

Pupil premium strategy statement – West Coventry Academy

This statement details our school's use of pupil premium (and recovery premium) 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	1,138
Proportion (%) of pupil premium eligible pupils	28.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	January 2024
Statement authorised by	Ana Neofitou
Pupil premium lead	Sofia Hussain
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,550
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	£347,550

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. Processes such as Intentional monitoring, Instructional Coaching and Reading Interventions have supported the implementation of strategies.

Priority 2:

Targeted academic support will be based on individual needs. This approach will be responsive to each individual's data and will encompass a range of intervention strategies. 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 supported by government legislation.

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 to ensure Disadvantaged pupils make progress in line with their peers.
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. Through Instructional coaching all staff will have action steps linked to

	<p>climate for learning and monitoring pathways specifically for D.A through the Vulnerable First strategy.</p> <ul style="list-style-type: none"> • Consistent use of Do Now's for retrieval in all lessons on prior learning will support Disadvantaged students with 'knowing more and remembering more'. • 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 through the 'West Coventry Way' 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. • Reading is fundamental to helping to close the attainment gap for disadvantaged students. Therefore, reading interventions for disadvantaged students with low reading ages will support in closing the attainment gap • Quality Assurance cycles carried out by Progress Leaders to evaluate the quality of education being received for Disadvantaged lessons will support the attainment gap
<p>2) Targeted academic support through the use of rigorous data tracking and monitoring.</p>	<ul style="list-style-type: none"> • Focus on Reading, with volunteers utilised for reading programmes in KS3 and KS4 • Progress leaders using mock exam data to effectively target and implement support strategies for Disadvantaged students across the year groups. • HLTA's utilised in Core subjects to support Disadvantaged students in lessons

<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 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. Examples of this are Coachbright.
<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 our September 2023 Ofsted inspection. • Increase of home visits to low attending D.A students via the attendance team • The role of the Family support worker will address and work with specific D.A families who are low/poor attenders. • Provision to be looked at to address gaps in learning within Maths, English and Science for low attending D.A students. Disadvantaged students to be supported in catching up with Key, powerful knowledge for the three subject areas to help address ad close curriculum gaps. • Monitored improvement of D.A student attendance in order to reach whole school target of 95%. • Attendance improvements noted and celebrated though parental communication and recognition.

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: £ 157,000

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 on Vulnerable First Strategy with Teaching and Learning (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 pathways 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. £15,000	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

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. £10,000	EEF toolkit – moderate impact (+5 months)	1,3
Provision of learning resources to include ipads and revision materials £5,000	Student and Parental feedback indicates that this supports PP pupils	2, 4
TUTE £25,000	EEF Toolkit – high impact	1
Coachbright – Warwick University No cost	EEF toolkit – moderate impact	2
Step into Teaching £40,000	English and Maths teacher trainees to support Disadvantaged and Disadvantaged/SNED students in lessons	1

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

Budgeted cost: £ 105,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning opportunities – Duke of	EEF toolkit - Moderate impact	2,3

Edinburgh Award, extra-curricular visits such as Boundless Outdoor £10,000		
Individualised Careers programme to support students in reaching Gatsby benchmarks. (staffing costs)	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. (staffing costs)	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 No cost – members of staffing costs	DFE figures -relationship between attendance and achievement	2,3,4
Happy Confident Kids £10,140	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
St Giles mentoring (no cost)	Support with students at risk of exploitation and criminal activity	3,4
External Work Related Learning for certain Disadvantaged students £20,000	EEF toolkit - high to moderate impact	1,4

Internal Alternative Curriculum provision for certain disadvantaged students (Hairdressing/Plumbing) £10,000		
Recruitment of Family support worker £37,261	High Impact strategy in	3

Total budgeted cost: £347,550. (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 2023-2024 academic year.

Last academic year maintained a clear and consistent focus on improving outcomes for our disadvantaged students. Outcomes reduced slightly for disadvantaged students last academic year. There was an increase in the number of Disadvantaged students last year. West Coventry Academy remains committed to improving student outcomes.

DA Attainment	2022	2023	2024
Number of DA Students	34	48	62
Progress 8 Score	-1.07	-0.64	-0.8
Attainment 8 Score Overall	31.9	3.62	3.10
%4+ in English and Maths	38%	48%	Not Published
%5+ in English and Maths	6%	21%	17.60%

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 aspiration 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 with this. Previous data showed improved outcomes for disadvantaged, which we continue to remain committed to.

	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%

Challenge 2:

Student voice is 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 in Disadvantaged uptake.

Challenge 3:

Assessments, parental surveys and wellbeing surveys highlight that pupil behaviour, well-being and mental health have been significantly impacted post Covid, particularly 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. This was impactful in supporting students in developing resilience at KS4. External organisations have also been used throughout the academic year to support Wellbeing and addressing non-academic barriers. Examples of the are Happy Confident Kids and St Giles mentoring. Emotional Resilience coaching through Happy Confident Kids has 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 85.8%. This was an improvement from 2022-2023 where DA overall attendance was 85.1%. Attendance will, therefore, continue to be a key focus for disadvantaged students in 2024-2025 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 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 2023-2024:

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	£86,940 – 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	£46,773.07
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	£10,000
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	£25,000

Outdoor learning opportunities – Duke of Edinburgh Award, extra-curricular visits such as Boundless Outdoor	£20,000
Additional extra-curricular clubs to include breakfast club.	£11,000
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	£3,000
Central School attendance and Welfare Service	£18,000
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
Mentoring	St Giles
Emotional Resilience	Happy Confident Kids
On-line learning	TUTE