

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	West Coventry Academy
Number of pupils in school	1149
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Ana Neofitou
Pupil premium lead	Sofia Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,305
Recovery premium funding allocation this academic year	£86,940
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	£421,245

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at WCA make good academic and personal progress irrespective of their background. We want all pupils to have the opportunity to study a broad and balanced curriculum that raises aspirations. WCAs 4 Rs; Respect, Resilience, Responsibility and Ready to Learn are fundamental in developing students who are successful both in and out of school.

The focus of our Pupil Premium Strategy is to support our disadvantaged pupils through a range of strategies. Used purposefully, it can help tackle the barriers that stand in the way of their progress. The focus is to address the challenges our disadvantaged learners face, including a focus on closing the attainment gap.

Our priorities are as follows:

Priority 1:

Continue to prioritise and provide high quality education through a 'knowledge engaged curriculum and quality first teaching'. According to the EEF Toolkit, good teaching in the classroom is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils. We will focus on supporting teachers in addressing disadvantaged through our 'Vulnerable First' strategy and through effective CPD. Through the shared implementation of Leverage leadership, processes such as Intentional monitoring and Instructional coaching have supported the implementation of key strategies: Examples of this are Know it, Show it and See it, Name it, Do it.

Priority 2:

Targeted academic support will be based on individual needs. This approach will be responsive to each individual's data and will utilise the Academic tutoring via the NTP. Individual support from our Career's Advisor will also be provided in order to maximise the pathways pupils have access to and improved outcomes.

Priority 3:

Opportunities outside of the classroom form a key part of our strategy to facilitate overall pupil development. Our disadvantaged students will be offered targeted and additional opportunities to take part in learning beyond the classroom and new experiences. A strong focus on developing pupils' cultural capital will address the non-academic barriers for our disadvantaged pupils, which is a key challenge for members of our community.

Priority 4:

Closing the gap in attendance remains a key focus for our disadvantaged students. According to the EEF, recent data shows that disadvantaged pupils are also far more likely to be persistently absent from school. Through parental engagement and targeted interventions, attendance will remain a key focus this academic year.

Challenges

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

Challenge number	Detail of challenge
1	Raising attainment for D.A students in line with FFT50.
2	Enhancing pupils' cultural capital to help raise aspirations and engagement through both our curriculum and extracurricular activities such as school trips and opportunities outside of the classroom.
3	Addressing non-academic barriers. Through student voice and the rising number of referrals, it has identified that the social and emotional mental health issues for pupils and families have increased. The demand for pastoral and external support agencies has increased, with a focus on SEMHL. Work with external agencies will be pivotal in supporting this priority for our disadvantaged students.
4	Reducing the gap in attendance with a specific focus on D.A attendance to ensure they are in line with their peers with a target of 95%.

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
1) Improved attainments among disadvantaged pupils across the curriculum. 'Students should know more and remember more'	<ul style="list-style-type: none">Improved outcomes demonstrate that disadvantaged pupils achieve in line with their peers (FFT 50) through rigorous data tracking and monitoring.

	<ul style="list-style-type: none"> • Results from 2022-2023 show an improvement of half a grade for D.A students. • Through Instructional coaching all staff will have action steps linked to climate for learning and monitoring pathways specifically for D.A through the Vulnerable First strategy. • Student voice, staff surveys and classroom observations suggest that there is an improvement in learning behaviours, particularly when tackling more challenging activities through whole school strategies such as Do Now's. • Whole school focus on Behaviour for Learning will support improved behaviours through rigorous weekly tracking and monitoring. Staff training and development on trauma informed practice will also support improved learning behaviours, thus impacting positively on attainment.
<p>2) Targeted academic support through the use of rigorous data tracking and monitoring.</p>	<ul style="list-style-type: none"> • Use of the NTP funding to support small group sessions in English and Maths from KS3-4. Student voice to measure the impact of this academic mentoring. • Focus on Literacy, with academic mentors and E.A's utilised for reading in KS3
<p>3) Through a range of activities both in and out of school, disadvantaged students have opportunities to take part in enrichment and extra-curricular activities which broaden their minds, horizons and cultural capital.</p>	<ul style="list-style-type: none"> • Further uptake of disadvantaged students participating in wider curriculum activities such as Duke of Edinburgh. Extracurricular activities within school have increased in offer and D.A involvement will be tracked and monitored throughout the year. • Postholder for extracurricular this academic year will ensure more engagement from D.A in extracurricular and internal school opportunities. • Curriculum links with Warwick university and use of their mentoring programmes will further support this outcome.

<p>4) Reducing the gap in attendance for D.A students</p>	<ul style="list-style-type: none"> • Specific targeted strategies to help close the attendance gap between D.A and non D.A students remain a priority. This was noted as an area of improvement in the recent Ofsted inspection. • Increase of home visits to low attending D.A students • The recruitment of a family support worker will address and work with specific D.A families. • Core subjects to utilise E.A's for curriculum catch up for low attending D.A students. • Monitored improvement of D.A student attendance in order to reach whole school target of 95%. • Attendance improvements noted and celebrated through parental communication and recognition. • Breakfast club as an incentive to arrive into school

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: £ 220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled Collaborative planning sessions within departments to ensure Quality First Teaching (Existing staffing costs)	High impact	1
Training of Staff for Vulnerable First Strategy (Existing staffing costs)	High impact strategy to support staff in recognising and supporting D.A students and other 'Vulnerable First'. The strategy is designed to 'fit' around our Ethos, Curriculum and T&L. This is supported through our monitoring pathway visits for D.A and when analysing data, the focus is D.A first.	1
Literacy focus with a development of reading skills, with a particular focus on reading comprehension. £5,000	High impact strategy - average impact of reading comprehension strategies is an additional six months' progress over the course of a year. The WCA Strategy has a clear focus on Reading Recovery. See Literacy strategy.	1
Targeted questioning of D.A students (cold calling) and Intentional monitoring (Existing staffing costs)	High impact strategy – EEF toolkit (+6 months)	1
Feedback through Intentional Monitoring of D.A in lessons. (Existing staffing costs)	Very high impact – EEF toolkit (+ 8 months)	1
Academic tutoring in Core subjects Cost – see recovery allocation	One to one tuition	2

Recruitment of Family support worker £37,261	High Impact strategy	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 101,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to address pupils' gap in knowledge with a particular focus on Maths/English and D.A HAP's £46,000	EEF toolkit – moderate impact (+5 months)	1
Year 10 Peer mentoring in particular subjects with one to one support (Yr 13 students to deliver) £0	EEF toolkit – high impact (+6 months)	1, 2
YR11 and YR10 small group academic intervention working with the Intervention lead on cognitive science and retrieval practice. £21,000	EEF toolkit – moderate impact (+5 months)	1,3
Provision of learning resources to include laptops and revision materials £10,000	Student and Parental feedback indicates that this supports PP pupils	2, 4
Warwick University peer mentoring for yr10 £2,500	EEF toolkit – high impact	1,2
External agencies such as PETXi to support in English and Maths £16,000	EEF toolkit – high impact	1.2
TUTE	EEF Toolkit – high impact	1

£25,000		
Coachbright No cost	EEF toolkit – moderate impact	2
Work Related Learning £15,000	EEF toolkit - high to moderate impact	1,4

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning opportunities – Duke of Edinburgh Award, extra-curricular visits such as Boundless Outdoor £20,000	EEF toolkit - Moderate impact	2,3
Additional extra-curricular clubs to include breakfast club. £11,000	Student/parental voice during lockdown indicates that the lack of activities impacted on well-being	2,3
Individualised Careers programme to support students in reaching Gatsby benchmarks. £18,000	Positive impact on well-being – evidence supported by parents	1,3
Wellbeing support through targeted one to one pastoral support across year groups which include a focus on attendance, referral to internal & external agencies and increased parental contact to reduce barriers to learning. £50,000	Wellbeing surveys and attendance data support that an individualised approach has a positive impact on achievement and learning behaviours	3,4
Encouraging a culture of engagement around the schools 4R's to support improving attendance	DFE figures -relationship between attendance and achievement	2,3,4

No cost – members of staffing costs		
External workshops on wellbeing £3000	Agencies such as Impact Leadership workshops delivered in school	3,4
Happy Confident Kids £7,000	Life coach focusing on emotional resilience	3,4
Central School Attendance and Welfare Service £18,000	Supporting with attendance and the legalities of it	3,4

Total budgeted cost: £421,245 (an additional £15,000 top slice to be spent on transportation and other needs). Remainder to be used to ensure high quality staffing

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 2022-2023 academic year.

Last academic year maintained a clear and consistent focus on improving outcomes for our disadvantaged students. Outcomes improved for disadvantaged students by half a grade last year. West Coventry Academy remains committed to improving student outcomes.

	2019	2022	2023
	61	34	44
KS2 DATA Progress 8 Score	-1.08	-1.07	-0.6
GRADE PER STUDENT Attainment 8 Score Overall	3.2	3.19	3.6
%4+ in English and Maths	40%	38%	46%
%5+ in English and Maths	15%	6%	18%

4 clear challenges were set out in the plan to support this:

1. Raising attainment for D.A students in line with FFT50.
2. Enhancing pupils' cultural capital to help raise aspirations and engagement
3. Addressing non-academic barriers
4. Reducing the gap in Attendance

Challenge 1:

A key area was outcomes for disadvantaged pupils. The use of the National tutoring programme supported improved outcomes in Maths and English. Specific targeted interventions for Year 11 D.A last year also contributed to improved outcomes. All Year 11 D.A had destinations.

Challenge 2:

Student voice was key in making informed decisions on how we could support our Disadvantaged students and recognise and address certain barriers they may face. Last academic year led to an increase in the offer of extra-curricular opportunities for D.A students and therefore enhance their cultural capital. Opportunities for trips such as Boundless Outdoors provided extra-curricular development for D.A students and was well

received. D.A students were fully funded for this trip. Tracking and monitoring of extra curricular via external provision showed an increase.

Challenge 3:

Assessments, parental surveys and wellbeing surveys highlighted that pupil behaviour, well-being and mental health were significantly impacted. This was primarily due to Covid-19 related issues and was particularly the case for disadvantaged students. Therefore, pupil premium funding was used to provide wellbeing support for pupils alongside targeted interventions. Group work was run by our Intervention lead, with a focus on meta-cognition and resilience for yr10 and yr11 was impactful. External organisations have also been used throughout the academic year to support Wellbeing and addressing non-academic barriers. Examples of this are workshops on Mental Health through external organisations such as Impact Leadership and NCS. Emotional Resilience coaching through the external organisation Happy Confident Kids also helped address non-academic barriers as well as supporting the school ethos of the 4R's

Challenge 4:

Attendance figures for disadvantaged students last year show an overall attendance figure of 89.4%. Attendance will, therefore, continue to be a key focus for disadvantaged students in 2023-2024 with tracking and monitoring through a clear implementation strategy. Disadvantaged students below 95% are a key focus. Parental engagement via the new post of our Family Support Worker will be instrumental in increasing attendance figures for D.A. The implementation of attendance letters every half term celebrating an improvement in attendance will also help support this. Breakfast club was also key to supporting an increase in attendance. This and was run 5 days a week. It helped provide a holistic and positive start to certain key individuals to support regulation throughout the day. This was well attended, particularly by KS3. Parental support for this was also well received.

Summary of costings 2022-2023:

Strategy:	Cost
Literacy focus with a development of reading skills, with a particular focus on reading comprehension.	£5,000
Targeted questioning of D.A students (cold calling) and Intentional monitoring	Existing staffing costings
Feedback through Intentional Monitoring of D.A in lessons.	Existing staffing costings

Academic tutoring in Core subjects	£52,808 – see recovery allocation
Recruitment of Family support worker	£37,261
Engage with the National Tutoring Programme to address pupils' gap in knowledge with a particular focus on Maths/English and D.A HAP's	£10,077.17
Year 10 Peer mentoring in particular subjects with one to one support (Yr 13 students to deliver)	No cost
YR11 and YR10 small group academic intervention working with the Intervention lead on cognitive science and retrieval practice. £21,000	£21,000
Provision of learning resources to include laptops and revision materials	£15,000
Warwick University peer mentoring for yr10	£2,500
External agencies such as PETXi to support in English and Maths	£16,000
Happy Confident Kids – Emotional Resilience	£3,000
TUTE	£21,000
Outdoor learning opportunities – Duke of Edinburgh Award, extra-curricular visits such as Boundless Outdoor	£40,000
Additional extra-curricular clubs to include breakfast club.	£14,000
Individualised Careers programme to support students in reaching Gatsby benchmarks.	£18,000
Wellbeing support through targeted one to one pastoral support across year groups which include a focus on attendance, referral to internal & external agencies and increased parental contact to reduce barriers to learning.	£50,000
Encouraging a culture of engagement around the schools 4R's to support improving attendance	No cost – existing costing of staff

External workshops on wellbeing	£4,000
Work Related Learning	£15,000

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
PETXi – Maths and English	PETXi
Wellbeing	Matt Messias - Impact Leadership
Emotional Resilience	Happy Confident Kids
On-line learning	TUTE