

Pupil Premium Strategy Statement – Waycroft Academy

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	R-Y6 393
Proportion (%) of pupil premium eligible pupils	17% (68 pupils)
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)	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Adam Smith
Pupil premium lead	Rachael Wright/Betsi Thomas
Governor / Trustee lead	Joseph Fox-Bowen

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£100,640

Part A: Pupil Premium Strategy Plan

Statement of intent

At Waycroft Academy, our primary objective is to ensure that all disadvantaged pupils achieve their full potential, both academically and personally. We aim to close the attainment gap between disadvantaged pupils and their peers, ensuring equitable access to high-quality education and opportunities for personal growth. We strive to foster a supportive and inclusive environment where every pupil feels valued and empowered to succeed.

Our current pupil premium strategy is designed to address the specific barriers faced by disadvantaged pupils. We implement targeted interventions and support mechanisms that are informed by data and best practices. This includes:

- **Academic Support:** Providing small group instruction and personalised learning plans to address individual learning needs.
- **Wellbeing and Mental Health:** Offering a variety of therapeutic support depending on individual needs and extracurricular activities to support emotional and social development.
- **Parental Engagement:** Engaging with parents and caregivers to create a collaborative approach to education, ensuring they are informed and involved in their child's learning journey.
- **Professional Development:** Investing in ongoing training for teachers and staff to equip them with the skills and knowledge to effectively support disadvantaged pupils.

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	Mental health and wellbeing - 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 2023-24, we were aware that over 50% of our PP pupils had experienced ACEs.
3	Attendance - Our 2023/24 attendance data overall for PP children was lower than non-PP children (90.1% compared to 94.3%). 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	Early language and reading – This is crucial to children's ability to access the full curriculum and enjoyment of school. In Year 1 2023-24, 67% of PP children met the standard in the phonics screener, in comparison with 86% non-PP. In reception, 71% of

	PP children achieved their communication and language ELG, in comparison with 87% for non-PP pupils.
5	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.

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 attainment for Pupil Premium pupils in Reading, Writing and Maths in KS2 is in line with National non-PP
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	The school continues to identify and support vulnerable pupils who require social and emotional intervention. Levels of wellbeing are demonstrated by: <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	Robust systems are further embedded, to challenge and support parents/carers with their children's attendance. Sustained high attendance is demonstrated by: The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%.
Improved outcomes in phonics/early reading and oracy development in nursery and reception and beyond	Utilising support from the English Hub to ensure all children are rapidly progressing through the phonics programme and those struggling are identified quickly and interventions are put into place. Wellcomm used in EYFS to assess all children and use interventions for those falling behind with language development.
Pupils experience a wider curriculum with the chance to visit places further afield.	PP uptake on camp is high. All Pupil Premium pupils have the opportunity to take part in an after-school club each academic year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,561.43

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. Small group tuition EEF</p>	<p>1</p>
<p>Provide targeted whole staff CPD for:</p> <ul style="list-style-type: none"> • Trauma informed practice • Phonics • Assessment • Outdoor learning in EYFS • Adaptive teaching • Maths-number sense and reasoning/problem solving • PET 	<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. Social and emotional learning EEF</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. Phonics EEF</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</p>	<p>1, 2 & 4</p>

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

Budgeted cost: £6352.13

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 EEF	1
Continue to 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
1-1 Unlocking Letters and Sounds 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. Phonics EEF	4

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

Budgeted cost: £24,910.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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	2

Provide the opportunity to attend breakfast club at a reduced cost.	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)	2 & 3
All Pupil Premium children attend at least one enrichment activity throughout the year e.g after school clubs, camps, enrichment visits etc	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. Essential life skills EEF	5
Continue to implement strategies to increase parental engagement (coffee morning, work-a-longs, reading café)	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	1 & 3

Total budgeted cost: £100,824

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, the performance of our disadvantaged pupils was assessed using a combination of national assessments, school-based summative and formative assessments and observations. The data from the national assessments and qualifications, once published, indicated that our disadvantaged pupils achieved an average progress score of 19.3 in the multiplication times tables check, which was higher than the national average of 18.3 and nearly in line with non-PP children 20.9. In phonics, 67% of our PP children passed the screener, which is in line with the national average but lower than non-PP children 86%. When comparing our disadvantaged pupils' performance to local and national averages, as well as to the outcomes achieved by our non-disadvantaged pupils in KS2, it is evident that there is still a gap. 71% of our non-disadvantaged pupils achieved the combined standard compared to 33% of disadvantaged pupils; therefore this will continue to be a focus in our pupil premium strategy for next year. Some of the wider issues impacting performance have been:

- **Attendance:** The average attendance rate for disadvantaged pupils was 90.1%, compared to 94.3% for non-disadvantaged pupils. Persistent absenteeism remains a concern and a focus for next year.
- **Behaviour:** Behavioural incidents involving disadvantaged pupils were higher, indicating a need for more targeted mental health and well-being support

We are making progress towards achieving the outcomes outlined in our strategy, but there are areas that require further attention. The key aspects of our strategy that are working well include:

- **Targeted Academic Support:** Small group interventions and one-on-one tutoring have shown positive impacts on pupils' progress.
- **Parental Engagement:** Increased communication and involvement of parents in their children's education have improved pupils' attitudes towards learning.

However, there are aspects that need improvement:

- **Attendance Initiatives:** Despite efforts to improve attendance, the gap between disadvantaged and non-disadvantaged pupils remains.
- **Behavioural Support:** Additional resources and strategies are needed to address the higher incidence of behavioural issues among disadvantaged pupils.

Last year marked the end of our previous pupil premium strategy plan. While we have made strides in some areas, such as academic support and parental engagement, the overall success in closing the attainment gap has been limited. The intended outcomes of improving attendance and reducing behavioural incidents were not fully met. Moving forward, we will refine our approach, focusing on more effective attendance initiatives and enhanced behavioural support to better meet the needs of our disadvantaged pupils.

Externally provided programmes

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

Programme	Provider
Unlocking Letters and Sounds	Unlocking Letters and Sounds
White Rose Maths	White Rose
Bristol Beacon Music	Bristol Beacon
Discovery RE and Jigsaw PSHE	Jigsaw education