

## 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	West Lakes Academy
Number of pupils in school	1001
Proportion (%) of pupil premium eligible pupils	21.78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Mr J Jackson
Pupil premium lead	Miss V Stabler
Governor / Trustee lead	Mrs S Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,190
Recovery premium funding allocation this academic year	£33,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£241,250</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

#### 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.

## Challenges

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

Challenge number	Detail of challenge
1	Achievement gaps between disadvantaged and non disadvantaged students 2021 (-0.55)
2	Attendance gaps between disadvantaged and non disadvantaged students 2021 (-1.1%)
3	Disadvantaged students often start at West Lakes Academy with less understanding of their aspiration and how they achieve them.
4	Building strong relationships with families can be more complex, parental aspirations and lack of opportunity for disadvantaged students to extend learning at home.
5	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.

## 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
Reduction in the attainment gap between PP and non PP students.	Gap will close in the progress made between PP and non PP students. July 2022 Examination results
Ensuring disadvantaged students develop and maintain strong learning habits. Disengagement with aspects of education and negative behaviour for learning	Increase in rewards points received by PP students. Reduction in behaviour logs for PP students and reduction in exclusions for PP

(increased exclusion rate, increased behaviour logs and lower homework completion compared to non-disadvantaged students) partic	students. Students receive personal plans and mentoring to support behaviour for learning.
PP students have exceptional attendance rates, reduction in the PA of PP students.	Attendance of identified PP students increases and the gap between pp and non pp narrows.
Remove any and every barrier to learning and engagement with enrichment activities. Disadvantaged students often start at West Lakes Academy with less understanding of their aspirations and how to achieve them.  Building strong relationships with families can be more complex.	Pupil voice reflects enjoyment in school and improved attitudes to learning. Social skills team work and resilience are developed through engagement with the wider school curriculum. Children receive pastoral care, guidance and support to improve their self esteem.  Attendance rates to parents evening, dedicated PP mobile phone and log of contacts to this. Parents feel supported by the academy and support is received for a wide range of needs.

## 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- Quality first teaching

Budgeted cost: £ 56,312

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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.	EEF guide to pupil premium - tiered approach- teaching is the top priority, including CPD. Sutton trust- quality first teaching has a direct impact on student outcomes.  EEF Toolkit-5,9,13,16	1,3,5,	Sept -2021 inset
Design and implement a bespoke CPD programme underpinned by development of a practice culture.	EEF Toolkit- 9,16	1,3,5	Clear program email

Further embed intervention and prevention strategies aimed at supporting disadvantaged students, through strategic settings, class size and catch groups.

Embed and respond to pride and unconscious bias through a carefully tailored curriculum, increase expectation of disadvantaged students.

Embed classwork and homework expectations and provide support opportunities for students who need it.

Through awareness that students from a disadvantaged background may have smaller vocabulary. All staff are provided oracy training to develop student's, focused writing.

		updates Sept 2022
EEF Toolkit-12,13,26,29	1,3,5	
EEF Toolkit-9	1,3,5	Sept- 2020
EEF Toolkit-9,18	1,3,5	Direct Intervention ongoing. is there further impact that can be had with the whole PP cohort
EEF Toolkit-9	1,3,5,	Sept 2021 Jan 2022

## Targeted academic support

Budgeted cost: £ 141,906

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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.	EEF guide to pupil premium - tiered approach- teaching is the top priority, including. Sutton trust- quality first teaching has a direct impact on student outcomes. EEF Toolkit-18,23,30	1,3,5	VS to work directly with lit lead in place

Additional tutor groups to work with under achieving disadvantaged students in English and maths. Targeted English/Maths tutor group yr 11.

English and Maths LSA to structure intervention for students who are falling behind.

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.

ALG lead for PP to provide strong and strategic leadership that increases attainment for students.

Technology for all, Ipad for all students.

Removing barriers in practical subjects, food technology, engineering, art and photography, PE.

Provide opportunity for students to extend learning during out of school hours through after school intervention for students.- Transport provided.

Pixl 20 program to give strategic and targeted support to increase student attainment. Engagement with NTP.

EEF Toolkit- 17,30	1,3,5	Specific tutor groups not specific to PP VS to work with BKS/ HOY 10 with tutor re structure May 22	
EEF Toolkit-17,30	1,3,5	VS linking with JC. May 22	Ongoing  directly  Review
EEF Toolkit- 1,2,15,31	1,2,3,4,5	In place	
EEF Toolkit- 2,3,15,31	1,2,3,4,5	In place	
EEF Toolkit- 6	1,3,5	Yr7 full and partial support as required Sept 21 Sept 22 Sept 23	
EEF Toolkit-1,12,30	1,3,5	Ongoing	
EEF Toolkit-9,17,30	1,3,5	Ongoing	
EEF Toolkit-17,30	1,3,5	Adapting to strike plus plans Sept22 yr11 yr10	

## Wider strategies - Minimising barriers to achievement.

Budgeted cost: £ 43,032

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Maximise the effectiveness of reading tutor time through guided reading canon and key texts so students read widely.</p>	EEF Toolkit-5,18,25	1,3,5	In place- review July 22 PP intervention in this time
<p>Strategically deploy an disadvantage coordinator to focus on attendance, create PP Attendance Champions within the academy.</p>	EEF Toolkit- 2,3,17	1,2,5	In place Jan 22 Half termly link meetings for PP with key stakeholders HOYS Attendance officer Sept 22 champions
<p>Provide a homework club for disadvantaged students to support learning outside the classroom, offering a calm environment with the correct resources for independent study.</p>	EEF Toolkit-11,15,30	1,4	May 22
<p>Provide a range of revision resources for students to independently learn outside of the class. Purchase English texts for all students yr. 10/11.</p>	EEF Toolkit-11	1,3,4,5	Ongoing
<p>Provide a wide range of extra-curricular electives to raise self-esteem and foster good relationships. Subsidised music lessons to increase cultural capital.</p>	EEF Toolkit- 2	1,2,3,4,5	Ongoing
<p>Subsidise educational trips to support student's social and mental well-being and develop good learning habits.</p>	EEF Toolkit-2,19	1,2,34	ongoing PE uniform Sept 21
<p>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.</p>	EEF Toolkit- 2,20	1,2,4	Action plan developed Jan22
<p>Ensure every disadvantaged student secures a high quality work experience placement.</p>	EEF Toolkit-2 ,15	1,4	Nov 21 Nov 22 Nov 23
<p>Invite aspirational speakers into the academy to present to students</p>	EEF Toolkit-2	1,3	Sept 22
<p>Provide extra-curricular sport provision for students before, during and after school.</p>	EEF Toolkit- 32	1,2,3,4,5	Sept 21
<p>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.</p>	EEF Toolkit- 2,3,20,31	1,2,3,4,5	April 22 developing of nurture support

Offer subsidies for uniform/ provide uniform if students require. Create uniform swap shop.

Remove the barrier of transport issues. Transport home form revision classes and homework club.

EEF Toolkit- 20,28	1,2,4,5	Swap shop July 22
EEF Toolkit- 2,15,17,30	1,2,4	Revision support Jan 22 Jan 23

## Total budgeted cost: £ 241,250

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Pupil evaluations were undertaken during the 2020 to 2021 academic year, through standardised teacher administered tests - the academy update cycle. This termly assessment allowed us to continue to monitor student progress despite the uncertain times we found ourselves in. The academy used programs such as accelerated reader and trialed new strategies such as reciprocal reading to support progress in KS3.

The academy also engaged with the WELL group and created case studies linked to support for the communities disadvantaged students.

### Lessons learned moving forwards-

Ensure focus is on EPD/PP - performing below their peers

Post lockdown impacts on routines and behaviour.

Due to Covid there was a lack of opportunities to provide enrichment for students.

Attendance and persistent absence continues to be a issue.