

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 | Westlands Academy |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 64 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | 19 th October 2021 |
| Date on which it will be reviewed | 19 th October 2022 |
| Statement authorised by | D Penny |
| Pupil premium lead | D Penny |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £51 660 |
| Recovery premium funding allocation this academic year | £15 660 |
| 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 | £67 320 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Very low levels of literacy compared to age-related national averages |
| 2 | Very low levels of numeracy compared to age-related national averages |
| 3 | Addressing 'lost learning' due to impact of pandemic |
| 4 | Addressing 'lost learning due' to ACE factors, attachment related issues and other childhood trauma |
| 5 | Addressing lower than national average attendance |

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 |
|---|--|
| Improvement in literacy across the curriculum | Improvement in reading and spelling ages to move closer towards age-related expectations |
| Improvement in numeracy across the curriculum | Improvement in numeracy ages to move closer towards age-related expectations |
| Address the negative impact of 'lost learning' time | No significant reduction in outcomes when compared to previous pre covid predictions |
| | |

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

Budgeted cost: £20 000 (from PP funding) + additional monies from the school-led tutoring programme

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Appoint an Intervention teacher to provide small group interventions aimed at developing numeracy and literacy | Small groups of 2 or 3 students will have a greater opportunity (minimal disruption) to complete differentiated learning focusing on key gaps in knowledge or skills identified by intervention coordinator | 1, 2, 3, 4, 5 |
| Additional numeracy and literacy sessions provided across the week for targeted students on a 1:1 basis | Appointment of an additional Intervention teacher will allow us to provide more numeracy and literacy sessions across the course of a week, hopefully resulting in rapid progress being made by individual students in need | 1, 2, 3, 4, 5 |

Targeted academic support

Budgeted cost: (see above amount for teaching) + £5 500 for Resources

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Appoint an Intervention teacher to provide small group interventions aimed at developing numeracy and literacy | Small groups of 2 or 3 students will have a greater opportunity (minimal disruption) to complete differentiated learning focusing on key gaps in knowledge or skills identified by intervention coordinator | 1,2,3,4, 5 |
| Additional numeracy and literacy sessions provided across the week for targeted students | Appointment of an Intervention teacher will allow us to provide more numeracy and literacy sessions across the course of a week, hopefully resulting in rapid progress being made | 1,2,3,4, 5 |
| Educational Resources | Resources such as Lexia and Conquer Maths. Provide online/computer-based, | 1,2,3, 5 |

| | | |
|--|--|--|
| | bespoke learning programmes that compliment current curriculum and intervention programmes | |
|--|--|--|

Wider strategies

Budgeted cost: £ 41 820

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--|-------------------------------|
| PSA | To provide additional support, post COVID, with issues such as school anxiety and other SEMH-related concerns. PSA can support with referrals into other services when and if required. Important Safeguarding role also | 4, 5 |
| Summer Camp | To provide enrichment activities to further develop an enriched curriculum. This should provide motivation and life skills for students involved. | 4, 5 |
| Vocational Education Support | Provide alternative education packages for students who struggle to access a more academic based curriculum. This should help with attendance, behaviour, engagement and outcomes | 3, 4, 5 |
| Counselling | To provide counselling to support SEMH needs of learners which should develop resilience and have a positive impact on learning and outcomes | 1,2,3,4, 5 |

Total budgeted cost: £67 320

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.

Attendance, although adversely affected by the COVID-19 pandemic, was stabilised in the summer term following the full return to school in early March. It increased by 50% from its Easter Term figure.

Breakfast club support allows us to offer food to our students at the start of the day. Many of our students do not eat before arrival at school.

Our spending on Vocational Education at Key Stage 4 allowed 10 students, who were at risk of leaving school with very poor attendance and no outcomes, to achieve English, maths and vocationally-led qualifications – in turn leading to up to 90% EET for the year group.

The funding of a temporary 1:1 Teaching Assistant gave us the capacity to support Pupil Premium children who were most in need of additional support more time with an adult than they would have otherwise received, to support learning and behaviour.

The funding to help support the role of our Parent Support Advisor was fundamental in developing positive and challenging support for parents in need of some of our most vulnerable students.

The funding used to support our most vulnerable students with private counselling sessions led to increased attendance and engagement at school, as well as a reported higher degree of well-being.

The funding for reading improvement programmes (eg Lexia) has helped our weakest readers improve their understanding and approach to reading.

Externally provided programmes

| Programme | Provider |
|----------------------|----------|
| ABC counselling | ABC |
| Vocational Education | Various |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |