

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	Great Western Academy
Number of pupils in school	703
Proportion (%) of pupil premium eligible pupils	17% (151)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Hughes
Pupil premium lead	E Lloyd
Governor / Trustee lead	A Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,190
Recovery premium funding allocation this academic year	£34,368
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	£155,558

Part A: Pupil premium strategy plan

Statement of intent

All schools are allocated a proportion of their funding from central government - called the pupil premium. The main pupil premium funding allocation is based on the number of pupils qualifying for Free School Meals (FSM), or who have qualified for FSM at any point in the last 6 years. In addition, we receive funding for Looked after Children and children adopted after 2005. Schools also receive a smaller amount of pupil premium funding for children of armed services families.

Research shows that there is a persistent gap nationally for both attainment and achievement between eligible pupils and all other pupils. It is up to schools decide how best to use this funding to raise the performance of pupils eligible for the pupil premium and to close the achievement and attainment gap between them and their peers.

At GWA, we are keenly aware of our responsibility for the welfare and academic progress of our eligible students. We are ambitious for all of our learners and work tirelessly to deliver high quality lessons, targeted support and challenge so that there is gap in attainment and achievement between those students eligible for pupil premium funding and their peers. All students can be successful at GWA, regardless of their ability or their social or cultural background.

We have allocated the pupil premium to support a variety of strategies in class and in a wider context to promote social inclusion and accelerate learning and progress for eligible pupils. This will include, for example, supporting trips, visits and enrichment sessions, providing access to instrument lessons, providing access to learning mentors and other support services designed to help disadvantaged learners.

In 2022/23, we have 151 Pupil Premium students on roll. This equates to 17.1% of students at Great Western Academy. The breakdown of Pupil Premium students is shown below:

- Boys: 53.96% Girls: 46.4%
- Y7: 16% Y8: 23.3% Y9: 19.8% Y10: 17.2% Y11: 23.7%

Challenges

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

Challenge number	Detail of challenge
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1	<p>All pupils will receive an appropriately challenging and supportive high-quality teaching across the school. Disadvantaged pupils make greater progress with quality first teaching.</p> <p>Our quality of classwork data shows that disadvantaged pupils are less engaged in their learning than their non-disadvantaged peers.</p>
2	<p>Our attendance data from the 2021-22 academic year indicates that attendance among disadvantaged pupils has been 5.98% lower than for non-disadvantaged pupils. Unauthorised absences have been 2.11% more common in disadvantaged pupils. Lateness to school is disrupting learning and impacting pupils' sense of belonging.</p>
3	<p>Our assessments show that disadvantaged pupils in our school make excellent progress, however compared to their non-disadvantaged peers, their P8 score is on average -0.06 below.</p>
4	<p>Behaviour for Learning, graded 1-4 in our termly reports shows a gap of -0.11 between disadvantaged and non-disadvantaged pupils.</p> <p>On average, disadvantaged pupils at GWA are 2.5 times more likely to receive high level consequences than their non-disadvantaged peers.</p>
5	<p>Disadvantaged pupils have a lower average reading age compared to non-disadvantaged pupils, which impacts their ability to access the curriculum.</p>
6	<p>There are, on average, less opportunities for disadvantaged pupils to engage in or attend events broadening their cultural capital – this disparity with their non-disadvantaged peers has likely further widened with the pandemic.</p>
7	<p>Disadvantaged pupils have a less clear idea about career paths and are more likely to have less knowledge of how to achieve goals and reach their aspirations.</p>
8	<p>Disadvantaged pupils are more likely to come from families with a lesser engagement in learning and/or with school.</p>
9	<p>Disadvantaged pupils are more likely to require support with SEMH than their non-disadvantaged peers.</p>
10	<p>Our quality of homework data shows that disadvantaged pupils are on average less engaged with their homework and/or provide homework of a lesser quality.</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 ensure all pupils receive high quality teaching with appropriate challenge and support	<ul style="list-style-type: none"> All staff to be regularly updated on Challenge and Support plans so they are aware of pupils' profiles and needs Regular CPD sessions enabling staff to update their practice and keep up to date with the research
To achieve and sustain an improved	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils to reach the school expectation of 97%

attendance of disadvantaged pupils	<ul style="list-style-type: none"> • To significantly reduce the gap between disadvantaged and non-disadvantaged attendance percentage • To significantly reduce the gap between disadvantaged and non-disadvantaged unauthorised attendance percentage
To achieve and sustain an improved progress of disadvantaged pupils	<ul style="list-style-type: none"> • To reduce the gap in progress 8 between disadvantaged and non-disadvantaged pupils • To increase uptake of EBACC choices for GCSE in disadvantaged pupils
To improve and sustain Behaviour for Learning and improve behaviour across school	<ul style="list-style-type: none"> • To increase BfL data for disadvantaged pupils • To reduce internal isolations over the next academic year for disadvantaged pupils • To reduce the number of high-level sanctions given to disadvantaged pupils
To improve and sustain reading age and comprehension	<ul style="list-style-type: none"> • To increase reading age of disadvantaged pupils and reduce the gap with their non-disadvantaged peers • Ready buddy scheme to show positive impact in reading age
To improve and sustain opportunities for disadvantaged pupils to develop their cultural capital and improve their social mobility	<ul style="list-style-type: none"> • To monitor intake of disadvantaged pupils in practical GCSE subjects (eg. Cooking, art) • To enable disadvantaged pupil to access cultural events such as residential trips and art trips (eg. Drama, dance) • To increase access to career advisor appointments and open to KS3 when appropriate
To improve and sustain parental engagement of disadvantaged pupils	<ul style="list-style-type: none"> • To increase parental attendance to parents and subjects evening – positive feedback to be reflected in parental survey • Increased contacts home to enable positive relationships formed between home and school and monitor through Bromcom’s Communication tab • Increased attendance to <i>Support for Families</i> events
To increase disadvantaged students' resilience and use of Social and Emotional Learning tools	<ul style="list-style-type: none"> • 1:1 appointments with Pastoral Intervention Lead and further SEMH interventions put in place appropriately • Co-ordination of SEMH support for eligible students alongside SEMH hub leader
To increase Quality of Homework data and ensure all eligible pupils have the necessary home learning equipment	<ul style="list-style-type: none"> • Survey of home equipment addressed, and technology support offered for home learning • To reduce the gap in Quality of Homework data between disadvantaged pupils and their non-disadvantaged peers

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing recruitment to ensure quality teaching and support for all	<p>EEF Pupil Premium Guide</p> <p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> <p>EEF Effective Professional Development guidance report</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>Supporting the attainment of disadvantaged pupils, GOV.UK</p> <p>“For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p>	1
Learning mentors	<p>EEF Toolkit (<i>Teaching Assistant interventions</i>)</p> <p>“[...] well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p>	1, 3
CPD – teaching and learning; metacognition; how students learn	<p>EEF Effective Professional Development guidance report</p> <p>“[...] promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes”</p> <p>The Sutton Trust (<i>What makes good teaching?</i>)</p> <p>“The most effective teachers have deep knowledge of the subjects they teach, and when teachers’ knowledge falls below a certain level it is a significant impediment to students’ learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students’ own methods and identify students’ common misconceptions.”</p>	1, 3
Smaller teaching groups £75,000	<p>We have 6 tutor groups instead of 5, which leads to smaller teaching groups and classes of 26 or less in all subjects and particularly in set 3.</p> <p>EEF Toolkit (<i>Reducing class size</i>)</p> <p>“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.”</p>	1, 2, 4, 9

Mentoring and coaching of ECT and PGCE students	<p>EEF Effective Professional Development guidance report</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>The Sutton Trust (<i>What makes good teaching?</i>)</p> <p>“Teachers working in schools with more supportive professional environments continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.”</p>	1, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons £5,000	<p><i>Music and the pupil premium: an expert guide for using music to reduce the attainment gap</i></p> <p>“Music has been shown to enrich school life, improve behaviour, and develop important skills such as resilience and teamwork. By giving children the chance to learn an instrument in a group, you not only boost academic achievement, but give them the right environment to improve wellbeing and confidence too. [...] Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain”</p>	2, 3, 4, 6, 9
Arts interventions £50	<p>EEF Toolkit (<i>Arts participation</i>)</p> <p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. [...] There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.”</p>	2, 3, 4, 6, 9
Reading buddies: year 11 and KS5 students spend some of reading time with buddies from year 7 and year 8 with low Accelerated Reader scores	<p>EEF Toolkit (<i>Reading comprehension strategies</i>)</p> <p>“[...] approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.”</p> <p>EEF Toolkit (<i>Peer tutoring</i>)</p> <p>“[...] studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.”</p>	3, 5, 9
1:1 with Pastoral Intervention Leaders	<p>EEF Toolkit (<i>Social and emotional learning</i>)</p> <p>“Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-</p>	1, 2, 3

	<p>management of emotions, rather than focusing directly on the academic or cognitive elements of learning. [...]</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p>	
Summer school to support transition from KS2 to KS3 for disadvantaged and vulnerable pupils	<p>EEF Toolkit (Summer school)</p> <p>“Summer schools have a positive impact on average (three months’ additional progress) [...]</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately three additional months’ progress compared to similar pupils who do not attend a summer school. [...]</p> <p>There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches.”</p>	1, 2, 3
Termly target setting with tutor	<p>EEF Toolkit (One to One tuition)</p> <p>“One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.”</p>	2, 3, 9

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bus passes to ensure students arrive to school on time	<p>Most of our students live within 1 mile of the school but some students come from further away – mainly KS4 students.</p> <p>Attending school is crucial to ensure students achieve their best outcome and build a sense of belonging. Students who arrive late cause disruption to their own learning and the learning of others.</p>	2, 3
Uniform support – we provide 50% of the cost of uniform for disadvantaged pupils	<p>EEF Toolkit (School uniform)</p> <p>“If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. [...] School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. [...] Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.”</p>	2, 4, 9

Support in financing school trips	<p>Wyse Travel Confederation, <i>Travel Improves Educational Attainment & Future Success</i> survey (infographic)</p> <p>https://www.wysetc.org/2013/10/travel-improves-educational-attainment-future-success/</p> <p>“80% thought educational travel sparked greater interest in what they were taught in school. More than half of children who travelled achieved better grades. 57% of people who travelled as children went to university. Adults who went on domestic education trips during their youth earn 12% greater income than those who took no trips.”</p>	6
Support in financing specific subjects	<p>GCSE revision guides are purchased for disadvantaged students to ensure they have access to revision resources at home and during lessons. This supports their progress.</p> <p>Financing ingredients for Food technology or art packs for Art to ensure disadvantaged pupils have the same opportunities as their non-disadvantaged peers.</p>	1, 3
Breakfast club £1700.00	<p>According to research by the Education Endowment Fund: “In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment [...]”</p>	2, 3, 4, 8, 9
1:1 appointment with career advisor at KS4 so students are empowered to make informed choices about their future	<p>EEF Careers Education Infographic</p> <p>“62% of these provided evidence of positive social outcomes, with improvements in students’ self-efficacy, self-confidence, career maturity, decision-making skills, career competencies, or career identity.”</p> <p>EEF Toolkit (<i>Aspiration interventions</i>)</p> <p>“Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</p> <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment.”</p>	7
Attendance interventions – 1:1 mentoring with tutor, Pastoral Intervention Leaders and school lead for inclusion and wellbeing	<p><i>Working together to improve school attendance, GOV.UK</i></p> <p>“Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.”</p>	2, 3
Parental engagement – Support for Families program	<p>EEF Toolkit (<i>Parental engagement</i>)</p> <p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage,</p>	8

delivered by selective staff and external organisations	supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”	
Homework club targeting students with low Quality of Homework data on reports	EEF Toolkit (Homework) “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. [...] [...] surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.”	8, 10
Enrichment program, compulsory for all pupils with some fee-paying activities	EEF Toolkit (Extending school time) “There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. [..]Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.”	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2021 to 2022 academic year.

For the academic year 2021-2022, our school had 5 priorities.

- **Recall – can staff identify PP students?**

Staff were provided with appropriate CPD and reminders on how to clearly identify disadvantaged pupils and the differences between FSM, LAC, etc. Staff were encouraged to add key information about disadvantaged pupils on seating plans and marksheets to ensure pupils are appropriately supported and challenged in class.

- **Budget requests**

Specific budget request forms were trialled among staff to ensure students can benefit from financial support for a range of activities. The previous Pupil Premium champion encouraged all staff to contact them prior to planning trips to discuss financial support for disadvantaged pupils. Other purchases included art packs, theatre tickets, science revision guides, uniform and sports kits.

Total income	121,190.00
Books	1310.23
Bus pass	472
Cooking	246.95
Lesson	483.63
Music lessons	4029.25
Trips	1942.55
Tuition	1837.93
Uniform	302.58
Teaching	110564.86

- **Teaching – is there an attainment gap?**

Data from 2010-21 showed that the attainment gap between disadvantaged pupils and their non-disadvantaged peers was -0.02. Data from 2021-22 shows an increase of this gap to -0.06. It is important to highlight that as a growing school, we had one extra year group in 2021-22.

Progress 8 review

Category	Year 7	Year 8	Year 9	Year 10
All	0.12	0.03	0.07	-0.52
PP	0.12	0.01	-0.04	-0.71
Non PP	0.12	0.03	0.09	-0.46

Summer 22 average for Behaviour for Learning data entry (1 is lowest, 4 is highest)

Category	Year 7	Year 8	Year 9	Year 10
PP	3.23	3.13	3.11	3.20
Non PP	3.27	3.24	3.29	3.29
Difference non PP to PP	-0.04	-0.11	-0.18	-0.09

Summer 22 average for Quality of Homework data entry (1 is lowest, 4 is highest)

Category	Year 7	Year 8	Year 9	Year 10
PP	3.08	3.01	2.87	2.98
Non PP	3.13	3.14	3.15	3.01
Difference non PP to PP	-0.05	-0.13	-0.28	-0.03

Summer 22 average for Quality of Classwork data entry (1 is lowest, 4 is highest)

Category	Year 7	Year 8	Year 9	Year 10
PP	3.18	2.99	3.00	3.08

Non PP	3.18	3.18	3.23	3.21
Difference non PP to PP	0	-0.19	-0.23	-0.13

- **Student profiles**

Student profiles were put in place and completed following a conversation between tutors and disadvantaged pupils. These highlight key information about eligible pupils (academic data alongside personal data such as interests and preferred methods of support).

- **Mentoring**

Mentoring took the form of target setting and meetings between a mentee (disadvantaged pupils) and a mentor (mostly their form tutor). These meetings were planned to happen every half term and encourage students to set targets to review the following term. Unfortunately, this could not come to fruition and has been reported to 2022-23.

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
National Tutoring Program	GWA Teaching staff

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium allocation is used within the full pupil premium allocation and outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	