.22	-1.07		-0.32	-0.7

In English and maths the progress 8 bucket gap between disadvantaged and non-disadvantaged pupils has increased since 2020. Whilst, the performance of disadvantaged pupils has increased in both subjects. This reflects that some variables in relation to the achievement of the disadvantaged pupils, in the same classes as non-disadvantaged pupils are beyond the control of the teacher. And some of this can be accredited to the impact of two school closures

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

ACADEMY@WORDEN PUPIL PROMISE

Extra-curricular club End of Year 7	Attend parents evening End of Year 7	Charitable activity End of Year 7	Attend educational trip End of Year 7	House competition End of Year 7	Demonstrate leadership End of Year 7	School council End of Year 7	Outdoor experience End of Year 7	Read a new book End of Year 7	Represent school End of Year 7	Show kindness End of Year 7	Thank a teacher End of Year 7	Visit a museum End of Year 7	Begin to learn a language End of Year 7	FORM a meal End of Year 7	Cook yourself in Y11 End of Year 7
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Extra-curricular club End of Year 8	Attend parents evening End of Year 8	Charitable activity End of Year 8	Attend educational trip End of Year 8	House competition End of Year 8	Demonstrate leadership End of Year 8	School council End of Year 8	Outdoor experience End of Year 8	Read a new book End of Year 8	Represent school End of Year 8	Show kindness End of Year 8	Thank a teacher End of Year 8	Visit a museum End of Year 8			
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Extra-curricular club End of Year 9	Attend parents evening End of Year 9	Charitable activity End of Year 9	Attend educational trip End of Year 9	House competition End of Year 9	Demonstrate leadership End of Year 9	School council End of Year 9	Outdoor experience End of Year 9	Read a new book End of Year 9	Represent school End of Year 9	Show kindness End of Year 9	Thank a teacher End of Year 9	Visit a museum End of Year 9	Take part in a STEM opp End of Year 9	Explore career interest End of Year 9	Visit a university End of Year 9	Take part in a STEM opp End of Year 8
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