

Pupil premium strategy statement

This statement details our school'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, 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	881
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C 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	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

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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>Progress and Attainment</p> <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 half a grade lower than their peers.</p>
2	<p>Reading age and Literacy</p> <p>GL reading assessments show the gap between our disadvantaged learners and their peers is substantial. In year 9 the average reading age was 12 years old which is a gap of 1 year and 4 months less than their peers.</p>
3	<p>Attendance</p> <p>Our attendance data over the first term indicates that attendance among disadvantaged pupils has been 10% lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils 'persistently absent' compared to their peers is significantly higher. Our assessments and observations indicate that absenteeism is has the biggest impact on pupils' progress.</p>
4	<p>Metacognition and self-regulation</p> <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>Aspirations</p> <p>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>Wellbeing</p>

	Partly down to the pandemic and in line with the national picture, the amount of emotional support required for our pupils has increased.
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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
Progress and Attainment 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 have a better P8 than national disadvantaged P8.
Reading age and Literacy Improved reading comprehension among disadvantaged students in year 9.	GL reading data will show an improvement of 2 months more from the baseline assessment to the final assessment in year 9 for the identified students.
Attendance To improve attendance of our disadvantaged students	The gap between attendance of disadvantaged students compared to their peers to decrease to less than 5% Pupils who are persistently absent to decrease from 5% down to less than 2.5% by the end of this plan.
Metacognition and self-regulation 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.
Aspirations 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
Wellbeing 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – Whole school approach using the stepping stones to underpin good teaching to all learners	Strong evidence suggests that good teaching for all our pupils will lead to improved outcomes Effective CPD EEF	All
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, meeting time and stepping stones to learning.	The Education endowment foundation has strong evidence that teaching these skills has high impact for little cost. Metacognition and self-regulation EEF	1, 4
Purchase GL assessment package	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. Assessments to identify literacy interventions EEF	1, 2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer tutoring from our 6 th formers	Strong evidence suggests that peer tutoring has +6 months impact on outcomes Peer tutoring EEF	1, 4
Small group tutoring - Maths and English Connolly 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. Small group tuition EEF	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 Reading intervention EEF	1, 2

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

Budgeted cost:

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, there are many other wellbeing benefits from this strategy. Raising aspirations EEF toolkit	1, 5
Extra careers appointments to support pupils next steps	Evidence from a range of sources supports that good careers education has a positive impact on next steps future aspirations. Careers education EEF	
Promoting pupil's mental health and wellbeing	Our own understanding is supporting our learner's mental health and wellbeing would have a positive impact on our pupils. Promoting pupil mental health and wellbeing gov.uk	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. Attendance interventions EEF improving attendance gov.uk	3

Targeted breakfast club	There have been some reports that breakfast clubs have had impact on punctuality and concentration within class. Breakfast club .Gov	1, 3
Behaviour interventions	Evidence suggests that behaviour interventions will have +4 months impact on outcomes. Behaviour interventions EEF	1, 3, 4, 5, 6
Accessing work experience and other provisions offsite	Some of our students require an alternative curriculum which requires them to access off site provision/work experience. Previously within the trust this has had a positive impact on many outcomes for the student.	1, 3, 5
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: £

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.

See outcome document
