Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wreake Valley Academy
Number of pupils in school KS3/KS4	914
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/22 to 2023/24
Date this statement was published	December 2023
Date reviewed	Nov 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Ben Baxter (Headteacher)
Pupil premium leads	Nicola Morland (Head of School)
Governor / Trustee lead	Carol Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,460
Recovery premium funding allocation this academic year	£50,797
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,257

Part A: Pupil premium strategy plan

Statement of intent

Our intent at Wreake Valley Academy is that,

Every student at Wreake Valley Academy will be receive a good education and all students matter.

Our primary focus is to be good every day, delivering high quality disruption free lessons. We will do this by ensuring we invest in training and developing teaching staff, ensuring students attend regularly and good behaviour for learning is established through clear routines and high expectations.

We aim to provide a balanced, varied and challenging school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community. In particular, we are focused on improving the challenge and rigour within our KS3 curriculum to ensure that students have a stronger and more secure knowledge base when they enter KS4. Our teaching and learning model is based on the most relevant and up-to-date research and we invest heavily in our pastoral system to allow us to provide the emotional care and support our students need. Our spending plans are based on evidence of what approaches and strategies impact positively on the wellbeing, academic progress and future outcomes of all students whilst also particularly benefiting disadvantaged students.

The progress of disadvantaged students overall at Wreake Valley Academy is not yet where we expect it to be. Whilst we have seen an improvement with some students the progress is not evident for all disadvantaged students. Our focus over the next three years will be to create capacity within key teams to ensure the needs of our disadvantaged students are met and they are supported to make the progress they are capable of.

The aim of our strategy is to ensure that the progress of disadvantaged students in our school is in line with non-disadvantaged students. We will always use the context of our school and our analysis of the challenges students face to make decisions about spending. A clear strategy for spending and ensuring value for money will always be a priority and we always reference research compiled by the EEF and other bodies when looking at effectiveness and value of strategies.

Challenges

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

Challenge number	Detail of challenge
1	**In school barriers: KS3/KS4 low literacy and numeracy levels on entry** Attainment in all subjects is strongly correlated with reading fluency and rapidity and reading comprehension. The impact of poor reading is seen across all subjects, as independent reading is often crucial to gaining knowledge in the wider curriculum and crucial for independent learning. The recent research by GL Assessments (Read All About IT: Why reading is key to GCSE Success; 2020) has highlighted the link between reading age and GCSE outcomes, revealing somewhat surprisingly the extent of its impact on Mathematics, and creative subjects. To access GCSE texts and exams, students need a reading age of 12+ years (NAEP, NCES). The GL Assessments research highlights that 25% of 15-year olds in England have a reading age of 12 years and below. This figure is significantly lower for PP students, particularly boys. Research shows that improving reading age of students and developing habits of regular reading have a significant effect on improving outcomes for disadvantaged students (Kirsh et al: Reading for Change: Performance and engagement across countries: Result of Pisa 2000). Time out of school in lockdown has adversely affected reading habits and reading ages of students in the school. Numeracy levels impact on a range of subjects including Maths, Science, Geography and Design. Year 7 2023/24 Reading age testing completed on entry to Year 7 53% are on or above chronological reading age 47% are below chronological reading age 22% are identified on the SEND register 6% are identified as EAL Year 8 2022/23 Reading age testing completed on entry to Year 7 55% are on or above chronological reading age 45% are below chronological reading age 39% are identified on the SEND register 8.3% are identified as EAL Year 9 2021/22 – Due to COVID-19 there is no SATs assessment data for this cohort. Reading age testing and spelling age testing completed in the Autumn Term. Summary for current Year 7 cohort:

	- 41.5% below chronological reading age. - 13.3% have a significantly low reading score. - 18.6% below chronological spelling age. - 8.2% have a significantly low spelling age. - 17% are identified on the SEND register - 7% are identified as EAL Year 10 2020/21 Due to COVID-19 there is no SATs assessment data for this cohort. Reading age testing completed on entry to Year 7. Summary for current Year 9 cohort: - 55% are on or above chronological reading age - 45% are below chronological reading age - 54% are identified on the SEND register - 3% are identified as EAL Year 11 2019/20 Reading age testing completed on entry to Year 7 - KS2 SATs assessments showed that 39% of students were below the expected standard in reading - KS2 SATs assessments showed that 28% of students were below the expected standard in maths - 55% are on or above chronological reading age - 45% are below chronological reading age - 35% are identified on the SEND register - 5% are identified as EAL
2	**In school barriers: Attendance** Regular attendance in lessons to ensure continuity of learning and cumulative memory of knowledge are vital to successful outcomes. Students with poor or erratic attendance patterns miss out on regular retrieval practice and feedback, development and reinforcement of using cognitive strategies and development of metacognitive strategies. This leads to deficits in knowledge, poorer self-regulation and a lower self-efficacy which impacts on motivation. National statistics show that average attendance for disadvantaged students was 82.6% in the 2021/22 academic year. The average attendance for the disadvantaged cohort at Wreake for 2022/23 was slightly higher than this at 85.3%. For the same period the average attendance of the non-disadvantaged cohort was 92.6% **2022/2023 Attendance** Overall PP attendance: 83.8% Overall NPP attendance: 93.6%

Year Group	Pupil Premium %	Non Pupil Premium %
7	92.9	95.2
8	83.0	93.5
9	84.1	90.9
10	74.2	91.4
11	89.4	89

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In school barriers: Behaviour and Executive Function

In school evidence suggests that disadvantaged students are more likely to lack levels of self-regulation, carefully formed habits of self-reliance, sociability and the ability to interact with adults and peers without dispute. As a result of this deficit in executive function students are more likely to be involved in negative behaviour incidents that result in time out of classrooms or exclusion form school, inevitably leading to loss in learning.

Exclusions data for 2022/23 shows that across the cohort of disadvantaged students there were 82 days lost to fixed-term exclusion compared to 158 days for non-disadvantaged. In the last academic year 2021/2022 there were 44 days lost to fix- termed exclusions for disadvantaged students and 91.5 days lost to fixed-termed exclusions for non-disadvantaged students, which proportionally is very similar to the 2022/23 data.

2022/ 2023 Exclusion Data

Total days lost to exclusion	240
Total days lost to exclusion for PP students	82
Total days lost to exclusion for NPP students	158

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In school barriers: Student Wellbeing

Our observations and discussions with students and families have identified social and emotional issues for many students. This has been driven in part by concern about catching up on lost learning and exam outcomes, and lack of social interaction opportunities due to COVID-19. In school this has mainly manifested as an increase in anxiety related conditions and behaviours amongst students, meaning that increased support is needed both in the classroom and during unstructured times/out of school. These challenges particularly affect disadvantaged students.

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External barriers: Aspirations and Careers

	The educational experiences of parents may be poor which can impact on motivation and ambition of students to succeed academically at school. Our in-school evidence shows that disadvantaged students do not necessarily realise their own potential and are lacking in knowledge about opportunity. This is linked to a cultural capital deficit which impacts on outcomes. Disadvantaged students are more likely to target Level 1/2 courses post-16, rather than Level 3 courses. Disadvantaged students are also more likely to feature in any NEET figures
6	**External barriers: Parental interaction and ability of parents to support learning outside of school** The most recent deprivation indices for the community shows that the most significant aspect of deprivation amongst our students is low adult skill (literacy and numeracy). Such parents are less able to support out-of-school learning and revision. Lack of predictable and supportive home environments – little structure and routines making it harder to layer school-based routines on top of these, i.e. for homework, revision, extra-curricular activities etc. Increased interaction with, and support of parents to be more involved in the school life of students will create a partnership that improves focus on successful outcomes.
7	**External barriers: Resources** Despite the school offering a full remote learning timetable and distributing devices during COVID-19 school closures, technology poverty remains a significant barrier. Also, many disadvantaged students do not have a quiet place to study and can lack vital learning equipment and access written resources such as revision guides and books. To break this cycle the school needs to invest resources into providing additional time and resources for learning in school time and resources students can use at home.

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
1. Teaching Sustain and continue to improve the Quality First Teaching of all students at Wreake Academy. This will have a positive impact on all disadvantaged students (EEF)	1. Outcomes of all students to be in line with school targets and close to national progress measures and FFT targets. The progress of disadvantaged students to be close to or better that their non-disadvantaged peers. 2. The curriculum in KS3 and KS4 to be ambitious and challenging to ensure progress is rapid and sustained. Teaching is responsive with a focus on retrieval practice and feedback to foster high levels of engagement to ensure that students can achieve their best academically and develop social and personal skills that prepare them for the

	next stage of education. Disadvantaged students to make progress in line with their peers or accelerated progress and to be ambitious in the education, training or employment they enter post-16.
	3. Consistency in teaching within and across all subjects within the curriculum to ensure that best practice is standard and that all students are consistently socialised into positive learning habits. Positive discrimination for disadvantaged students through teacher interaction and rewards to promote self-efficacy and motivation.
	4. Focus in learning on developing cognition, metacognition and self-regulation to improve the ability of students to maintain attentional focus and positively manage behaviour situations.
	5. Disciplinary literacy is embedded across the curriculum and reading is prioritised to rapidly increase the literacy skills of students.
	6. In-depth Quality Assurance regularly completed by subject leaders and SLT to validate quality of classroom teaching and remediate where need is identified.
2. Targeted academic support High quality bespoke support is implemented and sustained to improve attainment of identified students. This can include both in-class interventions and 1:1 or small group interventions outside of lessons. Recovery premium and school-led tuition plans link in with this.	1. AfL ensures responsive planning so that effective in-class support of disadvantaged students takes place in all lessons for immediate intervention (additional monitoring, additional prompting, additional feedback), 2. Timely and in-depth progress data analysis ensures that interventions are put into place quickly to narrow gaps and that support is evaluated for positive impact on attainment. 3. Systems are in place to ensure a timely response where teachers identify potential undiagnosed learning needs, so that effective strategies can be put in place to accommodate and remediate.
3. Targeted pastoral support of learning High quality bespoke support is implemented and sustained to scaffold behaviour for learning and help students to develop executive function to regulate social and emotional behaviour.	1. Students are identified for additional support in a timely manner to increase engagement in lessons and reduce loss of learning due to disruption. 2. Support has a positive and measurable impact on attainment seen through increase in positive reward points and reduction in negative incidents.

		3. Exclusion rates for disadvantaged students are in line with non-disadvantaged students.
4. Wider strategies High quality bespoke support is implemented and sustained for significant non-academic barriers that impact on success for students at Wreake. These include attendance, wellbeing support, high-quality careers guidance and increased partnership with parents.		1. Attendance of disadvantaged students is above the national average of. The gap between disadvantaged and non-disadvantaged narrows to less than 2% over time with aspiration to be in-line. 2. The number of disadvantaged students who are NEET to be reduced to zero. 3. Disadvantaged students feel safe and positive about school. Students feel cared for, are confident in requesting and receiving support and therefore motivated to engage in school life and to be successful, 4. Exclusion rates for disadvantaged students are in line with non-disadvantaged students.
5. Wider strategies Students are exposed to a wide range of experiences to develop their talents and interests and build cultural capital, to ensure they are effectively prepared to be active citizens in modern Britain. This needs to be part of the everyday curriculum as well as extra-curricular activities and enrichment activities.		1. The curriculum extends beyond the academic and give students genuine choice at KS4 rather than forcing students along set pathways. The curriculum promotes the personal development of students giving them access to a rich and varied set of experiences. 2. Reward systems encourage students to take an active role in the school community and demonstrate good citizenship. Analysis of rewards data show that disadvantaged students receive positive rewards to a level in line with their non-disadvantaged peers. 3. Student participation in extra-curricular and enrichment activities increases and participation of disadvantaged students is in-line with their non-disadvantaged peers

Activity in this academic year 2022-23

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: £168,496.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through prudent recruitment and retention, ensure that an effective subject specialist teacher is in front of every class delivering high quality teaching and learning that is consistent with the Wreake Academy model.	EEF guide to the Pupil Premium: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for the Pupil Premium.'	1,3,4,5
Improve the quality of Teaching and Learning in lessons through forensic Quality Assurance and targeted coaching that provides focussed and highly effective professional development linking to whole school priorities and development (retrieval practice, feedback reading, literacy, self-regulation). Invest in specific staff leadership roles to allow this to happen effectively	Education Policy Institute Report -2020: Key findings of the report are that high quality CPD has a significant effect on pupils' learning outcomes and has a greater effect on student attainment than other interventions a school may consider. EEF Teaching and Learning Toolkit States that Mastery Learning, Feedback, Self-regulation and Reading Comprehension strategies are among the most effective strategies in accelerating student progress beyond that of what is expected in a year. In Visible Learning for Teachers (2012) John Hattie's meta-analysis of research shows that teacher credibility, feedback, teaching metacognitive strategies and regular spaced practice (retrieval) have some of the largest effect sizes in teaching and learning. Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in school, reading in adulthood, mental health issues and economic wellbeing (the Education and Youth 'think and action' Tank 2015) EEF guidance report into improving Literacy in secondary schools: Recommendation number three states that teachers should develop students' ability to read complex texts	1,3,4,5

Increase the range of staff leadership opportunities within the school to improve student learning behaviours, student attitudes and student personal development. Explore establishing the roles of Pupil Premium champions.	EEF Pupil Premium implementation guidance report: States that leadership with a specific focus and related targets is a successful strategy for school improvement.	1,2,3,5,6
Overstaffing across the curriculum by a member of staff and appointment of two Cover Supervisors to ensure continuity of learning approach in incidences of staff absence	EEF guide to the Pupil Premium: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive impact on children eligible for the Pupil Premium.' Disadvantaged students benefit form consistency in delivery of teaching and expectations.	1,3,4

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

Budgeted cost: £24,397.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a KS3 and KS4 Progress Leaders to monitor, plan interventions, support academic and personal development through small group coaching and 1:1 sessions. The focus of this support is raising achievement, and supporting behavioural, social and emotional regulation	EEF Teaching and Learning Toolkit States that behaviour interventions, mentoring and small group tuition can all add additional months of progress to the expected academic progress over a year.	1,3,4,5,6
Continue to develop a non-teaching Pastoral Team to ensure consistent and real time support for students with behaviour and self-regulation, classroom learning, attendance,	EEF Using Pupil Premium Effectively: Focus on non-academic interventions such as attendance, self-regulation and mental health are particularly important given the impact of the pandemic.	2,3,4,6

and Mental Health. Additionally, increase number of year heads over time to build in capacity and increase support levels.		
Effectively use Accelerated Reader and invest in improving range and complexity of reading material in the library. This package is specifically aimed at ensuring that KS3 students' progress through reading appropriately challenging material and testing provides data on progress with reading age and comprehension in real time	<u>EEF Teaching and Learning Toolkit:</u> Reading comprehension strategies can add up to +7 months to the expected yearly progress of students. <u>EEF guidance report into improving Literacy in secondary schools:</u> Recommendation number three states that teachers should develop students' ability to read complex texts.	1,7
Purchase a range of key texts and revision guides for disadvantage students to provide reading resources at home	<u>School-based evidence:</u> Many disadvantaged students do not have access to reading materials at home	1,7
We intend to spend funding on additional tuition after school and additional classes during holidays where appropriate for students. Students will be identified for tuition based on mock and subject assessments results in KS4 and Termly 100 and subject assessments in KS3	*<u>EEF Teaching and Learning Toolkit:</u>* *Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind and is much more likely to make an impact if it is additional to and explicitly linked with normal lessons*	*1,2,3,4,5,7*

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

Budgeted cost: £19,362.65

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

| Maintain and improve career guidance through clear leadership to raise aspirations and ensure that students are provided with the information and resources to make appropriate choices regarding their future education and training and working life. Includes the opportunity for work experience. | <u>Gatsby:</u>
'Every young person needs high quality careers guidance to make informed decisions about their future. Good careers guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality careers guidance.

<u>DFE Careers guidance and access for education and training providers' report:</u>
States that due to the pandemic, 'there will be an increasing need for schools and colleges to work in partnership with employers, careers advisors, local authorities and other education and training providers to support students to prepare for the workplace and make informed choices about the next steps in their education and training

<u>EEF review of evidence into careers education:</u>
Young people from poorer homes are more likely to be uncertain about how to access the career they want and develop the skills they need. Schools need to support young people in gaining insights into careers | 5,6 |
| Provide a range of extra-curricular after school clubs, learning activities and experiences which enrich students' knowledge, develop cultural capital and increase aspiration | Disadvantage students at Wreake do not always access wider learning experiences with their families outside of school and therefore the school needs to provide such opportunities | 4,5 |

Total budgeted cost: £212,257

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 2022 to 2023 academic year.

For the 2022-233 cohort, a comparison of Pupil Premium to non-Pupil Premium students in key outcome measures is shown below:

	Pupil Premium	Non Pupil Premium
Average GCSE Grade	3	4
English (best) grade	6	9
English P8	-1.63	-0.25
Maths Grade	7	9
Maths P8	-0.98	0.27
Progress 8 (Provisional)	-1.71	-0.35

Outcome measure	Pupil Premium students achieving the measure (%)	Non-Pupil Premium students achieving the measure (%)	Difference (percentage points)
Grade 4 or above in English	43%	81%	38%
Grade 4 or above in Maths	57%	79%	22%
Grade 5 or above in English	29%	60%	31%
Grade 5 or above in Maths	33%	58%	25%
Grade 4 or above in English and Maths	43%	73%	30%
Grade 5 or above in English and Maths	14%	49%	35%
Grade 4 or above in 5+ GCSE inc English and Maths	33%	61%	28%
Grade 5 or above in 5+ GCSE inc English and Maths	10%	39%	29%

Attendance

Overall PP attendance: 83.8%
Overall NPP attendance: 93.6%

Pupil Premium %	Non Pupil Premium %
92.9	95.2
83.0	93.5
84.1	90.9
74.2	91.4
89.4	89

Exclusions

Total days lost to exclusion	240
Total days lost to exclusion for PP students	82
Total days lost to exclusion for NPP students	158

Year Group	Pupil Premium days lost to exclusion	Non Pupil Premium days lost to exclusion
Year 7	4.5	26
Year 8	40.5	39.5
Year 9	33.5	15
Year 10	3.5	39
Year 11	0	38.5

Welfare and Behaviour Support

Access to Targeted Interventions

Incidents	
37	Not Pupil Premium
15	Pupil Premium

Access to Learning Walks/Pastoral Support in lessons

Incidents	Fsm Vs Not Fsm
58	Not Pupil Premium
57	Pupil Premium

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.