

## Pupil premium strategy statement Wey Valley Academy 2023 - 2024 (2026)

This statement details our academy'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.

This document should be read along with the Academy's Recovery Learning Plan 2021/2022

### School overview

| Detail  | Data               |
|---|--------------------|
| School name   | Wey Valley Academy |
| Number of pupils in school  | 977                |
| Proportion (%) of pupil premium eligible pupils   | 37.8%              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 - 2026        |
| Date this statement was published   |                    |
| Date on which it will be reviewed   | September 2024     |
| Statement authorised by   | Tom Neill          |
| Pupil premium lead  | Pete Lydford       |
| Governor / Trustee lead   | Paul Holman        |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £316,710 |
| Recovery premium funding allocation this academic year  | £85,422  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £402,132 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention and objective is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum, particularly in the core subjects of English, maths and science.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, our own in school tutoring support programmes, alternative provisions and enrichment activities for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Reading Levels and comprehension:</b> Our assessments of the reading ages of all pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Assessments on entry to year 7 in 2023 indicate that 51% of our disadvantaged pupils arrived with below age-related expectations compared to 30% of the overall cohort. This is especially so of Year 7 transitioning from local Primary schools. This impacts their progress in all subjects. A need has been identified for significant strategies and interventions to ensure pupils are reading at a level that is at least commensurate with their chronological age.</p> |
| 2                | <p><b>Maths and numeracy Levels</b> on entry to the Academy: The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks and answering more complex, worded questions.</p> <p>Assessments on entry to year 7 in 2023 indicate that 49% of our disadvantaged pupils arrived with below age-related expectations compared to 31% of the overall cohort. Subsequent internal and external (where available) assessments show that this gap, prior to AAT taking on the academy, widened by nearly one whole GCSE grade by Year 11.</p>    |
| 3                | <p><b>Cultural Capital and Aspirations:</b> Our observations and discussions with pupils and families suggest that disadvantaged pupils have had a reduced exposure to cultural capital (trips and visits, theatre experiences, charitable events, foreign excursions etc). This has been heightened during the Covid pandemic.</p> <p>Bourdieu's original study on cultural capital emphasises the importance of providing opportunities that broaden the horizons of all pupils. This requires a structured programme to increase the opportunities available to all pupils to increase their cultural capital.</p>  |
| 4                | <p><b>Pupil wellbeing:</b> Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by lockdown measures to a greater extent than for other pupils. These findings are backed up by several national studies. This has had an impact on attendance, and wellbeing.</p> <p>This has resulted in knowledge gaps resulting in pupils falling further behind age-related expectations, especially in science, maths and English.</p>   |
| 5                | <p><b>Resourcing:</b> Pupil Premium pupils have a lack of access to the basics; including school equipment, nourishment and transport</p>  |
| 6                | <p><b>SEND Needs - High levels of SEMH:</b> Our assessments observations and discussions with pupils and families have identified social, emotional and</p>  |

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|   | <p>mental health issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment and attendance.</p>  |
| 7 | <p><b>Attendance:</b> Pupil Premium Pupils have lower attendance percentages and higher rate of persistent absence.</p> <p>Our attendance data in T1 of 2022/23 indicates that attendance among disadvantaged pupils has been around 11% lower than for non-disadvantaged pupils.</p> <p>53.47% of disadvantaged pupils have been 'persistently absent' in T1 of 2022/23 compared to 19.2% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

## 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  |
|--|---|
| Improved academic progress and attainment of all PP pupils | By the end of our current plan in 2025/26, all Yr 11 PP pupils to have a progress score of at least 0 or above. The disadvantaged and non-disadvantaged progress gap is to be eliminated.   |
| Improved reading comprehension among across KS3 and KS4    | <p>Reading comprehension tests will demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Pupil Premium Pupils reading at or above their chronological age.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>On entry to year 7 in September 2021, 69% of our disadvantaged pupils arrived with a verbal reasoning (CAT) score below age-related expectations compared to 55% of non-disadvantaged pupils. This gap has previously remained steady during pupils' time at the school.</p> |
| Improved behaviour for learning of all PP Pupils           | <p>School records demonstrate improving statistics for rewards and behaviour of PP pupils. 27% of disadvantaged students participated in an extra-curricular activity in 2022-23 and we aim to keep improving this in the coming years.</p> <p>The suspension rate for disadvantaged students is...</p>   |

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| To achieve and sustain improved wellbeing of all PP pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Improved attendance and reduced PA in line with national average.</li> </ul> |
| Improved attendance for all PP pupils.                      | Sustained high attendance from 2024/25 demonstrated by: Rates being inline or above national attendance rates. The percentage of all pupils who are persistently absent being below national levels and pupil premium pupils PA rates in line with other students at Wey Valley.  |

## 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: **£142,176**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Use of PPG funding to recruit and retain high-quality members of teaching and support staff whose focus is on supporting our most vulnerable students. These roles include:</p> <ol style="list-style-type: none"> <li>1. AVP Inclusion</li> <li>2. Lead Practitioner (Literacy)</li> <li>3. Family Liaison Officer</li> <li>4. ELSAs</li> </ol> <p>Total cost: £203,521p/a</p> | EEF research shows that teacher quality is a key influence on pupil attainment. Sustained access to high quality teachers is a significant challenge in England: 30% of teachers leave the profession within the first five years and 40% leave within 10 years. | 1, 4, 7                       |
| <p>Standardised diagnostic assessments.</p> <p>Training provided for staff to ensure assessments are interpreted correctly.</p> <p>Accelerated Reader, Reading Plus etc</p>  | EEF study suggests that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:                       | 1, 2                          |

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| <p>Total cost: £10,200</p>   | <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  |              |
| <p>Whole school Reading Strategy and reading interventions</p> <p>Purchase Training and instructional programmes such as Direct Instruction, Reading Plus, Accelerated Reader to assist teachers with delivery of the programme</p> <p>Fund a full DEAR project across the school and train staff</p> <p>Fund professional development of staff to deliver reading strategies and the Ark Mastery Curriculum for KS3 English</p> <p>Fund Deputy SENDCo role with specific focus on literacy interventions</p> <p>Total cost: £24,500</p> | <p>EEF report states that using interventions improves understanding of texts using a variety of techniques.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> | <p>1</p>     |
| <p>Enhancement of our English maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance. Support the employment of <b>Lead Practitioners</b> to focus on Quality first teaching and learning</p> <p>We will fund extensive teacher training (including Teaching for Mastery training).</p> <p>£18,500</p>   | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>                     | <p>1,2,6</p> |
| <p>ELSA, mindfulness and SEMH training for teachers and support staff.</p> <p>£17,600</p>  | <p>Our observations of the work our existing ELSA's do suggests a significant benefit for pupils of increased provision.</p>  | <p>4,5,7</p> |

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

Budgeted cost: **£187,703**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Specific support materials for Literacy and Reading strategy.</p> <p>Reading programmes purchased and used with targeted pupils – Accelerated reader, Direct Instruction (phonics), Reading Plus, Read Write Ink,</p> <p>Drop Everything and Read.</p> <p>Total cost: £52,799</p>   | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 1,2,3                         |
| <p>Engaging with the National Tutoring Programme and employing our own graduate mentors to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Total cost: £100,604</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1,2,6                         |
| <p>Summer School Transition from KS2 to KS3</p> <p>Total cost: £16,000</p>   | <p>Last year's Summer School was very effective at integrating pupils into life at Wey Valley and ensured pupils arrived settled and able to learn.</p>  | 1,2,3,4,6,7                   |
| <p>Yr 11 Intervention Programme:</p>   | <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1,2,3,5                       |

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| Throughout the year providing targeted support to pupil premium pupils.<br><br>Total cost: £8,000 |  |         |
| Homework club<br><br>Total cost: £4000  | OECD study identified that many disadvantaged pupils who only have limited access to internet through gaming or tv streaming have limited access to learning at home.<br><br>EEF research identifies impact of homework as being on average equivalent to five months additional progress.   | 1,2,4,5 |
| Subsidised revision guides and support materials<br><br>Total cost: £3800                         | EEF research identifies impact of homework as being on average equivalent to five months additional progress.  | 5       |
| National Breakfast Programme<br><br>Total cost: £2500   | Evidence from the National Breakfast Programme shows that when 818 schools were surveyed in December 2020, 94% reported that they thought the programme had contributed to positive behaviour amongst participating students, and 99% reported that the programme had helped participating students be ready to learn at the start of the day. |         |

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

Budgeted cost: **£300,777**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Development of a comprehensive 'Alternative Education Provision' as intervention for specific pupils who require support with regulating their behaviour and emotions or reducing their | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:<br><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a><br><br>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and | 4,6,7                         |



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|--|---|---------|
| <p>anxiety and improving attendance.</p> <p>Use of Therapeutic (CBT) provisions such as 'The Horse Course' to support pupils who require support with regulating their behaviour and emotions.</p> <p>Total cost: £117,427</p>   | <p>emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> |         |
| <p>Partnership (with Weymouth College) to support students at risk of becoming NEET.</p> <p>Total cost: £16,000</p>  | <p>The need is apparent for a more specialised provision within the school to help those most disadvantaged. We will support aspects of this with Pupil Premium funding.</p>  | 4,7     |
| <p>Music Therapy</p> <p>Appointment of a Music specialist to deliver 1-1 and small group music sessions to support SEND PP pupils. Staff training.</p> <p>Total cost: £2200</p>  | <p>Recent research demonstrates that music therapy is effective with students with conditions such as ADHD, ASC and anxiety.</p>  | 3,4,6,7 |
| <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> <p>Total cost: £28,000</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>   | 3,4,6,7 |
| <p>Providing a planned programme of Enrichment and Cultural Capital opportunities to allow Pupil Premium students to access a wide range of activities.</p> <p>Total cost: £20,000</p>   | <p>Bourdieu's original study on cultural capital emphasises the importance of providing opportunities that broaden the horizons of all pupils.</p>  | 3       |
| <p>Subsidised Trips and Visits</p> <p>Total cost: £20,000</p>  | <p>See above for Cultural Capital</p>   | 3,5     |

|  |  |               |
|--|--|---------------|
| Rewards and Attendance incentives<br>Total cost: 20,000  | DfE Improving Attendance Report suggests that attendance of Pupil Premium students is lower than their peers.  | 3,4,5,7       |
| Funding for additional Family Liaison officer to support reduction in Persistent absence figures.<br>Total cost: £61,145 | DfE Improving Attendance Report suggests that attendance of Pupil Premium students is lower than their peers.  | 4,6,7         |
| Contingency fund for acute issues.<br>£16,000  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1,2,3,4,5,6,7 |

**Total budgeted cost: £586,000**

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This is being rolled out across the curriculum and all staff will receive training.
- utilising support from our local Mental Health Support Team and County Locality team, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award (we had 60 children gain Bronze and silver during lockdown!)), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Recruiting a new Assistant Vice principal to work on Attendance, Behaviour and Inclusion
- Recruiting a deputy SENDCo to support the work the present SENDCo does with our disadvantaged children.

### Planning, implementation, and evaluation

1. We are working with Ark Academies Trust to develop our Mastery curriculum at KS3 to support improved literacy and science outcomes.
2. We have adopted the Direct instruction (phonics) approach to improving reading for our lowest attaining pupils and will continue to train staff and review the delivery and measure outcomes.
3. Our Trust will conduct a full evaluation of our Quality of Education provision in December 2023 to provide detailed advice and guidance to improve our provision.