

## 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 - (figures to be updated after School Census)

Detail	Data
School name	Wykham Park Academy
Number of pupils in school	941
Proportion (%) of pupil premium eligible pupils	30%
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 2024 (July 2022/July 2023)
Statement authorised by	Sylvia Thomas Executive Principal
Pupil premium lead	Joseph Chilvers Assistant Principal
Governor / Trustee lead	Mandy Lancy Regional CEO

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,695
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359, 699

## 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 use data; assessment, attendance and behaviour, to make sure that those with the greatest needs are identified early and support put in place.

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 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	<b>Social, emotional and mental health challenges</b> 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.
2	<b>Attendance</b> Data over the last four years shows that disadvantaged students have consistently had lower attendance than their non-disadvantaged 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.
3	<b>Behaviour</b> 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.
4	<b>Reading</b> Our reading diagnostic tests show that 41% of our students are currently below their chronological reading age.
5	<b>Maths</b> Our assessment and observations show that disadvantaged students' attainment in maths has been stubbornly and consistently lower than that of their non-disadvantaged peers.
6	<b>Access to technology at home</b> 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.

## 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>1. 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>2. 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 2023/24 the attendance gap is reduced by between 5 and 6% to return nearer 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>3. 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 2024</p> <p>The percentage of all students who are excluded being below the national average and the figure among disadvantaged students being no more than 5% lower than their peers.</p>
<p><b>4. Reading</b></p> <p>To improve reading comprehension amongst disadvantaged students improves year on year</p>	<p>By the end of 2024/25 no student leaves with a non-functional age (defined as below 11 years old)</p>
<p><b>5. 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 GCSE attainment in maths will reach or exceed;</p> <p>75% 4+ 50% 5+</p>

	Average P8 Score > 0.2
<b>6. Access to technology at Home</b> Students who don't have access currently at home are not able to utilise the packages that we have purchased e.g. Tutor	All students have access to appropriate technology at home so that they have the same chances as their non-disadvantaged peers
<b>Overall</b> Improve attainment of disadvantaged students (over the next 3 years)	The outcomes for disadvantaged students in 2024/25 should be in line with 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: £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>  Standardised tests can provide reliable insights into the strengths and weaknesses of each student	4
SPARX maths platform	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualisedinstruction</a>  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;  Literacy coordinator Thinking Reading Lexia	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>  The EEF research shows “Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of	4

	strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	
Embed the Applied Learning curriculum and Year 12 AED programme	<a href="https://nuffieldfoundation.org/wpcontent/uploads/2019/11/STARS_report.pdf">https://nuffieldfoundation.org/wpcontent/uploads/2019/11/STARS_report.pdf</a>  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	1, 3

## 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 KS3 and KS4	<p>EEF  <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 through ELSA support	<p>EEF  <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
<p>Developing our Restorative Practice approach across the whole school;</p> <p>All Family Support Workers as well as Heads of College and Behaviour Coordinator to receive training.</p>	<p>EEF  <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 strategy 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> <p>Approaches to developing a positive school ethos or improving discipline</p>	1, 2, 3



	across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.	
	<p>NFER  <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  <a href="https://nces.ed.gov/pubs2009/attendane_data/chapter1a.asp">https://nces.ed.gov/pubs2009/attendane_data/chapter1a.asp</a></p>	2
<p>Reducing the impact of low level disruption on learning;</p> <p>Parking systems and development of the Re-Engagement Hub</p>	<p>EEFE  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions</a></p>	1, 3
<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 LPPA</p>	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-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>	1, 2, 3, 4, 5, 6

	Our aim is to try to engage the parents of minority groups in the school e.g. Pakistani Muslims, Eastern European non English speaking communities.	
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**Total budgeted cost: £323,000**

**Also have a budget line for sundries to support intervention for individual students of £15,000**

## Pupil premium strategy outcomes - (figures to be updated once final results confirmed)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our data for the 2022/23 cohort indicates the following: **(results are currently provisional)**

	Pupil Premium (40/165)	Non Pupil Premium (125/165)
P8	-2.33	-1.13
A8	22.86	34.17
4+ EM	20	46.4
5+ EM	6	30
A8 English	5.28	7.53
A8 Maths	5.05	7.04
A8 EBacc	6.41	9.9
A8 Open	6.12	9.67
APS	1.98	3.14
EBacc (entries)	8	75
EBacc Standard Pass	2.5	12.8
EBacc Strong Pass	2.5	6.4
Destinations - NEET	0.0%	4.9%
Destinations – FE/6 <sup>th</sup> Form	95%	87.8%
Destinations – Work	2.5%	2.4%
Destinations - Apprenticeship	2.5%	4.9%

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 the 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

*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
None used	

## 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?	
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 employ the equivalent of three Family Support Workers
6. 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.