

Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, which is the third, with amendments, of a three-year plan. In addition, it details 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 academy.

Academy overview

Detail	Data
Winterton Community Academy	
Number of pupils in academy	526
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr K. Rowlands (Headteacher)
Pupil premium lead	Mr R Featherstone (Deputy Headteacher)
Governor / Trustee lead	Mrs R. Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,033
Recovery premium funding allocation this academic year	£ 37,674
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your academy is an academy in a trust that pools this funding, state the amount available to your academy this academic year	£ 171,707

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum through the academy approach of “Creating Equity” within a culture of “High Expectations”.

The focus of our pupil premium strategy is to prioritise and 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 academy (EEF). 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.

Literacy is an essential foundation for learning and disadvantaged pupils will be prioritised for targeted intervention to raise reading ages in line with their chronological ages. In addition, disciplinary literacy will be prioritised as part of the curriculum development.

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the Recovery Premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Support through “Creating Equity”
- Ensure that all pupils, especially disadvantaged pupils, receive quality first teaching
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- focus on the impact of socio-economic impact of disadvantage on learning
- ensure disadvantaged pupils are challenged in the curriculum
- act early to intervene at the point need is identified
- use data to challenge practice & assumptions, rather than justify them
- seek to ensure that reading ages are in line with chronological ages

Challenges

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

Challenge number	Detail of challenge
1	<p>The progress for disadvantaged pupils improved from -0.59 in 2022 to -0.17 in 2023, with progress comparable to the 2019 figure of -0.11. The context was that in 2019, 24% of pupils were identified as disadvantaged, whereas in 2023, the figure had risen to 32%, in itself creating additional challenge. Although the gap between disadvantaged and non-disadvantaged pupils remained approximately -0.3, both groups made improved progress on 2022. Even though direct comparisons due to the impact of covid-19 should be viewed with caution, it demonstrates the need for continued focus to narrow the progress gap..</p>
2	<p>SATs & NGRT Assessments of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 4 years, between 29% - 69% (YOE 2023 29% SATs) of our disadvantaged pupils arrive below age-related expectations compared to 16.9% - 31.9% of their peers with YOE 2020 accounting for the more extreme data.</p>
3	<p>Academy performance data and our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, with an overall gap of 5.9% for 2022-23.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>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 partial academy closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on middle ability boys.	2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Progress 8 score gap of <0 • an average Progress 8 score for boys of >0
Improved reading comprehension among disadvantaged pupils across KS3. To ensure that all disadvantaged pupils have a reading age at least in line with their chronological age.	Reading comprehension tests demonstrate improved reading ages and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects and assessment data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers eradicated.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student (PASS) and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance teaching and learning through regular scheduled “Teaching & learning Communities” to offer peer mentoring and coaching for teachers and learning mentors around formative assessment and pedagogy.</p>	<p>Dylan William approach to coaching and formative assessment to support pedagogical development in a supportive and evidence-based approach.</p> <p>Microsoft Word - Chapter X (TLCs) ed GS v4.docx (dylanwiliamcenter.com)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5
<p>Provide CPD through the NPQ’s for leaders to develop their leadership approaches and enhance the design and implementation of the curriculum to benefit all pupils.</p>	<p>NPQ’s provide a focused study to enhance leadership, using evidence-based research from the EEF and DFE.</p>	1,3
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Academics guidance.</p> <p>Disciplinary Literacy strategies to be developed within the curriculum.</p> <p>We will fund professional development and instructional coaching focussed on each teacher’s subject area.</p> <p>Engage verbally more with DP’s</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Academics</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2

<p>Reading opportunities in the curriculum – ensure that DP’s are asked to read every lesson</p> <p>Provide reading books</p>		
<p>Enhancement of our maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access the Mastery resources and develop the implementation of the mastery curriculum.</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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Training in standardised diagnostic assessments (GL Assessment) will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 5
<p>Classroom practice prioritises disadvantaged pupils, especially around feedback:</p> <ul style="list-style-type: none"> • Mark all books with equity • Ensure DP’s asked progressive questions • Seating plan prioritises DP’s • DP’s re-sit assessments 	<p>This places disadvantaged pupils at the centre of the classroom and learning and focuses on the quality of feedback to further progress:</p> <ul style="list-style-type: none"> • Initial foundations • Timing of the feedback • Type of feedback <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Staffing allocation –</p> <ul style="list-style-type: none"> • Timetabling / allocation to support disadvantaged • Recruitment & retention– understanding of PP strategies • Re-shape staffing based on assessment data 	<p>Teaching staff in an inclusive academy have a deeper understanding of the pedagogy required to address the needs of learners, helping to create aspirational quality first teaching. Supported by high quality CPD, this will enhance the progress of all pupils.</p>	1

<ul style="list-style-type: none"> • Extra classes in KS4 English in Maths reduces class sizes and provides additional 	<i>Addressing Educational Disadvantage in Academies and Colleges, M. Rowland, 2021.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tiered literacy support to ensure all pupils have a reading age at least in line with their chronological age. This includes targeted support in 1:2, small group and peer reading.</p> <p>Adopting a targeted reciprocal teaching programme (AR) as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Ensure DP's RA at least in line with chronological age</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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Intervention strategies:</p> <ul style="list-style-type: none"> • Intervention prioritises DP's, based on data analysis sheets • Targeted intervention – dept / academic / pastoral • Personalised online learning package • RSL focus on DP's in meetings, prioritising intervention for DP's 	<p>It is important that the most vulnerable learners have access to the most effective teaching, and this applies to the intervention based on valid & reliable data.</p> <p>The one-to-one or small group tuition approach allows the teacher or tutor to focus on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1
<ul style="list-style-type: none"> • Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND eg. the Pupil Support Centre • Classroom support – extra adult in the room to work with pupils. 		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There is a separate plan for SEMH.</p> <p>Development of Relationships</p> <ul style="list-style-type: none"> • Transition – identified DP's. Profiles. • Rewards – 30% DP's • Celebration events – 30% DP's <p>Restorative practice – priority with DP's</p>	<p>SEMH is intrinsically linked to classroom learning and every aspect of academy life.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p> <p>Self-Regard & impact of positive feedback. If low self-regard, then feedback has little impact.</p>	1, 5
<p>Embedding principles of good practice set out in DfE's Improving Academy Attendance 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. (See separate attendance strategy)</p> <ul style="list-style-type: none"> • Priority calls to DP's. 	<p>The DfE guidance has been informed by engagement with academies that have significantly reduced persistent absence levels.</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Deliver rewards to house – parents see impact of success • Positive texts / calls to DP pupils prioritised • Parental voice – what we do well / improve on? • Family links & involvement re:pre-exams / key events • DP parents/carers prioritised for parents' evening 	<p>There is an established link between the home learning environment at all ages and children's performance at academy. Academies and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5
<p>Aspirational activities are undertaken to support educational progression and future employment. DP's are all given access to:</p> <ul style="list-style-type: none"> • involvement in business links 	<p>Raising aspiration through extended opportunities will enable disadvantaged pupils to increase their educational and life chances.</p> <p>Involvement in extra-curricular activities will support aspiration and SEMH.</p>	1, 4

<ul style="list-style-type: none"> • College interviews • 1:1 careers meetings • University visits • Over-representation on sports teams, trips/visits and extra-curricular activities. 		
<p>Ensuring that disadvantaged pupils have the resources required, including uniform support and food bank</p>	<p>An impact of socio-economic disadvantage is the absence of specific resources to access the curriculum. This is especially so regarding digital technology.</p>	<p>1</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar academies 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.</p>	

Total budgeted cost: £171,707

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.

The progress for disadvantaged pupils improved from -0.59 in 2022 to -0.17 in 2023, with progress comparable to the 2019 figure of -0.11. Although the gap between disadvantaged and non-disadvantaged pupils remained approximately -0.3, both groups made improved progress on 2022. Although direct comparisons due to the impact of covid should be viewed with caution, it demonstrates the impact of the focus on all, but particularly disadvantaged pupils. However, our internal assessments suggested that the performance of disadvantaged pupils continues below that of non-disadvantaged pupils in key areas of the curriculum, and so must remain a key focus.

60% of KS3 disadvantaged pupils had a reading age at least in line with their chronological age by the end of the academic year 2022-23, which was an improvement on 53% from 2021-22 and 42% in 2020-21. However, 75% of non-disadvantaged pupils had a reading age at least in line with their chronological age. The use of disciplinary literacy and targeted reading strategies in line with the EEF strategy had a positive impact, however greater focus is required in order to ensure disadvantaged pupils are ready for KS4 and to close the gap.

Our assessment of the reasons for these outcomes continues to recognise the impact of Covid-19, which disrupted all of our subject areas to varying degrees. As evidenced in academies across the country, it was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high-quality curriculum, quality first teaching and targeted support in English and Mathematics. During the 2022-23 academic year, the measures taken enabled disadvantaged pupils to access education and to address the gaps. However, the evidence-based strategies will continue, with a greater focus on tiered support in literacy and a renewed emphasis on quality first teaching, with Teaching and Learning Communities central to this approach.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to ongoing COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in year three of the current plan.

Although overall attendance in 2022/23 was above national average, the gaps continue from previous years, which is why attendance for disadvantaged pupils is a focus of our current plan.