

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	Weelsby Academy
Number of pupils in school	296 +15 children in nursery
Proportion (%) of pupil premium eligible pupils	62.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	16 th September 2021
Date on which it will be reviewed	16 th July 2022
Statement authorised by	Trudi Bartle
Pupil premium lead	Catherine Davenport
Governor / Trustee lead	Mark Rushby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,100
Recovery premium funding allocation this academic year	Not allocated until October
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	£245,100

Part A: Pupil premium strategy plan

Statement of intent

At Weelsby Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Weelsby Academy is a two form entry primary school with a 30 place morning nursery. We currently have 296 pupils on roll. Weelsby Academy is in the heart of the community in the East Marsh area of Grimsby, where dock workers and fishermen used to live.

Currently, we have 311 pupils on roll. We have a high percentage of our pupils eligible for Pupil Premium (62.8% compared to 23% nationally). Our IDACI decile is 1.1 which indicates the academy is in the top 10% of schools nationally for deprivation. The stability of the academy population is decreasing and there is an increased level of transiency due to the large number of privately rented properties which are now available in the catchment area.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Low aspirations and lack of life experiences

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £85,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	Evidence shows that TFW develops a love of, and a flair for writing with an ambitious, creative vocabulary thus enabling our children to make accelerated progress with outcomes at least in-line with national.	2, 3, 5
Voice 21 CPD	Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Voice 21 enables pupils, including those with SEND, EAL and new to English, to articulate, debate and build on the arguments of others using a rich vocabulary.	2, 3, 5
Numicon training	Numicon will embed the basic number skills of all our pupils enabling our children to be confident mathematicians, to make accelerated progress and be at least in-line with national.	2, 3, 5
HLTA employed to release curriculum leaders for subject leadership development and mentoring of staff	The EEF Pupil Premium report shows that quality first teaching is crucial in raising the standards for pupil premium pupils.	2, 3, 5
Read Write Inc. (RWI) CPD	RWI has already shown to raise standards at Weelsby Academy, increasing from 54% in 2019 to 92% in 2020.	2, 3, 5
Teaching Assistants in every year group to ensure that pupils 'catch- up and keep-up'. Specific interventions (including 'booster') at individual and group level enable pupils to make good progress.	Additional classroom support (both long and short term) will support pupils consolidate their learning and/or address misconceptions so that they are able to progress at the same rate as their peers.	2, 3, 5

Empiribox	Practical science to deliver high quality science teaching and CPD	2, 3, 5
Reading Plus	Enables pupils to improve their fluency when reading texts. This leads to increased pace and stamina of reading needed to ensure access to high quality, challenging texts.	2, 3, 5
Oxford Owl reading resources	Enables children to read books that are phonically decodable.	2, 3, 5
Rekenrek resources and CPD	Enables children to learn times tables practically at an accelerated rate.	2, 3, 5
Music CPD	Enables teachers and teaching assistants to deliver high quality music provision.	2, 3, 5, 7

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

Budgeted cost: £59,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 RWI (KS1 and Y3) and small group Fresh Start (Y4, Y5, Y6) interventions	This enables to children in KS1 to 'catch up and keep up' with the RWI programme, whilst in KS2 this addresses any gaps in phonics knowledge to ensure all children are able to read.	2, 3, 5
Speech and Language Therapist (SALT)	The expertise of a specialist speech and language therapist significantly improves the communication skills of those with an identified need thus impacting on other areas of the curriculum.	1, 2, 3, 5
Booster groups for children in Year 6 to support in their SATS	This enables our children to receive additional support, regardless of their ability, outside of the school day, in preparation for the SATS to improve outcomes and their readiness for secondary school.	2, 3, 5
Daily multiplication supported	Targeted multiplication support is given to all pupils in Year 4 to make accelerated progress and achieve at least in line with national. Targeted multiplication support is also given to those children in Year 5 and 6 who have not passed their MTC check.	2, 3, 5

TA support for Ready to Progress	This enables gaps to be filled and children to make accelerated progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £114,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club	Evidence shows that children who are hungry do not perform as well. Children who come to breakfast club arrive settled and ready for the day ahead and are more prepared to learn. Those children with poor attendance have been targeted to attend to improve punctuality and attendance at school.	1, 2, 4, 5, 6
Pastoral Lead	Given the high levels of children with social services involvement within our academy, greater pastoral support is needed. Historically, this has helped them with their well-being and academic outcomes.	1, 2, 4, 5, 6, 7
Learning mentor with responsibility for attendance and EWO support	Improved attendance and punctuality across the academy.	1, 2, 4, 5, 6, 7
Good to be Green rewards and Reward shop	Behaviour has improved significantly and is good.	1, 2, 5, 6, 7
Subsidised visits	School visits give our pupils experiences that many of them would otherwise not get.	1, 5, 6, 7
Parent workshops, coffee mornings and celebratory events	Parental engagement has increased across the academy. Parents are increasingly supporting their children at home.	1, 2, 4, 5, 6, 7
Thrive	Instances of poor behaviour have decreased. Fixed term exclusions (FTE) have decreased year on year from 2017 where there were 61 FTE to 1 FTE in 20-21. Pupils are safe and are confident in themselves and can manage their emotions effectively.	1, 2, 4, 5, 6, 7
Wider curriculum opportunities	Pupils have a wide range of activities within and beyond the curriculum to enhance their cultural capital.	1, 5, 6, 7

School Pledges	Children have opportunities to pledge to do work in their own time to develop their sense of being, community, fitness and opportunities. As an academy, we pledge to give children an opportunity to do activities they would otherwise not get to do. This all leads to higher self-esteem and confidence.	1, 5, 6, 7
Subsidising books for the children to take home for their own personal library.	Children have access to several free books (and several cheap books for them to purchase a year) to take home and develop a home library in order to develop a love of reading.	1, 2, 5, 6, 7
Fortis Therapy	Supports children with Social, Emotional and Mental Health (SEMH) needs	

Total budgeted cost: £259,205

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Thrive	Thrive
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
RWI	Ruth Miskin Literacy Ltd
Therapeutic Support	Fortis Therapy
Speech and Language Therapy	Tracey Day-Brookes Ltd

Service pupil premium funding

We receive no service pupil premium funding.