

2020-21 Pupil Premium Strategy Statement

Academy name	Weelsby Academy
Number of pupils on roll	333 including 16 in the afternoon nursery
Proportion of disadvantaged pupils	65%
Pupil premium allocation this academic year	£256,597
Publish date	September 2020
Review date	July 2021
Statement authorised by	Trudi Bartle
Pupil premium lead	Catherine Davenport
AAB lead	Mark Rushby

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-2.8
Writing	-1.5
Maths	+0.9

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	15%
% meeting combined high standard in reading, writing and maths at KS2	3%
% passing Y1 phonics screening check	65%
% passing phonics screening check by end of Y2	81%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of

	lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - to be delivering high quality first teaching.	Talk for Writing training.	CD, EP, SC	£12,000
		New curriculum training.		
		Use of Directors of Learning (DOL) to support teachers 1 day per week.		
		All relevant CPD opportunities.		
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	RWI Development days.	LM, CD, CF, FM	TLIF project
		Additional RWI time for Fresh Start		£2,800
		English Hub development days.		DFE project
		Reading DOL 1 day per week.		£12,000
		Writing DOL 1 day per week		£12,00
		Implement EYFS book curriculum to engage the children in reading from entry in school.		£3,000

		Autumn Term teacher to work across KS1 and EYFS with intervention groups and modelling teaching to ensure 'catch up' in phonics		£4,970
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Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Lexia subscription	CD, RS, LM	£300
		Clicker software and 10 laptops		£7,000
		KS1 Phonics interventions (daily)		£2,000
		KS2 Number fact intervention (daily)		£2,000
		HLTA increase in hours to 32.5per week to facilitate booster groups out of school time		£6,545
		Teacher booster groups		£25 per hour x 20 hours x 4 £2,000
		Reading Plus		£2,350
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	Head of Pastoral Care to be employed	CD	£32,364
		Fortis support		£21,140
		TA employed to work with children who have additional needs but not EHCP (1.5 FTE)		£26,253
		TT Rockstars		£795
5. Seesaw Home Learning	Pupils to access homework through online learning.	Provision of electronic device for PP to use in school and at home	CD, BVB	£5,000

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
6. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free/Subsidised Breakfast club School to provide uniform for all reception children School to provide resources for learning	CS	£5,608 staffing £2,000 resources £1,297 £2,000
7. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	EWO to be employed 2 days per week equivalent SLA with Local Authority for EWO Rewards for good attendance and punctuality		£9,084 £2,648 £3,000
8. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Year 4 and 5 Trumpet Wider opportunities Subsidised Y5/6 residential visit Subsidised after-school clubs Subsidised school trips and visits	CD, LG	£2,710 £5,000 £1,500 £21,000
9. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the Week certificates and reward activities – visits/visitors Reward Activities	CD, LG CD, LM and EP CD, LM and EP	£2,500 £3,000 £3,000
10. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Thrive leader within the academy appointed Resources for Thrive Whole-school Thrive approach adopted by all staff 2 day thrive practitioner Release time from class for Thrive practitioner to do her work.	CD, ST ST	£3,500 £5,081
11. Improve pupils' confidence in	Early intervention and assessment of	Speech and Language Therapist – 1 day per week	CD, RS,	£13,680

being able to speak clearly and coherently.	speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences.	LM, EP, JW	£1,400
12. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker/Learning Mentor. Books to support stay and read sessions. Book packs given to all nursery and reception children during first week in school. Fortis to work with specific families.		£25,564 £3,000 £1,565 Costs as above

Total Spend: 264,389

Review:

Priority	Impact
1.	Internal data shows that the children, despite an additional lockdown, were almost in line with 2019 national at the end of Year 6. Children in EYFS came in well below at the start of the year but were just below the national average by the end of it. Outcomes for pupils in phonics has significantly increased, making us above the 2019 national figure in Year 1 and Year 2. CPD is of a high quality for all staff working with children and in all areas of the curriculum.
2.	Phonics is a strength of the school. Internal data shows that outcomes for pupils in phonics has significantly increased, making us above the 2019 national figure in Year 1 and Year 2. Fresh Start has been introduced for pupils reading at the bottom 20% and this is having a good impact on their ability to read accurately and with fluency. RWI and the English Hub have quality assured both the teaching of phonics and the leadership of phonics throughout the academy. Reading is embedded throughout the curriculum from EYFS to Year 6 with high

	quality texts being used to engage and challenge pupils.
3 and 4	<p>Booster groups and interventions were a key to our children closing the gap created by the Covid pandemic.</p> <p>Adapted provision is in place in all classes including for those children who have additional needs or SEND and focus on gaps is a key part of our teaching and learning.</p> <p>Gaps in learning are identified and teaching, including booster and intervention sessions, is targeted to catching these gaps up quickly in order for children to access the age related curriculum.</p>
5.	All children who needed a device during the lockdown period, or during the times of a bubble closure, was provided with one. 79% of disadvantaged pupils regularly attended remote learning sessions.
7.	Although attendance is not in line with national, intense work has been done with groups of parents to ensure that next year, their children do not become PA.
9.	<p>One disadvantaged child was excluded. One disadvantaged child who had previously been excluded is currently in alternative provision. The academy are working with a provider and the inclusion team to ensure she receives appropriate support.</p> <p>Behaviour around the academy is good.</p>
10.	Thrive has been introduced and staff are working with individuals. All children now have calming strategies to use in times of stress and this has reduced the number of instances of children in crisis considerably.
12.	Data shows that home reading has increased significantly. Parents have attended workshops and online phonics videos have been provided for parents to view. Children have a much wider access to books both in school, but to take home.