

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	554
Proportion (%) of pupil premium eligible pupils	29
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, Reviewed Sept 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr A Hammersley
Pupil premium lead	Mr J Haworth
Governor / Trustee lead	Anne Howden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,744
Recovery premium funding allocation this academic year	£24,578
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	£199,322

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> <p>Pupils that are electronics deficient will be provided with the equipment needed to access all online learning and homework.</p> <p>Subsidised or free revision guides will be provided to all KS4 pupils.</p>
3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

<p>To achieve and sustain improved behaviour and engagement for all pupils where appropriate, particularly for our disadvantaged pupils</p>	<ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 17% and the figure among disadvantaged pupils being no more than 2% lower than their peers. • We are going to focus on the poor attendance of some DP girls with the aim of improving their engagement and this will lead to improved outcome for them <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • The overall number of fixed term exclusions being reduced • The number of internal isolations being reduced • The number of rewards increasing • The number of pupils being rewarded in G14 increases. • DP boys with poor behaviour are going to be target with a range of initiatives to try and engage them more with school and therefore improving their behaviour • Form Tutor mentoring of DP pupils in their forms
<p>4. Improved reading for all pupils in the academy particularly for the disadvantaged pupils.</p>	<p>Reading will be given a high priority within all subjects, teachers are being given addition training on the importance of reading in their subject</p> <p>All pupils will be read to by their form tutor at least once a week.</p> <p>Weaker pupils will have access to the accelerator reader programme.</p> <p>A new school Library will be established and be accessible to all pupils Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</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: £54,812

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: £79,546

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: £64964

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 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. EBacc entry was lower than we wanted and this is an area that remains a priority for the academy.

The academy has worked extremely hard to overcome the negative impact that partial school closure had on our pupils. Some groups of pupils are still struggling socially and this is affecting their behaviour and impacting their learning. Pupils however have benefited from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. This impact and our resolution to maintain and improve our high quality curriculum, which has been aided by use of online resources as well as targeted staff CDP and reading of relevant educational literature.

Although overall attendance in 2021/22 was lower than in the preceding 2 years at 89% it was in line with the national average. 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 similar to previous years, which is why attendance is a focus of our current plan. The pastoral team have been working with pupils that are regularly absent to try and improve their attendance.

Our continual assessment of pupil behaviour, wellbeing and mental health show that we are still seeing the impact of COVID-19-related issues. This is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing with these approaches as we work through this 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 2022 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 2022, 42% 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 decrease of 8% on 2021 for our school

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.

<u>Progress 8 bucket contribution</u>	English 2022 (19% PP)	English2021 (30% PP)		Maths 2022 (19% PP)	Maths 2021 (30% PP)
PP	0.14	0.78		-0.63	0.67
nPP	0.16	1.85		-0.05	1.37
GAP	-0.02	-1.07		-0.58	-0.7

In English and maths, the progress 8 bucket gap between disadvantaged and non-disadvantaged pupils has decreased since 2021. Whilst, the performance of disadvantaged pupils has decreased in both subjects. The gap still reflects the variables in relation to the achievement of the disadvantaged pupils in the same classes as non-disadvantaged pupils and often these are beyond the control of the teacher. Some of this can be seen in year on year analysis of the results and the fact that a lot of variation comes from external pressures and pupils personal situation. The impact of COVID school closures continues to have a bigger affect on disadvantaged pupils.

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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 Cook a meal End of Year 7	Letter to 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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