

Pupil premium strategy statement



School overview

| Metric | Data |
|---|--------------------|
| School name | Wey Valley Academy |
| Pupils in school | 935 |
| Proportion of disadvantaged pupils | 36.17% |
| Pupil premium allocation this academic year | £262 625 |
| Academic year or years covered by statement | 2021 to 2022 |
| Publish date | September 2021 |
| Review date | August 2022 |
| Statement authorised by | Rob Russell |
| Pupil premium lead | Pete Lydford |
| Governor lead | Paul Holman |

Disadvantaged pupil performance overview for last academic year

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|---|--------|
| Progress 8 | -0.61% |
| Ebacc entry | 19.23% |
| Attainment 8 | 30.21% |
| Percentage of Grade 5+ in English and maths | 16% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|--|-------------|
| Progress 8 | Achieve top quintile for progress made by disadvantaged pupils amongst similar schools | August 2022 |
| Attainment 8 | Achieve national average for attainment for all pupils | August 2022 |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | August 2022 |
| Attendance | Reduce persistent absence and improve attendance in line with national averages | August 2022 |
| Exclusions | Reduce FTE for disadvantaged to fall in line with non-disadvantaged students | August 2022 |

Teaching priorities for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Embed high-quality, and timely, feedback on students' work. Use of individual and whole class feedback. Focus on Medium Term plans, Long Term Plans and sequencing of work. |
| Priority 2 | Provide comprehensive Catch Up measures including assessment of present student levels, development of extensive targeted interventions including small group work and additional sessions. Support materials for all. |
| Priority 3 | Increase specialist staffing in Maths and English to facilitate developments and improve attainment in both subjects. Recruit tutors for interventions. |
| Barriers to learning these priorities address | Literacy issues and engaging disadvantaged students in their own learning. |
| Projected spending | £100,000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Develop and embed comprehensive reading strategy across all ages and ability levels, use of Direct instruction, phonics, read write ink, accelerated reader, reading plus and DEAR time. |
| Priority 2 | Use of targeted school based and external Alternative Provision to support students. |
| Priority 3 | Enhanced support for students SEMH including EP, specialist teachers, school ELSA, counsellors. |
| Barriers to learning these priorities address | Literacy levels, prior attainment, reduced face to face learning as a result of Covid. |
| Projected spending | £80,000 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 | Improving attendance, especially for disadvantaged and SEND students who are classified as Persistently Absent. Employ additional Family Liaison Officer and extend Attendance officer hours. |
| Priority 2 | Introducing a Breakfast Club, targeted at disadvantaged students. |
| Priority 3 | Enrichment curriculum in place to support Cultural Capital. Build formal enrichment curricular time for Yr 7 and 8 |
| Barriers to learning these priorities address | Legacy issues around poor attendance and low level of parental support. Engagement with parents. |
| Projected spending | £95,000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring that the learning needs of individual students are being identified and supported. | Learning walks, GRAP folders, INSET days and additional staff training. |
| Targeted support | <p>Providing enough resources and planning time to implement the Alternative Provision plan.</p> <p>Ensuring all students are receiving the appropriate reading strategy intervention and engaging.</p> | <p>Alternative Provision lead works closely with the pastoral team and SLT to plan and launch the initiative and has a budget to buy equipment and resources.</p> <p>Lead Practitioner for English to lead team to monitor and develop the whole school reading strategy.</p> |
| Wider strategies | <p>Engaging the families facing the most challenges with their child's attendance.</p> <p>Providing a wide range of cultural capital experiences in the present climate of post lockdown</p> | <p>VP Inclusion working in partnership with the Locality Team. Clear attendance framework in place and families supported by the two Family Liaison Officers appointed to this task</p> <p>Build enrichment into Year 7 and Year 8 curriculum. Arranging covid secure visits, trips and increasing in school provision in sport, technology and the performing arts.</p> |

Review: last year's aims and outcomes

Please also see the separate full review of last year's strategy on website.

| Aim | Outcome |
|--|--|
| To identify any gaps in knowledge and progress caused by Covid19 between disadvantaged and non-disadvantaged students | All disadvantaged students were offered the use of a laptop during lockdown, to enable them to access online learning. End of year assessments were then used to identify any gaps, which will inform any interventions being planned. |
| To improve the attainment & progress of disadvantaged students so that it at least matches that of their non-disadvantaged peers | We have not met our target of improving the attainment and progress of our disadvantaged students so that it matches that of our non-disadvantaged students. The progress in this area has been impacted by lockdown. However, we were able to operate a full online curricular provision during lockdown and achieved an 85% engagement rate supported by a full offer to all |

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| | disadvantaged students of a place in school during lockdown. |
| To improve the literacy skills of disadvantaged students with a focus on reading to ensure their achievement is at least in line with their non-disadvantaged peers and exceeds performance of disadvantaged students nationally | We have invested heavily in a robust Literacy Programme, with an AVP leading it, supported by a Lead Practitioner in English and our Librarian. Disadvantaged students on the programme have made rapid progress and continue to close the gap as the programme continues. |
| To improve the attendance, behaviour and engagement of disadvantaged students so that they can make better progress, participate in school life and transition positively into further education, training or employment with training. | Attendance has significantly improved on the previous two years and we ended the year above national levels. The main focus now is ensuring PP students with high levels of PA receive the support required to get them back in school. The introduction of a new Behaviour for Learning policy has seen behaviour improve. Data is being used to target pastoral support for students with behavioural issues, with a focus on PP and SEND students. |