

# Pupil Premium Strategy Statement - Witham

## School overview

Metric	Data
School name	<b>The Priory Witham Academy</b>
Pupils in school	1077
Proportion of disadvantaged pupils	44%
Pupil premium allocation this academic year	£516, 540
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Andrew Madge
Pupil premium lead	Amy Tallentire / Denise Clarke
Governor lead	Patrick Smith- Howell

## Disadvantaged pupil performance overview for last academic year (2019 data)

Measure	Score
Phonics screening score	
KS2 Reading progress	-2.8
KS2 Writing progress	-0.2
KS2 Maths progress	-2
Meeting expected standard at KS2	26%
Achieving high standard at KS2	3%
Progress 8	-0.11
Ebacc entry	25.7%
Attainment 8	32.7
% Grade 4+ in English and maths	31%
% Grade 5+ in English and maths	20%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Aim 1 : Phonics	Number of disadvantaged children meeting the expected standard in the phonics screening check is 7.5% increase on the last 3-year average as set in conjunction with the English Hub.	Sept 21
Aim 2 : Progress in reading	Progress of disadvantaged pupils in in line with non disadvantaged pupils	Sept 21
Aim 3 :Progress in Writing	Progress of disadvantaged pupils in in line with non disadvantaged pupils	Sept 21
Aim 4 :Progress in Maths	Progress of disadvantaged pupils in in line with non disadvantaged pupils	Sept 21
Aim 5 :Progress 8	The Progress 8 of disadvantaged pupils is in line with non disadvantaged pupils and closing when compared to the national average.	Sept 21
Aim 6 :Attainment 8	The attainment gap between disadvantaged pupils and non disadvantaged pupils is closing, and closing in when compared to the national average.	Sept 21
Aim 7 : % Grade 5+ in English and maths	Gaps are closing between disadvantaged pupils and non disadvantaged pupils and are in line similar schools.	Sept 21
Aim 8 :% Grade 4+ in English and maths	Gaps are closing between disadvantaged pupils and non disadvantaged pupils and are in line similar schools.	Sept 21
Aim 9 : Attendance	Improve attendance of disadvantaged pupils to national average	Sept 21
Aim 10 : Engagement	Disadvantaged pupils have similar engagement in the Witham Values Program in line with non disadvantaged pupils.	Sept 21

## Barriers to disadvantaged pupil success

Barrier 1	Reading and development of vocabulary : pupils eligible for PP funding have lower reading ages and enter Year 7 with lower literacy levels, impacting upon their ability to fully access the curriculum and make progress.
Barrier 2	Metacognition and self-regulation : pupils eligible for PP funding demonstrate lower levels of self-regulation and a lower level of understanding of the learning process, impacting upon their ability to retain and recall knowledge
Barrier 3	Attendance rates for pupils eligible for PP funding are lower than other groups, reducing pupil/ teacher contact time creating learning gaps.
Barrier 4	<p>The opportunities / experiences and support outside the Academy for pupils eligible for PP is lower creating limits to self efficacy, aspiration and resilience necessitating the development of social and cultural capital.</p> <p>Bandara 2000, Huang 2015</p>

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Specialist staff, CPD, resources and dedicated Senior Leadership time to ensure that all pupils receive a high quality-reading curriculum that develops phonological awareness, phonics decoding skills, word recognition, fluency, reading stamina and comprehension.
Priority 2	Buy-in and embed Accelerated Reader from Y2 to KS3 to increase reading for pleasure, reading fluency and reading comprehension and to close reading gap with age related expectations.
Priority 3	Continued development of a carefully planned, all though, sequential, challenging and inclusive curriculum which builds on and secures knowledge with opportunities for extended writing identified.
Priority 4	Associate Assistant Headteacher - Recruitment, retention and professional development of high quality staff including engagement with Teach First Early Adopter Programme, access to Trust CPD offer and CPD to develop high quality mentoring for Early Career Teachers.
Priority 5	Dedicate Senior Leader time to develop and further strengthen our assessment systems including PiXL to ensure teachers can accurately track and target gaps in learning and adapt teaching and learning accordingly to incisively meet need and accelerate progress.
Priority 6	Continued support and development of staff to enable effective delivery of blended learning, including CPD and resources (Tapestry, Show My Homework, GCSE Pod)
Priority 7	Leadership structure in place at all levels to embed Academy priorities.
Priority 8	Enhanced staffing and groups to support curriculum delivery in English, Maths, Science and Humanities to allow for smaller class sizes and greater opportunities for quality feedback and timely intervention.
Priority 9	CPD focus on metacognitive strategies, assessment, language for learning and behaviour approaches to support disadvantaged pupils to demonstrate higher levels of self-regulation, the ability to form effective relationships with others, a greater understanding of the learning process and therefore improve their ability to retain and recall knowledge.
Barriers to learning these priorities address	Barriers 1 and 2
Projected spending	£230,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Employment of additional staffing, including pre ITT staff to support with high quality intervention (including pre-learning targeted support, specific programmes) in place for those children with identified gaps in knowledge.
Priority 2	Use of diagnostic tools to analyse, identify and respond to the needs of disadvantaged pupils academically and pastorally including PASS, 4 Matrix, Target Tracker.
Priority 3	Literacy and numeracy interventions for low attaining disadvantaged pupils, focusing on the lowest 20% of readers and at key transition points, including NELI (Nuffield Early Language Intervention) Fresh Start, My Maths
Priority 3	Strengthening of the SEND team of staff to enable targeted support of the most vulnerable pupils (SEND / disadvantaged).
Priority 4	Pupil Support Assistants in place to support accelerated learning and associated CPD to ensure high quality delivery of intervention programmes and classroom support.
Barriers to learning these priorities address	Barrier 1 and 2
Projected spending	£180,000

## Wider strategies for current academic year

Measure	Activity
	<p>At the Witham Academy we place a great deal of emphasis on building impactful relationships with both pupils and families. We recognise the importance of explicitly teaching effective relationship building (Teaching Priority 9) alongside consistent modelling of supportive relationship dynamics through the teaching and pastoral structures. There is a great deal of evidence to support the value of this in tackling disadvantage.</p> <p><b>Relationships matter</b>  <b>Relationships as drivers of human development: Positive supportive contexts</b>            Osher et al, 2019</p> <p>Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning, adaptation, the integration of social, affective, emotional, and cognitive processes and will, over time, make qualitative changes to a child's genetic makeup. (Bornstein &amp; Leventhal, 2015; Bronfenbrenner &amp; Morris, 2006)</p>

<b>Measure</b>	<b>Activity</b>
Priority 1	Attendance officer, safeguarding manager and family support worker employed to ensure pupils have high attendance and punctuality.
Priority 2	High quality intervention through the Pastoral Structure and the role of the Pastoral Managers supports a robust referral process and timely intervention to support disadvantaged pupils' social and emotional needs as well as their mental health and well-being.
Priority 3	Additional PSA to ensure that individual pastoral needs are being met allowing all pupils to access the curriculum successfully
Priority 4	Associate Assistant Headteacher - monitor uptake from disadvantaged pupils in the Witham Values Program, strengthening the offer to meet need to include subsidised opportunities, resource provision, uniform, access to wider opportunities including the JET Programme and CCF.
Priority 5	Strengthening the specialist internal support offer for emotional needs as well as disadvantaged pupils mental health and well-being (eg ELSA)
Priority 5	Additional staffing to support disadvantaged / EAL pupils through effective assessment of need, resource provision and staff support to allow disadvantaged / EAL pupils to effectively access the curriculum
Priority 6	Employment of Sports Apprentices to widen the offer of extra-curricular activities, targeting disadvantaged pupils for increased engagement.
Priority 6	Increased funding for external support including the Nuture Garden, counselling and mentoring (eg Psycho-Therapist) to support disadvantaged pupils with mental health and behaviour.
Barriers to learning these priorities address	Barrier 3 and 4
Projected spending	£106,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Retention and recruitment of high quality staff</p>	<p>CPD timetable, including Academy and Trust offer mapped out to ensure sufficient time allocated.</p> <p>Effective use of Academy and Trust recruitment and retention strategies.</p> <p>Effective support of Early Career Teachers</p>
Targeted support	<p>Ensuring that staffing levels enable high quality interventions to be delivered.</p> <p>Ensuring that staff have the appropriate level of training to be able to deliver the interventions effectively and that this is monitored and any additional CPD is actioned.</p>	<p>Clear staffing structure in place with extra capacity generated.</p> <p>CPD offer timetabled for PSAs, underpinned by effective quality assurance and appraisal processes.</p> <p>Work alongside experts e.g. English Hub, maths hub, STA approved moderator.</p>
Wider strategies	<p>Ensuring that staffing levels and expertise allow for effective, targeted support to be delivered.</p> <p>Ensuring effective identification and referral process to ensure intervention is timely and targeted.</p>	<p>Effective recruitment and retention of staff supported by CPD offer.</p> <p>Clear meeting and referral structure, involvement of relevant stakeholders including pupil and parent voice.</p> <p>Pyramid of support with clear identification strategies.</p>

## Review: last year's aims and outcomes

Aim	Outcome
The outcomes for disadvantage pupils improve	<p>Improving P8 score for disadvantaged pupils (2019 and 2020)</p> <p>Improving Att 8 score for disadvantaged pupils (2019 and 2020)</p> <p>Improving 4+ En Ma for disadvantaged pupils, closing the gap with Academy non disadvantaged pupils (2019 and 2020)</p>
Higher levels of literacy for Year 7 pupils eligible for PP funding.	Fresh Start intervention – increasing % of disadvantaged pupils working at age related expectation in reading and writing.
Greater levels of self regulation and a deeper understanding of the learning process as evidenced the VESPA model.	Ongoing through the Witham Learner Programme.
The attendance of disadvantaged children remains above the national average	Achieved pre Covid

Aim	Outcome
<p>The percentage of persistent absence for disadvantaged children will be lower than the national average</p> <p>The number of disadvantaged pupils who are excluded (fixed / permanent) reduces</p>	<p>Achieved pre Covid</p> <p>Achieved</p>
<p>The number of pupils and parents using Show my Homework increases</p> <p>Pupils can articulate the importance and impact of engaging with learning outside the Academy day.</p>	<p>Achieved evidenced through SMHW analysis of pupil groups.</p> <p>Ongoing through the Witham Learner Programme.</p>