

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

2021-22-Black

2022-23-Red

Detail	Data
School name	Waycroft Academy
Number of pupils in school	N-Y6 468 R-Y6 412 N-Y6 442 R-Y6 407
Proportion (%) of pupil premium eligible pupils	18% 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021 September 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Lisa Craig
Pupil premium lead	Emma Sweet
Governor / Trustee lead	Alice Vickers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010 £98,262
Recovery premium funding allocation this academic year	£6,000 £9,642
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	£84,010 £107,904

Part A: Pupil premium strategy plan

Statement of intent

At Waycroft Academy, we aim to support all of our pupils through high quality teaching of knowledge and skills for a wide curriculum; this is supplemented by interventions to support vulnerable learners. We follow some key principles that we believe can maximise the impact of our pupil premium spending on all pupils.

Staff have high expectations for all pupils, including those who are disadvantaged, to ensure that we strive to overcome any barriers to learning to give every individual the best possible chance. We believe that early intervention is key to success and therefore have a key focus on developing early reading for all pupils to ensure all can succeed in the future.

High quality teaching is paramount in high levels of pupils' attainment; therefore, we continue to strive to ensure all pupils receive the best quality teaching and interventions to have the greatest impact on their needs. This includes high levels of verbal and writing feedback through marking and an assessment tracking system to ensure pupils are retaining knowledge and effectively being challenged.

Teachers and TAs support pupil wellbeing; those classed as most vulnerable have additional support from our family link worker. We believe that an important part of wellbeing is that children gain experiences, alongside gaining knowledge and skills and therefore we encourage all pupils to take part in extra-curricular activities, including school camps.

Our pupil premium plan aims to ensure that all disadvantaged pupils receive the highest level of education and appropriate support as necessary to ensure they achieve well and can be successful in their future.

Challenges

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

Challenge number	Detail of challenge
1	PP not achieving ARE or above at the end of KS2 in line with their peers
2	Having poor times table recall
3	Low attendance in comparison to peers
4	PP children not achieving the expected standard in their phonics alongside peers
5	PP emotional wellbeing is lower than that of their peers
6	PP experiences are lower than 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.

Intended outcome	Success criteria
<p>To raise the attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.</p> <p>To ensure positive progress from KS1 to KS2.</p>	<p>Target for <u>current</u> year 6 to reach ARE based on their KS1 results to ensure higher attainment and positive progress from KS1.</p> <p>Reading: 81% 76%</p> <p>Writing: 63% 66%</p> <p>Maths 75% 81%</p> <p>(Targets reviewed each year according to cohort of pupils)</p>
<p>PP pupils to achieve in line with peers in the multiplication times table check in year 4.</p>	<p>PP children will have quick fire recall of their times tables to support them in their maths.</p> <p>Achieving in line with their peers.</p>
<p>Attendance to match that of non-disadvantaged pupils. FLW to re-establish attendance policy.</p>	<p>PP children to reach the whole school attendance target of 97%.</p>
<p>Pupils to receive extra support with phonics to ensure they are meeting expectations alongside their peers.</p> <p>A new phonics scheme to be introduced and embedded.</p>	<p>Y2-83% of PP children to pass in December with 100% by the end of the year</p> <p>Y1-78% of PP children to pass their phonics by the end of Y1</p>
<p>Pupils are happy in school and are keen to learn.</p>	<p>The wellbeing of the pupils is tracked each long term and shows a reduction in the concerns that we have for the pupils.</p>
<p>Pupils experience a wider curriculum with the chance to visit places further afield.</p>	<p>PP uptake on camp is high.</p> <p>PP have the opportunity to take part in an after-school club</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: £4,878 **£3,777** (Money used from school's CPD budget for subject leader training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD courses for subject leads CPD course for supporting pupils with wellbeing and speaking and listening	Teachers will become experts in their subjects, being able to offer specialist advice across the school and plan effective lessons to support pupils in their learning ensuring appropriate knowledge and skills are taught. Milo and Hamish Elsa Drawing and talking Primary talk	1 & 5
Use of a current teacher to specifically target year 6 children with their reading and writing skills Assistant head to target key groups	Target of 81% of PP children to gain ARE at KS2 in reading and 63% in writing being met.	1

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

Budgeted cost: £56,405 **£58,552.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure gaps are continuing to be filled after two years of disruption and children are receiving a broad and balanced curriculum with clear	TAs to run interventions linked to specific needs and gaps in learning, planned by the teachers All lessons to be taught in line with OFSTED expectations and the	1, 3 and 4

<p>expectations to achieve highly</p>	<p>progression of skills, adapted to cohort of children, ensuring challenge is available from September</p> <p>Homework expectations in place from September, including reading at home three times per week and completing spellings</p> <p>Four HLTAs are spread across the school to support the teaching of reading, writing and maths</p> <p>Extra TA support in reception to support early reading</p> <p>Use of the 5 minute box for phonics and key word recognition</p> <p>Extra TA in KS2 to allow all year groups in KS2 to have a TA to support key pupils</p> <p>Use the school let tutoring payment (60%) alongside 40% from PP money to support gaps in learning of key PP children and peers.</p>	
<p>To ensure that pupils early reading skills are embedded and they are passing their phonics screeners in line with their peers</p>	<p>Whole class phonics taught every day from September</p> <p>Targeted interventions from teachers for those struggling and those in year 2 who did not pass</p> <p>Extra teacher support in term 1 to ensure all children have the correct book linked to their phonics from the beginning of term. Daily 1:1 reading with children who have not passed their phonics in term 1.</p> <p>TAs trained in BRP to identify children early to target support</p> <p>PP children target readers in every class reading with an adult at least every week in EYFS/KS1 and every other week in KS2</p>	<p>4</p>

	<p>Phonics displays to show what they are working on and what they should know</p> <p>Termly assessments, including for KS2 pupils working on their phonics</p> <p>S&L therapist employed to support specific pupils</p>	
<p>To ensure children are confident in rapid recall of their times tables in line with their year group expectations</p>	<p>Times tables to be taught regularly in each year group as morning starters, warm ups, gap filling-staff meeting training in week 1 (21-22).</p> <p>Use of TT Rockstars to embed enjoyment in times tables, ensuring the children use the sound check section in school to aid progression</p> <p>Times table activities given as part of homework activities regularly</p> <p>Year 4 to support children in the use of ICT to enter times tables in a quicker format than they are used to from September. Termly tracking to target pupils as needed</p>	<p>1 and 2</p>

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

Budgeted cost: £62,841.42 ~~£45,574.50~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of disadvantaged pupils</p>	<p>FLW following school attendance policy and communicating with parents to inform them of the risk of poor attendance.</p> <p>Use external agencies such as the Educational Welfare Officers for support with priority concerns.</p> <p>Free breakfast club for disadvantaged pupils.</p>	<p>3</p>

	Regular promoting of incentives for PP such as access to a free club and breakfast club to encourage a higher uptake.	
To re-establish expectations in learning, punctuality and support wellbeing	<p>FLW supporting families where needed and directing them to outside agencies as needed.</p> <p>Wellbeing chart completed in September by teachers and reviewed at the end of each long term.</p> <p>Staff to ensure clear communication with disadvantaged pupils so that parents/carers attend events.</p> <p>Homework consistently given and expectations given</p> <p>Free breakfast club to encourage PP children to come in early</p> <p>Work-a-longs for each year group</p>	1 and 5
To improve experiences for disadvantaged pupils	<p>Year 2, 4 and 6 camps to be part funded by the school for PP children to encourage attendance</p> <p>Each PP child from Y1-6 to have access to a free club for a long term (advice given from OFSTED in Nov 2021)</p>	6

Total budgeted cost: £124,124 ~~£107,904~~

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 2021 to 2022 academic year.

The use of a current teacher to specifically target year 6 children with their reading and writing skills had a considerable impact on the PP pupils writing. The target of 63% achieving ARE in writing was met with 67% gaining ARE. The target of 81% gaining ARE in reading was not met in the SATs tests, however 83% were assessed as ARE by the teacher at the end of the year due to them being able to show the specific skills in class.

Interventions across the school have been focussed on catch up, SEND and PP pupils. These have happened where staffing has been available and following the OFSTED report, changes have been made to the curriculum to ensure full programmes of study are being completed to ensure pupils meet the expectations of the national curriculum. Where regular interventions have taken place, there is clear evidence of pupils catching up and closing the gap, however this will still need to be a focus for selected year groups.

Ensuring phonics was taught from day one in year 1 ensured we were able to offer early interventions and revise and revisit areas as needed. A new phonics scheme was introduced and lessons have moved to whole class teaching with short catch-up interventions used for those who needed it. 86% of pupils passed the phonics screener with 100% of the PP children passing.

Times tables have now become a much bigger focus, particularly in year 3 and year 4 where regular monitoring is taking place. Results from the MTC show that 37 out of 55 (67% of year group or 73% of the ones who took the test) children in the year group gained 20 or more correct answers out of a possible 25. 4 children did not take the test. 1 was absent during the test window, 1 is at alternative provision and 2 are working below the standard. The children who did the test gained an average score of 21.4 and our school average including 4 children scoring 0 was 19.8%, which is a significant improvement from last years, which was an average score of 17.9. 24% of children gained 25/25 marks. 11/13 PP children took the test with 7/11 of them gaining 20+ correct answers. The average score for PP pupils was 19.3.

Following our OFSTED inspection, they have suggested that PP children need more access to wider experiences therefore we will continue with half price camps but will also offer every PP children from Y1-Y6 a free place at a club for a long term to ensure they too have the option to experience an external club of their choice.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	