

**West Lakes Academy Pupil Premium Allocation, Spend and Impact 2020/21**

**Student numbers to be used in calculation of the Pupil Premium Grant (PPG)**

Allocation	Expected funding								
	2020/21			2021/22			2022/23		
<b>Based on the School Census</b>									
Students in year groups 7 to 11 recorded as Ever 6 FSM	251	£955.00	£239,705						
Looked-after children (LAC)	11	£2345.00	£25,795						
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	10	£2345.00	£23,450						
Service Children	5	£310.00	£1550						

**Barriers to future attainment for students eligible for the PPG (including high ability)**

**Internal barriers**

- Achievement gaps between disadvantaged students and non-disadvantaged students (0.52)
- Disadvantaged students often start at West Lakes Academy with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Disengagement with aspects of education and negative behaviour for learning (increased exclusion rate, increased behaviour logs and lower homework completion compared to non-disadvantaged students) particularly boys.

## **External barriers**

- Attendance gaps between disadvantaged students and non-disadvantaged students.
- Building strong relationships with families can be more complex.
- Parental aspirations.
- Lack of opportunity for disadvantaged students to extend learning at home.

## **How are we spending the PPG?**

The academy draws on research evidence (such as the EEF toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our aim is that there will be no attainment gap between our PP and non-PP students. Our Pupil Premium spend is divided into the following four priority areas:

### **Quality First Teaching**

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in high quality CPD. We practise key techniques collectively through targeted INSET sessions. We are mindful that the biggest impact that can be made is in the classroom.

### **Targeted Support**

We find out where the basic skills gaps exist among students as soon as they arrive in Year 7, and deploy targeted interventions in literacy and numeracy to ensure these gaps are closed. We identify gaps in knowledge and skills of students in all subjects following each assessment cycle and implement teacher-led in-class interventions, enabling teachers to ensure that interventions are planned and carried out to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

### **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have a highly skilled team of support staff including an attendance office HOY team and a disadvantage coordinator to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and students are expected to wear it with pride and there is a strong attention to detail. In lessons students will follow a set of learning expectations set by themselves through the work of the student council.

### **Keeping aspirations on track and broadening experiences**

Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mind-set, and to progress on to higher education. The message at West Lakes Academy is that ALL students are going to lead successful and happy lives and make a positive contribution to their community. We continuously expose students to further education opportunities and future careers.

Statements of success / impact – YEAR 11

		RAG		
		2019/20	2020/21	2021/22
<b>A</b>	The attainment 8 score of disadvantaged students,	<i>Dis</i>	42.07	
		<i>Oth</i>	56.13	
<b>B</b>	The progress 8 of disadvantaged students,	<i>Dis</i>	0.62	
		<i>Oth</i>	0.10	
<b>C</b>	The English progress of disadvantaged students,	<i>Dis</i>	-0.09	
		<i>Oth</i>	+0.53	
<b>D</b>	The maths progress of disadvantaged students,	<i>Dis</i>	-0.10	
		<i>Oth</i>	+0.37	
<b>E</b>	The Basics percentage of disadvantaged students,	<i>Dis</i>	9-4	57.1
			9-5	28.6
		<i>Oth</i>	9-4	82.3
			9-5	61.8
<b>F</b>	The attendance of disadvantaged students,	<i>Dis</i>	92.8%	
		<i>Oth</i>	96%	
<b>G</b>	The average number of merit points for disadvantage students,	<i>Dis</i>	33438 points	
		<i>Oth</i>	115826 points	
<b>H</b>	The average number of behaviour points for disadvantaged students,	<i>Dis</i>	4710 points	
		<i>Oth</i>	8170 points	

Plan / Spend		EEF Toolkit*	Implementation Timeline								Cost (£)	Lead	RAG			
			July 20	Sept 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2020/21	2021/22	2022/23	
<b>Quality First Teaching</b>											£					
1	Coaching and CPD time given to staff to support professional development. The academy is aware that the most difference that can be made is in the classroom.	5 9 13 16	PI	C o l i m	-	R v	-		R v	-	30,000	AD				
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture.	9 16	PI	C o l i m		R v	-		R v	-	2,000	AD				
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students, through strategic settings, class size and catch groups.	12 13 26 29		PI	-	C o l i m	-		R v	-	10,000	VS				
4	Embed and respond to pride and unconscious bias through a carefully tailored curriculum, increase expectation of disadvantaged students.	9	PI	Im		C o l i m	-		R v	-	5,000	VS/AD/AH				
5	Embed classwork and homework expectations and provide support opportunities for students who need it.	9 11		PI l i m	Im	-	R v	Im	-	-	1,000	VS/ES				
6	Through awareness that students from a disadvantaged background may have smaller vocabulary. All staff are provided oracy training to develop student's, focused writing.	18	PI	Im	Rev			Im	PI	-	10,000	SD				
7	Exam board external CPD for underachieving subjects. Underachieving subjects to be proactive at strategic points throughout the year.	9						PI Im p		R v	-	5,000	VS			
<b>Targeted Support</b>											£					
8	Ensure reading comprehension and vocabulary GAP are narrowed. Maximise the effectiveness of accelerated reader, Literacy intervention for students reading below chronology in Y7 / Y8. Word of the week and reading cannon.	18 30 23 25	PI	C o l i m	-	R v	-		Rv	-	2,000	JC/NC				



<b>9</b>	Employ additional staffing to work with under achieving disadvantaged students in English. Targeted English tutor group yr 11.	17 30	PI	C o l m	-	R v	-		Rv	-	10,000	JC/N C			
<b>10</b>	Employ additional staffing to work with under achieving disadvantaged students in mathematics. Targeted Maths tutor group yr 11.	17 30	PI	C o l m	-	R v	-		Rv	-	10,000	RR/DP			
<b>11</b>	ALG lead for PP to provide strong and strategic leadership that increases attainment for students.	2 3 15 31	PI	Im	-	-	-	-	Rv	-	40,000	VS			

Plan / Spend		EEF Toolkit*	Implementation Timeline								Cost (£)	Lead	RAG		
			Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2020/21	2021/22	2022/23
12	Employ a full time disadvantaged mentor employed to remove each and every barrier to achievement. Who will take ownership of attendance initiative with support from VP.	21 15 31	PI	Co Im	-	R v	-		Rv	-	25,000	VS/ ES			
13	Rigorous pastoral intervention form the HOY and pastoral team. Robust tracking and intervention in place linked to achievement, attendance behaviour, and exclusions linked to PP students.	23 15 31			PI	C o I m	-		Rv	-	26,500	MR			
14	Technology for all, Ipad for all students.	6	PI	C o I m	-	R v	-		Rv	-	14,000	BS/ VS			
15	Removing barriers in practical subjects, food technology, engineering, art and photography.	112 30	PI	C o I m	-	R v	-		Rv	-	4,000	VS			
16	Provide opportunity for students to extend learning during out of school hours through after school intervention for disadvantaged students.	917 30	PI	C o I m	-	R v	-		Rv	-	6,000	BS/ VS/ ES			
17	Pixl 20 program to give strategic and targeted support top increase student attainment. Engagemnet with NTP.	1730	PI	P L			-	Rv	Rv	-	3,000	VS			
<b>Minimising barriers to achievement</b>											<b>£</b>				
18	Provide breakfast every morning so all students are ready to learn	315				PI	Pt	Pt	Rv	-	1,000	ES			
19	Maximise the effectiveness of reading tutor time through guided reading cannon and key texts so students read widely.	518 25	PL	Im		R v	C o I m		Rv	-	2,000	MR			
20	Strategically deploy an disadvantage coordinator to focus on attendance, create PP Attendance Champions within the academy.	23 17	PI	Im		R v	-		Rv	-	10,000	VS			

21	Provide a homework club for disadvantaged students to support learning outside the classroom, offering a calm environment with the correct resources for independent study.	11 15 30	PI Co	PI Im	-	R v	Im	-				20,000	VS							
22	Provide a range of revision resources for students to independently learn outside of the class. Purchase English texts for all students yr. 10/11.	11		PI	PI C o	-		Im	Rv			2,000	VS							
23	Provide targeted support to improve boys behaviour- focusing on emotional literacy and Lego therapy KS3.	2 3 15 17 21 30 31		C o	-				Rv			5,000	AH/ VS/ MR							

Plan / Spend		EEF Toolkit*	Implementation Timeline									Cost (£)	Lead	RAG		
			Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22	2018/19			2019/20	2020/21	
24	Provide targeted support to improve attendance, behaviour and links with families where these are barriers. Consider reintegration of excluded students to ensure a successful return.	23 20 31		PI C O	Im	-	R v	Im	-	Rv	700	VS				
25	Offer subsidies for uniform/ provide uniform if students require. Create uniform swap shop.	20 28	PI I m	-		R v	-		Rv	-	1,000	ES				
26	Remove the barrier of transport issues. Transport home form revision classes and homework club.	2 15 17 30	PI I m	-		R v	-		Rv	-	15,000	BS				
<b>Keeping aspirations on track and broadening experiences</b>											£					
27	Provide a wide range of extra-curricular electives to raise self-esteem and foster good relationships. Subsidised music lessons to increase cultural capital.	2	PI	Im	-	Rv					10,000	VS				
28	Subsidise educational trips to support student's social and mental well-being and develop good learning habits. COVID RESTRICTION.	2 19	PI	PI C O	Im	R v				PI C O	500	VS				
29	Ensure parental engagement with parents evening so they are able to celebrate students success and value the high aspirations of the academy. Engaged parents are in a better position to support the academy.	2 20	PI	Im	Rv	Im	-	-	Rev		700	VS				
30	Ensure every disadvantaged student secures a high quality work experience placement.	2 15		PI	-	Im	Rv				2,000	VS/ SW				
31	Invite aspirational speakers into the academy to present to students	2		Im	-	R v	Im	-			5,000	ES				
32	Provide extra-curricular sport provision for students before, during and after school- CURRENTLY COVID RESTRICTION	32		Im	-	R v	Im	-			2,500	ES				
33	Ensure all students receive exceptional careers advice through employing a school carers lead, linking with the disadvantage coordinator and INSPIRA to ensure disadvantaged students can prioritise their career aspirations.	2 15	PI	PI C O	Im	R v				PI C O	1,000	SW R				





**Plan / Spend**

	Plan / Spend	EEF Toolkit*	Implementation Timeline								Cost (£)	Lead	RAG		
			Jul 20	Sep 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22			2020/21	2021/22	2022/23
34	Engage with various external inspirational speakers to provide a broader range of insights into potential future careers. WOW day, future Friday's carers and work experience week.	2 15	PI	PI C o	Im	Rv					5,000	SW			
35	All disadvantaged students will have the opportunity to engage with the Duke of Edinburgh award scheme at bronze level to increase self-esteem, responsibility and independence.	2 19				PI	Im	Im	Rv		5,000	ES			

\*EEF Toolkit = Education Endowment Foundation (see Appendix 1 for more details)

**Key**

Co | Communicate | PI | Plan | Pt | Pilot | Rv | Review | Im | Implement

•Review of expenditure 20/21

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Reduce the attainment between PP and non PP students in the academy.

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Impact

Lessons Learned

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Ensuring disadvantaged students develop and maintain strong learning habits. Disengagement with aspects of education and negative behaviour for learning (increased exclusion rate, increased behaviour logs and lower homework completion compared to non-disadvantaged students) particularly

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Impact

Lessons Learned

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Remove any and every barrier to learning. Disadvantaged students often start at West Lakes Academy with less understanding of their aspirations and how to achieve them.

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Impact

Lessons Learned

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PP students have exceptional attendance rates.

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Impact

Lessons Learned

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**Building strong relationships with families can be more complex.**

**Impact**

**Lessons Learned**

## Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
1	Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.



Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★ ★ ★ ★ ★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>