# Pupil premium strategy statement – Whitelands Academy

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 472 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2022-2025 |
| Date this statement was published | 20/12/23 |
| Date on which it will be reviewed | 20/12/23 |
| Statement authorised by | Clair Edwards |
| Pupil premium lead | Samantha Walkley |
| Governor / Trustee lead | Darren Townsend |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 81,500 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £ 19,872 |
| 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* | £ 40,427 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Whitelands Academy is committed to closing the gap between the progress of disadvantaged to non- disadvantaged students. We are committed to providing all our disadvantaged students with a world class learning experience whilst raising their aspirations and supporting students to achieve their full potential. We will develop global citizens who are ready to overcome the challenges of tomorrow.  **Key Principles**  Our strategy to deliver this vision will always be guided by the following principles to  tackle the barriers facing our disadvantaged students. Our approach always  prioritises a small group of strategies that are proven to work by respected  research.  • Whitelands recognises that it plays a key part in making a difference to a  disadvantaged student by providing an environment so that they grow, thrive and be  successful. For example – disruption free learning.  • Quality teaching and learning supported by an academic curriculum and a calm  learning environment is the most important lever to improve disadvantaged  students’ outcomes.  • Every disadvantaged student is unique and the barriers to them being successful  are different. Tackling disadvantaged progress is not just about supporting low  attainers but mid and high prior attainers as well.  We recognise 6 key areas that support should focus on; Wellbeing/Safeguarding,  Reading, Cultural, Attendance, Achievement and Materials. Every Pupil Premium  child will benefit from a pupil premium profile that allows us to monitor the impact of  our strategies on each individual. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Special Educational Needs.** A large proportion of our disadvantaged students also have special educational needs. |
| 2 | **Behaviour and Attitudes.** Some disadvantaged students need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success. |
| 3 | **Attendance.** There is a disproportionate number of PP eligible students who are persistently absent. This reduces their learning time and diminishes progress. |
| 4 | **Reading.** 44% of our disadvantaged students are >12 behind ARE. This reduces their accessibility to the curriculum and diminishes progress. |
| 5 | **Achievement.** Internal data indicates that students who are PP eligible are on average a grade behind their peers. |

## 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.

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| Intended outcome | Success criteria |
| **Improve achievement** through effective timing of subject specific interventions. | GL National assessment data will indicate increasing attainment and progress for disadvantaged students in line with that of all students nationally. |
| **Improve achievement through high-quality teaching** through the effective implementation of ‘The ‘Whitelands Way’ and curriculum design. | GL National assessment data will indicate increasing attainment and progress for disadvantaged students in line with that of all students nationally.  The Whitelands way will be visibly used in all lessons. Staff will be seen to improve their implementation of research-based strategies so that students receive effective modelling and explanations, with scaffolded and purposeful independent learning and regular high-quality feedback.  An increased number of staff will sign up to and study the National Professional Qualifications and the impact of these will be visible in their lessons and student’s progress.  A broad, balanced and knowledge rich curriculum will be taught to the students and this will result in strong memory retention of knowledge and a deep understanding of concepts. |
| **Improve reading age** through impactful interventions. | All students will reach a minimum of their chronological reading ages. |
| **Improve attendance** by embedding strategies to improve PP attendance and address individual needs. | Attendance gaps between pupil premium and non-pupil premium is diminishing.  Disadvantaged student’s attendance is at least in line with the national average. |
| **Improve behaviour and attitudes** | The behaviour and attitude to learning of disadvantaged students is in line with other students or shows an improving trend across year groups.  The proportion of disadvantaged students who are suspended is below National Average and reducing year on year. |

## 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: £ *5000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To implement ‘The Whitelands Way’ to ensure high quality, effective and adaptive teaching across the curriculum, supported by on-going CPD and coaching feedback. | EEF research demonstrates modelling the thinking process is highly effective in supporting student progress.  EEF demonstrates that providing high quality feedback can raise progress by 6 months.  Research demonstrates that high quality teaching is the most effective impact on raising the progress of all students. | 1,2,5 |
| Cover for staff attending NPQ training sessions. | Retains staff and improves their quality of teaching and learning. Nationally approved CPD. | 1,2,5 |

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

Budgeted cost: £ *30,427*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted students will be supported through our Key stage 2 teacher and teaching assistants who will work alongside teachers to support those who are not secondary ready. | A 2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in the social emotional and behavioural outcomes of the majority of children. Of these children, 87% were able to return to mainstream classes within one year.  https://www.nurtureuk.org/research-  evidence/international-journal-nurtureeducation/volume-1-2015/resultssystematic-review | 1,2,3,4,5 |
| To assist families with uniform, equipment, and educational experiences. | Whilst identified as low impact by the EEF, our research shows that 36% of parents worry about the cost impact of uniform, trips and other educational expenses. We want to reduce the impact of this whilst not reducing our uniform expectations.  Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement. | 3,5 |
| Read Write Ink training and purchase of diagnostic assessment software. | Read, Write, Ink is a DfE validated synthetic phonics programme to raise reading age.  The EEF research shows that the teaching of phonics has a positive impact of 5+ months. | 4,5 |
| National Tutoring Programme – Small group tutoring | According to the EEF small group tuition can raise progress by 4 months. | 2,5 |
| Teaching assistant deployment. | EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively. | 1,5 |
| Recruitment of staff | Research shows that the largest impact that can be made on PP student’s progress is high quality teaching. | 2,5 |

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

Budgeted cost: £ *5000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club | According to a study from the DfE on breakfast clubs in 2017, they have been reported to improve concentration in lessons and behaviour. | 2,3,5 |
| Social and emotional interventions. | According to the EEF social and emotional interventions can raise progress by 4 months. | 2,3,5 |

**Total budgeted cost: £** *40,427*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have reviewed our strategy plan and made changes to how we intend to utilise the funding this academic year.  Over the last academic year, progress has been seen in the curriculum design development and the quality of teaching and learning in the classrooms. Staff have received regular feedback to improve their practice against research-based strategies and to implement ‘The Whitelands Way’. There has been a significant impact in the quality of teaching in the classrooms. The curriculum design has demonstrated a significant impact in the ability for student’s to be able to retain and retrieve the knowledge that has been taught.  Lexia sessions had a positive impact on students reading ages. There are still PP students who are under chronological reading age in all year groups and so this will be continued with the addition of Read, Write, Ink interventions.  Small group sessions with a key stage 2 teacher has allowed integration of students who were not Key stage 3 ready, back into mainstream lessons and so the strategy will remain and be used with our new year 7 cohort.  We are still in our infancy as a newly opened secondary school and do not yet have Key Stage 4 published National assessment data. Following our latest GL Subject progress assessments in Key stage 4, our pupil premium students are approximately 1 grade behind students who are not pupil premium in English and 1.5 grades behind students who are not pupil premium in Maths. We have approximately 50% of pupil premium students in Key stage 4, studying for the EBACC qualification. A number of additional interventions will be added to the strategy this year to accelerate closing the attainment gap, inclusive of the National Tutoring Programme.  Attendance has improved for pupil premium students, however, there is still a 2:1 ratio of pupil premium: Non-pupil premium students who are persistently absence. 28% of days lost to learning through suspensions are from students who are pupil premium eligible. Our strategy will be enhanced this academic year with the inclusion of social and emotional interventions. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Lexia | Lexia |