



**High-quality  
teaching**



**Targeted  
academic support**



**Wider  
strategies**

## 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	Wootton Academy trust
Number of pupils in school	<ul style="list-style-type: none"> <li>• Year 9 – 22%</li> <li>• Year 10 - 14%</li> <li>• Year 11 –18%</li> </ul>
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carrie McMorn Head of School
Pupil premium lead	G McTernan Assistant Principal
Governor / Trustee lead	J Wheeler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,740
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£109,335
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£253,345

## Part A: Pupil premium strategy plan

### Statement of intent

At Wootton Academy Trust we aim to give all our learners the best opportunities to progress to their next steps in life irrespective of backgrounds or challenges they may face. We aim to do this both academically, by ensuring that pupils make good progress across all their subjects, as well as building independent and resilient learners who have high aspirations for the future.

The focus of this strategy is to support our disadvantaged learners to make good progress across their subjects but also inspire pupils to believe that anything is possible. The strategy will be split into **teaching and learning** whole school strategies, **intervention** strategies to support our learners and then **wider** strategies.

Evidence suggests that quality first teaching will have the biggest impact in raising achievement of our pupils and therefore this is at the forefront of our strategy. 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.

Data has been analysed on various strands of school life to inform which strategies will take place. From this we have used the EEF toolkit to inform which strategies will have the most impact on our learners. This strategy is a whole school approach in which all staff are responsible to raise the outcomes of our disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress data show that our disadvantaged learners are underperforming against their peers in most of their subjects historically. Current internal assessments show that the progress of our year 10s and 11s are working on average a third of a grade lower than their peers.</p>
2	<p>External and internal data shows that the gap in literacy between our disadvantaged learners and their peers is substantial, especially in year 9. Disadvantaged learners scored on average 6 scaled points lower than their peers in their KS2 reading SATS, this is gap is confirmed in our year 9 assessments where disadvantaged students significantly underperformed their peers. This impacts in all their subjects.</p>
3	<p>Our attendance data over the first term indicates that attendance among disadvantaged pupils has been 5.5% lower than for non-disadvantaged pupils.</p> <p>5% of disadvantaged pupils have been 'persistently absent' compared to 2.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Observations and pupil voice surveys show that metacognition and self-regulation strategies amongst our lower attaining learners, especially our disadvantaged are lacking compared to their peers, most notably in their planning and motivation. This is also evidenced in lower homework completion rates compared to their peers.</p>
5	<p>Due to the pandemic, opportunities for all our learners have been diminished. This has had an effect on our pupils' aspirations for the future and their wellbeing. This is evidenced using local and national data.</p>
6	<p>Partly down to the pandemic and in line with the national picture, the amount of emotional support required for our pupils has increased.</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
To improve progress data of our disadvantaged students so they outperform national by the end of KS4.	At the end of the current plan our disadvantaged students will show positive progress 8 score.
Improved reading comprehension among disadvantaged students in year 9.	GL data will show an improvement of 2 months more from the baseline assessment to the final assessment in year 9 for the identified students.
To improve attendance of our disadvantaged students	The gap between attendance of disadvantaged students compared to their peers to decrease to less than 1% Pupils who are persistently absent to decrease from 5% down to less than 2.5% by the end of this plan.
Improve metacognition/ self-regulation skills across all learners at Wootton upper school.	Teacher observations, student voice panels to show students are more aware on different techniques to learn and improved homework completion rates.
To improve opportunities for our learners to help raise aspiration of our disadvantaged learners.	Students to access more extra-curricular, super-curricular and trips by 2024
To improve the support given to our pupils emotionally to improve wellbeing.	Increased support available within the school. Referrals to outside agencies to decrease.

## 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: £ 127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – Develop the disadvantaged team to ensure the intended outcomes are met.	Strong evidence suggests that for a strategy to be implemented effectively there needs to be time and sufficient resources made available.	1, 2, 5
Develop Metacognitive and self- regulation skills in all pupils. This will be delivered through CPD sessions and meeting time	The Education endowment foundation has strong evidence that teaching these skills has high impact for little cost.  <a href="#">Metacognition and self-regulation EEF</a>	1, 4
Purchase standardised reading assessments	The Education endowment foundation has produced strong evidence to suggest that improving literacy has a significant impact on outcomes. Recommendation 7 from this supports diagnostic assessments to identify the correct interventions to be put in place.  <a href="#">Assessments to identify literacy interventions EEF</a>	1, 2

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up the school led tutoring programme for our disadvantaged learners who have been impacted significantly by the pandemic.	Small group tuition targeted at the specific needs of identified students has a significant impact on outcomes of students. Strong evidence of this is found in EEF toolkit. <a href="#">Small group tuition EEF</a>	1
Connolly foundation tutoring programme	Small group tuition targeted at the specific needs of identified students has a significant impact on outcomes of students. Strong evidence of this is found in EEF toolkit.  <a href="#">Small group tuition EEF</a>	1, 4
Targeted reading intervention to help close the gap for our disadvantaged pupils	Strong evidence suggests that reading interventions have a significant impact on outcomes for pupils  <a href="#">Reading intervention EEF</a>	1, 2



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

Budgeted cost: £ 51,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding a Super curricular programme to raise the aspirations of our students. (Scholars programme, Wadham project, Brilliant club, trips etc)	It is not clear due to a lack of evidence that raising aspiration has a positive impact on attainment. However, are many other wellbeing benefits from this strategy.  <a href="#">Raising aspirations EEF toolkit</a>	1, 5
Promoting pupil's mental health and wellbeing	<a href="#">Promoting pupil mental health and wellbeing gov.uk</a>	6
Adopting a tiered approach of improving attendance. This will include sharing best practice, mentoring and parental engagement workshops.	The suggested tiered approach is recommended by both the government and EEF. The EEF are still evaluate the impact it will have.  <a href="#">Attendance interventions EEF</a>  <a href="#">improving attendance gov.uk</a>	3
To ensure students have the correct resources/ uniform to ensure there are no challenges to learning in the school.	Evidence suggests that feeling part of a community and having less barriers increases outcomes of pupils.	1, 3, 5
Contingency fund	Based on previous years we have identified that funding needs to be set aside to respond quickly to certain unforeseen needs.	

**Total budgeted cost: £253,345**

## **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.

See evaluation of pupil premium plan 2020/21.