

## 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   | Wykham Park Academy                  |
| Number of pupils in school  | 915                                  |
| Proportion (%) of pupil premium eligible pupils   | 34%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years                              |
| Date this statement was published   | 19 <sup>th</sup> November 2021       |
| Date on which it will be reviewed   | July 2022                            |
| Statement authorised by   | Sylvia Thomas<br>Executive Principal |
| Pupil premium lead  | Stacey Walsh<br>Assistant Principal  |
| Governor / Trustee lead   | Martin Post<br>Regional CEO          |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £302,121 |
| Recovery premium funding allocation this academic year  | £38,280  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £340,401 |

## Part A: Pupil premium strategy plan

### Statement of intent

We want to support **all** students to make at least good progress and to achieve high attainment across a broad range of subjects including those that form the EBacc.

We believe that disadvantage (in all of its forms) should not be a barrier to any student leaving school with the best possible qualifications and experiences as currency for their next steps. Our vulnerable students face a number of significant challenges, especially those whose families are supported by social care, those who are looked after and those who care for others themselves.

All students deserve the highest quality teaching – quality first teaching has always been at the heart of what we strive to do at Wykham Park Academy. Research (EEF) has consistently shown that this has the greatest impact on attainment for all students and will help close the gap between disadvantaged and non-disadvantaged students.

Our plans are designed to support improvements for all students, not just those who come from disadvantaged households.

We will use school-led tutoring to complement the work we are doing to support those whose needs have been identified through the assessments we do regularly across the curriculum. We will also use other data (behaviour and attendance) to make sure that those with the greatest needs are identified early and support put in place.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Social and emotional issues</b></p> <p>Our observations and monitoring show that there is an increase in the number of students (particularly in Year 10 and 11) who are struggling to come into school because of complex SEMH needs ranging from eating disorders to anxiety and depression to other forms of self-harm. Not all of these students are from disadvantaged backgrounds of course but a higher proportion are.</p> <p>Seven students in Year 11 require additional support with SEMH needs and currently find it impossible to access school on a regular basis.</p>   |
| 2                | <p><b>Attendance</b></p> <p>Data over the last four years shows that disadvantaged students have consistently had lower attendance than their non-disadvantaged peers. The gap has been between 12% in 2020-2021 and 2.5% in 2018-2019. With attendance % = 78.04% 2020-21 for pp students and % = 90.98% 2018-2019. This was particularly significant in the period after the January – March 2021 lockdown when the attendance gap was 7.6%.</p> <p>September 2021 to 05/11/2021 (KS3/4) 128/302 (42.4%) disadvantaged students are currently persistently absent, compared to 140/554 (25.3%) of their peers. Their absence is, and will have, a long-term impact on their progress and attainment and also the opportunity to engage in the extra-curricular opportunities their peers enjoy by being in school.</p> |
| 3                | <p><b>Behaviour</b></p> <p>Our monitoring and observations show that one of the noticeable impacts of the pandemic has been on the behaviour for learning of some of our students.</p>   |
| 4                | <p><b>Reading</b></p> <p>Our reading diagnostic tests show that 41% of our students are currently below their chronological reading age.</p>   |
| 5                | <p><b>Maths</b></p> <p>Our assessment and observation show that disadvantaged students' attainment in maths has been stubbornly and consistently lower than that of their non-disadvantaged peers; this trend was not consistent in 2019/2020. In 2020-2021, disadvantaged student gap for Maths 9-5: 33.11% and 9-4: 13.59%, although in 2019-2020 Pupil premium gap was 9.04%, they outperformed their peers in 9-5 &amp; 9-4 by 1.49% and 5.76% respectively.</p>   |

|   |  |
|---|--|
| 6 | <p><b>Access to technology at home</b></p> <p>Our observation and pupil voice data show that we still have a number of students who do not have access to technology (devices or the internet) at home. This will hopefully be partly remediated by the latest government initiative with regards to providing more devices.</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  |
|--|---|
| <p><b>Social and emotional issues</b></p> <p>To improve pupils' wellbeing so that the number of students who are unable to participate fully in school due to complex SEMH needs is reduced.</p> | <p>100% of these cases have been signposted or referred to appropriate external agencies for support.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| <p><b>Attendance</b></p> <p>Improve and sustain attendance so that the gap between students who are disadvantaged and those who are not reduces year on year</p>                                 | <p>By the end of 2021/22 the attendance gap is reduced by between 5 and 6% to return to the figures seen in previous years 2018/19 (2.52%) 2017/18 (2.82%).</p> <p>By the end of 2024/25 the attendance gap is reduced by between disadvantaged students and non-disadvantaged students is reduced to &lt;2%</p>  |
| <p><b>Behaviour</b></p> <p>Reduce the behaviours caused by students who are unable to access the curriculum due to a variety of factors</p>  | <p>These students can access the curriculum effectively by September 2022</p> <p>The percentage of all students who are excluded being below the national average and the figure among disadvantaged student being no more than 5% lower than their peers.</p>  |

| <p><b>Reading</b></p> <p>To improve reading comprehension amongst disadvantaged students improves year on year</p>  | <p>The number of students who leave KS3 this year with non-functional reading ages is reduced by 10% (excluding those who are new to English).</p> <p>By 2024/25 no student leaves Wykham Park Academy with a non-functional age (defined as below 11 years)</p>  |        |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
|---|---|--------|----|--------|------|-------|-------|------|------|-------|------|-------|-------|------|-------|-------|
| <p><b>Maths</b></p> <p>The number of students who leave KS3 and are not fluent in basic numeracy reduces (at present 61% of the 2021 year 7 cohort have a CATs score of under 100 for numeracy)</p> | <p>By the end of 2024/25 &lt; 25% of the student body leaving year 9 into year 10 are not fluent in basic numeracy</p> <p>GCSE attainment and Progress in maths by 2022/23 would be:</p> <p>51% Grade 5+</p> <p>Average P8 score &gt; 0.2</p>   |        |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| <p><b>Access to technology at home</b></p> <p>Students who don't have access currently at home are not able to utilise the packages that we have purchased e.g. Tutor</p>                           | <p>All students have access to appropriate technology at home so that they have the same chances as their non-disadvantaged peers</p>   |        |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| <p><b>Overall</b></p> <p>Improve attainment of disadvantaged students (over the next 3 years)</p>   | <p>By the end of this plan (2024/25 academic year) approx. 75% of the cohort will have been entered for the EBacc.</p> <p><b>EBACC ENTRIES</b></p> <table border="1" data-bbox="826 1126 1214 1305"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>71.11</td> <td>70.24</td> </tr> <tr> <td>2021</td> <td>32.5</td> <td>47.56</td> </tr> <tr> <td>2020</td> <td>39.39</td> <td>42.11</td> </tr> <tr> <td>2019</td> <td>31.58</td> <td>34.95</td> </tr> </tbody> </table> <p>The outcomes for disadvantaged students in 2024/25 should be in line with their non-disadvantaged peers</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 5.15</li> <li>• an EBacc average point score of 3.0</li> </ul> |        | PP | Non PP | 2022 | 71.11 | 70.24 | 2021 | 32.5 | 47.56 | 2020 | 39.39 | 42.11 | 2019 | 31.58 | 34.95 |
|   | PP  | Non PP |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| 2022  | 71.11   | 70.24  |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| 2021  | 32.5  | 47.56  |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| 2020  | 39.39   | 42.11  |    |        |      |       |       |      |      |       |      |       |       |      |       |       |
| 2019  | 31.58   | 34.95  |    |        |      |       |       |      |      |       |      |       |       |      |       |       |

## 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: £54,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised reading assessments  | <a href="https://www.nfer.ac.uk/media/1610/asr01.pdf">https://www.nfer.ac.uk/media/1610/asr01.pdf</a><br><br>Standardised tests can provide reliable insights into the strengths and weaknesses of each student   | 4                             |
| All of year 7 take the CATs test to give us baseline data that is missing because they did not sit KS2 SATs | Teachers will be able to identify the most appropriate approach, intervention and grouping based on QFT and triangulated using CATS   | 4, 5                          |
| Maths Tutor and Complete maths  | EEF<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a><br><br>There has been a focus on mastery on the campus for the last few years. In addition to this the EEF research demonstrates that “There is evidence that digital technology can be used effectively to provide individualised instruction”. This is what Maths Tutor provides | 5                             |
| Improving literacy. Use funding to appoint a Literacy co-ordinator<br>Thinking Reading<br>Lexia             | EEF<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><br><br>The EEF research shows “Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling   | 4                             |

|   |   |                      |
|---|---|----------------------|
|   | <p>readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>   |                      |
| <p>Embed the No Limits curriculum and Year 12 AED programme</p>   | <p><a href="https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf">https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf</a></p> <p>Evidence suggests that the most vulnerable students, and in general, benefit from supported transition programmes to the next phase of education and interdisciplinary cognition to develop knowledge and skills to underpin their foundations in KS3 and KS5</p>   | <p>1, 3</p>          |
| <p>Extra teacher to support a group of Y8 and 9 students who have massive learning gaps after Covid</p> | <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The EEF research cites that “small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> | <p>1, 2, 3, 4, 5</p> |

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

Budgeted cost:

£ 31,995 (School led tutoring) + oncosts for academic mentor approx. £7k

| Activity            | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------|---|-------------------------------|
| School-led tutoring | <p>EEF<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>The EEF research shows that “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>                               | 4, 5                          |
| Academic Mentoring  | <p>EEF – impact of mentoring on students<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>There is less evidence that this has a substantial impact on academic outcomes.<br/>           However, the EEF research states “Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”</p> | 4, 5                          |

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

Budgeted cost: £230,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Nurture provision for all year groups   | <p>EEF<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> | 1, 3                          |
| Support for groups and individuals who show vulnerabilities to develop greater resilience<br>ELSA support | <p>EEF<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>As above</p>   | 1, 2, 3                       |
| Developing our Restorative Practice approach across the whole school<br>Restorative practitioner          | <p>EEF<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p>                                     | 1, 2, 3                       |

|  |  |         |
|--|--|---------|
|  | <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p>   |         |
| <p>Attendance support driver for the rest of the 2021/22 academic year</p>   | <p>NFER</p> <p><a href="https://www.nfer.ac.uk/media/3338/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils.pdf">https://www.nfer.ac.uk/media/3338/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils.pdf</a></p> <p>The research above concluded that “For the 2015/16 cohort, 55 per cent of the gap in P8 scores can be explained by the between group differences in absence, exclusion and movement rates during secondary school. This suggests that over half of the gap in outcomes between disadvantaged pupils and their more affluent peers is associated with the underlying group differences in absence, exclusion and pupil transfer rates. Improving these underlying factors for disadvantaged pupils should therefore substantially boost outcomes for the group.”</p> <p>National Centre for Education Statistics</p> <p><a href="https://nces.ed.gov/pubs2009/attendance-data/chapter1a.asp">https://nces.ed.gov/pubs2009/attendance-data/chapter1a.asp</a></p> | 2       |
| <p>Support for students who are struggling to access the mainstream classroom following the pandemic</p> <p>Internal Alternative Provision teacher</p> | <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>See above</p>   | 1, 2, 3 |

|  |  |                      |
|--|--|----------------------|
| <p>Reducing the impact of low level disruption on learning</p> <p>Parking room co-ordinator for KS4</p>  | <p>EEFE</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>  | <p>1, 3</p>          |
| <p>Engage hard to reach parents whose children are vulnerable and not accessing school effectively with our Family Support Workers</p> <p>We are also engaging in the LLPA</p> | <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>According to the research “parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Our aim is to try to engage the parents of minority groups in the school e.g. Pakistani Muslims, Eastern European none English speaking communities.</p> | <p>1, 2, 3,4,5,6</p> |

**Total budgeted cost: £323,000**

**Also have a budget line for sundries to support individual students of £22,000**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our TAG data for the 2020/21 cohort indicates **the following:**

|  | Pupil Premium (40/122) | Non Pupil Premium (82/122) |
|--|------------------------|----------------------------|
| <b>A8</b>                                    | 35.38                  | 47.61                      |
| <b>4+ EM</b>                                 | 55%                    | 67%                        |
| <b>5+ EM</b>                                 | 23%                    | 51%                        |
| <b>A8 English</b>                            | 8.53                   | 10.44                      |
| <b>A8 Maths</b>                              | 6.5                    | 9.15                       |
| <b>A8 EBacc</b>                              | 8.9                    | 12.91                      |
| <b>A8 Open</b>                               | 11.46                  | 15.12                      |
| <b>APS</b>                                   | 2.86                   | 4.14                       |
| <b>EBacc (entries)</b>                       | 32.50% (13/40)         | 47.56% (39/122)            |
| <b>EBacc Standard Pass</b>                   | 10.00%                 | 30.49%                     |
| <b>EBacc Strong Pass</b>                     | 5.00%                  | 20.73%                     |
| <b>Destinations - NEET</b>                   | 0.0%                   | 4.9%                       |
| <b>Destinations – FE/6<sup>th</sup> Form</b> | 95%                    | 87.8%                      |
| <b>Destinations – Work</b>                   | 2.5%                   | 2.4%                       |
| <b>Destinations - Apprenticeship</b>         | 2.5%                   | 4.9%                       |

EBacc entry was 32.5% (13/40)

The Covid-19 pandemic has had an impact on the following for all of our students, but disproportionately for our disadvantaged students

1. Attendance – in 2020-21 the gap between disadvantaged students and their peers was 12.1%. Encouraging better attendance is a major strand of our new 3-year plan going forward.
2. Engagement online – despite teaching all of our lessons virtually during the second lockdown, the engagement of disadvantaged students was lower than that of their peers. A high-quality curriculum was offered but not taken up by students whose parents were not encouraging them to engage online or come to school with other vulnerable children. We made considerable efforts to re-engage these students by home visiting and providing devices from school budget prior to the DfE rollout but many still made no efforts to engage at all. These students therefore have considerable learning gaps in comparison to their peers.
3. There was an increase in the number of students demonstrating wellbeing and mental health issues as well as a rise in the number of students presenting with high level behaviours. These behaviours manifested themselves in terms of internal truancy and defiance. Reducing high level behaviour issues is another major strand of our new 3-year plan going forward as being out of the classroom will lead to underachievement for the cohort of children continuing to display these behaviours.
4. Engagement in extracurricular activities – even when we did return to providing enrichment opportunities it was noticeable that disadvantaged students were more reticent to engage than their non-disadvantaged peers.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| None used |          |
|           |          |

## Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

### **Additional Activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded either from pupil premium or recovery premium.

1. Duke of Edinburgh is offered to the Year 9 Nurture group
2. The Y11 Nurture group are focusing on next steps including how to apply for college etc so that they do not become NEET.
3. We refer children to the Mental Health Support Team in Oxfordshire
4. We pay for a private counsellor one day per week. They see four students. There is a waiting list for her.
5. We have support from a Place2B counsellor for one day per week. They see four students. There is a waiting list for him
6. We employ the equivalent of two Family Support Workers
7. We employ a careers advisor and focus firstly on those students who are at risk of becoming NEET

### **Planning, implementation and evaluation**

Our plans are based on both quantitative and qualitative data gathered before, during and post lockdown.

We have always used research to inform and develop our practice and will continue to do so, adjusting our plans over time as things change naturally as the acute impact of Covid recedes and chronic impacts become more obvious for individual students.