

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

Detail	Data
School name	Waycroft Academy
Number of pupils in school	N-Y6 440 R-Y6 391
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adam Smith
Pupil premium lead	Emma Sweet
Governor / Trustee lead	Paul Blenkinsopp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£10,948
School led tutoring grant	£4,590
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	£114,478

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	Attainment- Not as many Pupil Premium pupils are achieving ARE or above at the end of KS2 in line with their peers
2	High prevalence of 'ACEs' -children who are in receipt of Pupil Premium have experienced a range of ACEs in their childhood so far, having a significant impact on their development. In 2022-23, we were aware that over 60% of our PP pupils had experienced ACEs.
3	Attendance- Our 2022/23 attendance data overall for PP children was lower than non-PP children (92.5% compared to 94.5%). Low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress.
4	Phonics and early reading – This is crucial to children's ability to access the full curriculum and enjoyment of school. In Year 1 2022-23, 50% of PP children met the standard in the screener, in comparison with 78% non-PP.
5	Language - Our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning.

6	<p>Enrichment and experiences – Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non- PP children. This is supported by national studies. PP pupils should be provided with the enrichment opportunities that all children need.</p>
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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
For all disadvantaged pupils in school to make or exceed nationally expected progress rates	All progress scores for Pupil Premium pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<p>The school continues to identify and support vulnerable pupils who require social and emotional intervention. Levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, children and parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among Pupil Premium pupils. •
To bring attendance of disadvantaged pupils at least in line with those nationally	<p>Robust systems are further embedded, to challenge and support parents/carers with their children’s attendance.</p> <p>Sustained high attendance is demonstrated by: The overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%.</p>
Improved outcomes in phonics/early reading	Further embed the Bug Club programme, utilising support from the English Hub. Utilise interventions to close gaps in early reading.
Improved oral language skills and vocabulary among Pupil Premium pupils	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Pupils experience a wider curriculum with the chance to visit places further afield.	<p>PP uptake on camp is high.</p> <p>All Pupil Premium pupils have the opportunity to take part in an after-school club throughout the academic year.</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: £74,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains through responsive interventions and adaptive teaching within day-to-day provision to ensure gaps in understanding are minimised</p>	<p>Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20intervention#effectiveness</p>	<p>1</p>
<p>Provide targeted whole staff CPD for: -Language and communication -ACEs -Phonics (Bug Club) and whole class reading -Waycroft PET (the principles of effective teaching). -Maths reasoning and problem solving</p>	<p>Consistent teaching in all year groups to reduce cognitive overload and support pupils to learn and remember more, as detailed in various research linked to Rosenshine's principles.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2 & 4</p>

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

Budgeted cost: £17,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions and/or targeted resources, targeted at disadvantaged pupils who require further support.	Small Group tuition and resources, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (WellComm).	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4 & 5
1-1 Bug Club Phonics interventions across KS1 to support disadvantaged children in passing the phonics screener.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

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

Budgeted cost: £21,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Link Worker to work with families and provide specific support and interventions to individuals and groups of children. The focus of this work is to ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn.</p>	<p>Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Provide the opportunity to attend breakfast club.</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 3</p>
<p>All Pupil Premium children attend at least one enrichment activity throughout the year e.g after school clubs, camps, enrichment visits etc</p>	<p>The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. Measurable factors such as self-control and school engagement are correlated with positive outcomes in the future such as academic attainment, improved finances in adulthood, and reduced crime. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	<p>6</p>
<p>Implement strategies to increase parental engagement (coffee morning, work-a-longs, reading café)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

Total budgeted cost: £113,817

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 2022 to 2023 academic year.

A standardised target setting process and assessment calendar across our trust provides key points throughout the year for the impact of expenditure to be reviewed; this includes accurate performance data that supports teaching. Consistent, quality-first teaching is in place in all classrooms, based on our school's approach ('PET'); this has been supported through continuous CPD and learning walks. Through this approach all learners, including those who are disadvantaged, are provided with appropriate levels of challenge. As a result, 83% of PP children have passed their phonics screener this year moving into KS2, with 67% of PP children achieving the standard in reading and writing.

Pupils in year 4 were well supported to complete their MTC accumulating an average score of 17.2 with an average of 20 marks if removing pupils working significantly below, which was in line with the whole cohort average of 20.9.

Pupils have been supported with their attendance, although not in line with the rest of the school at 94.55% they were the same as the national average for all pupils at 92.5%. Nearly 40% of pupil premium children attended breakfast club, which ensured they were in school, on time and had received breakfast.

To further enhance pupils' experiences, we used funding to provide a club of choice, per pupil premium child. This was taken up by 35% of the children but will continue to be a focus for our school next year. We have encouraged a higher uptake on camps, with 100% of PP children attending Y6 camp, 89% on Y4 and 75% on Y2.

Pupil wellbeing has been a priority with 44% of pupil premium children being supported by the family link worker through the year to help with: anxieties, mindfulness, resilience, attendance and friendship issues.

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
Bug Club	Pearsons
White Rose Maths	White Rose
Bristol Beacon Music	Bristol Beacon
Discovery RE and Jigsaw PSHE	Jigsaw education