

Pupil premium strategy statement

This statement details our academy'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	Willenhall E-ACT Academy
Number of pupils in school	861
Proportion (%) of pupil premium eligible pupils	51.17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	01/9/21
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Murcott
Pupil premium lead	Emma Smith
Governor / Trustee lead	Niall Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£454,360
Recovery premium funding allocation this academic year	£63,220*
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	£517,580

*Pending

Part A: Pupil premium strategy plan

Statement of intent

At Willenhall Academy we want to ensure all of our students are able to achieve the very best possible outcomes, centred around our Trust vision 'Opening Minds, Opening Doors'. Core to this is our outstanding curriculum implementation supported with quality personal development and pastoral care.

Through our pupil premium plan we aim to:

1. Ensure the highest quality curriculum implementation, recognising that the biggest impact on student progress is through quality first teaching.
2. Raise the achievement of our students, particularly boys
3. Embed our literacy support strategy as a whole school focus which is enhanced with our reading strategy.
4. Demand the highest levels of attendance, with all stakeholders recognising the causal effects of absence has on outcomes. Systems will be in place for early identification.
5. Develop social and cultural capital to ensure we offer a well-balanced curriculum which offers a full range of educational experiences. Our personal development programme accounts for contextual issues and focus on quality first teaching.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy on entry
2	Low levels of attendance on entry
3	Parental engagement with support offered for attendance and achievement
4	Increasing achievement particularly boys
5	Ensuring interventions are in place in a timely manner for all year groups
6	To ensure all students are given the cultural capital needed for them to access the curriculum.

6	Inconsistent teaching across the academy due to careers stage of teaching team
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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
<ul style="list-style-type: none"> ▪ Attendance of PP student is in line with whole school target (96%) by ensuring interventions are timely, targeted and informed by real-time data ▪ Recognise and reward high levels of attendance (or significant improvements to attendance) and bring PA in line with or below whole school target ▪ Ensure students with mental health/anxiety and SEMH needs are ready to learn effectively ▪ Provide a high-quality CEIAG programme, ensuring high-levels of take-up by disadvantaged students ▪ Improve attitudes to learning, by tackling poor behaviour and disengagement with education ▪ Reward engagement and achievement through 'Glimpses of Brilliance' programme ▪ Harnessing technology and staff expertise as an outreach to parents and carers and wider community 	<ul style="list-style-type: none"> ▪ As a minimum attendance is in-line with National figures at >95% leading to: ▪ The number of students still in education of training after term two of leaving school is in-line with National trends (84% vs 94%) ▪ A decrease in number of students missing school/lessons due to SEMH issues. ▪ Reduce the number of negative behaviour incidents and exclusions ▪ Exclusions are below NA for PP ▪ Increase the number of students achieving 101+ points from 5.6% to 90% and decrease the number of negative sanctions. ▪ Reduction in the number of students with literacy and numeracy levels below age expected progress ▪ Implementation of Trust literacy strategy across the academy ▪ Increased number of parents attending consultation evenings ▪ Engagement through parent voice ▪ Increase the number of parents involved with AG
<ul style="list-style-type: none"> ▪ Continued development of the curriculum focusing on Powerful Knowledge, schema and memory ▪ Literacy interventions to support weaker readers, including through targeted individual and small-group support. ▪ An increased focus on vocabulary instruction through a range of strategies, with a focus on disciplinary literacy 	<ul style="list-style-type: none"> ▪ Successful implementation of a knowledge rich curriculum and trust-wide literacy strategy. Scrutiny of work of disadvantaged students and pupil-voice shows impact of disciplinary literacy. ▪ Reading age of targeted pupils improves at an accelerated rate. Gaps close rapidly for all pupils where reading age is 6 months or more below chronological age.
<ul style="list-style-type: none"> ▪ Identification and support of under-performing students through the use of assessment information and support pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. ▪ All PP students achieve a positive P8 score which is higher than 2020 - 21. ▪ A8 scores are in line with, or better than non-PP students and are above the national average. ▪ Provision of 'Period 6' to support pupils who need additional input to secure gaps in learning 	<ul style="list-style-type: none"> ▪ Gap present in each year group narrows between disadvantaged pupils and their peers (e.g. proportions of pupils in KS3 judged 1 or 2 on assessment data).

*Pending

<ul style="list-style-type: none"> ▪ Year 11 strategy focus on pupils who are not on track to achieve 4+ or 5+ in English and mathematics ▪ 70% increase of students with a functional reading age of 9.6 and chronological age. ▪ 50% increase of students with basic numeracy skills 	
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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: £ 281,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of a DHT teaching and learning Responsible for ensuring high quality first teaching in all subjects for all students including the disadvantaged.	Evidence provided by The Education Endowment Foundation (EEF) evidence demonstrates the positive impact quality first teaching, effective tracking and intervention has on the progress of disadvantaged students. The impact is particularly seen in subjects such as English. EEF research (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching)	1,4,6
Part funding of DHT achievement. The on-going tracking and intervention with disadvantaged students.	Evidence provided by The Education Endowment Foundation (EEF) evidence demonstrates the positive impact quality first teaching, effective tracking and intervention has on the progress of disadvantaged students. The impact is particularly seen in subjects such as English. EEF research (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching)	1,4,6
Part funding of DHT inclusion The on-going tracking and intervention with disadvantaged students.	Evidence provided by The Education Endowment Foundation (EEF) evidence demonstrates the positive impact quality first teaching, effective tracking and intervention has on the progress of disadvantaged students. The impact is particularly seen in subjects such as English. EEF research (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching)	1,4,6
Identification and support of under-performing pupils (not just low attainers), through	Data Driven Instruction: Definition and 11 Strategies - https://www.prodigygame.com/blog/data-driven-instruction/	1,4,5,6

<p>the use of data to identify pupils' learning needs at every opportunity.</p> <p>Provision of 'period 6', focusing on learning gaps for pupils who need support</p> <p>Year 11 strategy will sharply target pupils at risk of not achieving 4+ or 5+ in English and mathematics</p> <p>Targeted intervention for students whose reading age is below expected (KS3 & KS4).</p>	<p>Education and skills for the data economy - https://www.rss.org.uk/RSS/Influencing_Change/Data_manifesto/Education_and_skills_for_the_data_economy/RSS/Influencing_Change/Data_democracy_sub/Education_and_skills_for_the_data_economy.aspx?hkey=9cd80f64-6260-4502-97cf-6c1f47af2a72</p>	
<p>Part purchase Educational Psychologist Package to further support identified students and ensure that they are provided with the appropriate support.</p>	<p>By utilising the EP, we are able to assess student needs and ensure the appropriate support is put in place. This also supports the applications for EHCPs where appropriate. 20% of the Academy has been identified as SEND, this additional provision ensures that we are able to continue to identify, assess and support our students. Programs identified for SEMH include: Lego Therapy, Social Stories, Think Good/Feel Good, Sulp.</p>	<p>1,2,3,4,5,6</p>
<p>EAL co ordinate to work with our non English speaking students and families and students to increase engagement and improve basic skills.</p>	<p>To support developing our EAL provision and providing additional support to some of our most vulnerable students.</p>	<p>1,3</p>

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part funding of an independent careers advisor and an in school none teaching careers lead</p>	<p>Essential that we provide a comprehensive careers package across all years to engage, motivate and inspire students and to ensure students have goals. Students should have the opportunity to explore industries in order to make informed decisions around options, ucas applications and career aspirations.</p> <p>Students should also feel that they are supported at home and have an environment that they feel comfortable revising in and practice this technique before their GCSE exams</p>	<p>1,2,3,4,5</p>
<p>Purchase of coachbright and Brilliant club to undergo targeted interventions with year 11</p>	<p>This has shown a positive impact on 50% of the boys participating. As a result, the programme will continue into 2020 - 21. However, we want the opportunity to expand the incentives and rewards for students – to recognise success and improvement.</p>	<p>1,3,4</p>
<p>Continued development of the curriculum across all year groups to ensure:</p> <ul style="list-style-type: none"> ▪ Powerful knowledge is embedded ▪ Schema development through sequences of learning and explicit links to prior knowledge <p>Regular retrieval practice, deepening knowledge base through explicit modelling.</p>	<p>EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Retrieval Practice - https://www.retrievalpractice.org/why-it-works</p> <p>Rosenshine - https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	<p>1,2,4,5,6</p>

<p>Literacy interventions to support weaker readers, including through the use of Accelerated Reader(AR) and targeted individual and small-group support.</p> <p>An increased focus on vocabulary instruction through a range of strategies, with a focus on disciplinary literacy</p>	<p>Accelerated reader- year 7 students make at least 3 months additional progress, for PP 5 months.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p> <p>Children, particularly among those from low-income and non-English-speaking families, face a large deficit in English vocabulary knowledge upon entrance to and throughout the elementary school years</p> <p>https://www.readingrockets.org/article/four-practical-principles-enhancing-vocabulary-instruction</p>	<p>1,4,6</p>
<p>Experiences for students to access after school/during school to boost motivation – review extra-curricular timetable and offer.</p> <p>Utilise library and encourage students to use Homework Club.</p> <p>Purchase revision guides for all PP students.</p>	<p>Opportunities for PP students to participate in clubs and socialise with other students.</p> <p>Opportunity for students to seek additional support with Homework where appropriate.</p> <p>An enrichment offer will support students applying through UCAS and contribute to a broad curriculum.</p> <p>Raising the profile of homework and the importance of home/school link.</p>	<p>1,4,5</p>
<p>Trips to Universities to raise aspirations, theatre and orchestra, live sporting and musical events such as the National Youth</p>	<p>Exposure to a range of opportunities enables the students to gain a better understanding of the world.</p> <p>Many PP students have not been outside of Walsall, by providing trips and visits we are able to invest culturally as well as raise aspirations and broaden minds to what is available.</p>	<p>1,6</p>

Orchestra to create non-curriculum opportunities.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of a attendance officer to ensure safe and well check are carried out.	<p>Our lowest attending groups are PP and PP boys.</p> <p>Home Visits made as appropriate to ensure the safety of our students. Following 3 days absence, home visits are carried out.</p> <p>Robust tracking of potential Persistent absentee students below 90%. Additional home visits, phone calls and letters are sent.</p>	2,3
Part funding of 5 separate non-teaching pastoral staff	The HOY structure enables staff to monitor key students daily and track progress. PM that don't teach are able to access students more timely and spend a greater amount of time with parents to ensure engagement	1,2,3,4,5,6
Attendance interventions are timely and take into account the individual students' circumstances.	Prevent absenteeism - https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/	1,3

<p>Attendance interventions will take a tiered approach, and will communicate clear attendance expectations</p> <p>Attendance team have the real-time data they need to intervene promptly.</p> <p>Ensure high attendance (or significant improvements to attendance) are celebrated</p> <p>Attendance data (Y7-11 focus groups, year groups, overall) analysed weekly by HoY and Senior Team level.</p> <p>Letters, Attendance Panels and LA involvement as appropriate.</p>	<p>Synel - https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</p> <p>Improving student attendance - http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</p> <p>Strategies for reversing poor attendance - https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</p>	
<p>Part funding of behaviour and welfare DHT to ensure that timely interventions are in place</p>	<p>PP students received a higher number of behaviour incidences than non-PP students and are lower attenders we suspect these are linked. Many of these incidents previously resulted in exclusions. By reviewing the data weekly key students are identified and appropriate intervention put in place to support.</p>	<p>1,3,5,6</p>
<p>Part funding of an SEMH specialist to provide specialist support to students with the highest level of need (but not yet meeting threshold for higher tier services).</p>	<p>10 Ways To Improve SEMH Intervention Strategies - http://semh.co.uk/types-semh-intervention/</p> <p>Tracking an SEMH Intervention - http://semh.co.uk/tracking-semh-intervention/</p>	<p>1,2,3,4</p>

	A baseline method of assessing a student's needs - SDQ (Strength and Difficulties Questionnaire)	
Part funding of DHT achievement to ensure CEaIG is embedded across all areas of the curriculum	Building confidence, encouraging aspiration - https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/ Disadvantaged schools leading the way for careers education - https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education	3,6
Improve readiness and attitudes to learning, by tackling poor behaviour and any disengagement with education	Internal Inclusion units - https://schoolsweek.co.uk/over-half-of-secondary-schools-use-internal-inclusion-units-dfe-research-finds/ Student behaviour: Inclusion or exclusion units – naughty or troubled - https://cfey.org/2016/10/student-behaviour-inclusion-exclusion-units-naughty-troubled/ Dealing with consistently poor behaviour https://dera.ioe.ac.uk/6294/1/8d73d0b8f0e094b54f494594fcb198fb.pdf	4,5,
Instil in all members of the academy the need to identify 'glimpses of brilliance, (GOBs)' through the use of an academy wide points reward system. Points will equate to agreed rewards that will be shared with all stakeholders.	When thinking about positive reinforcement in teaching, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, n.d.).- https://positivepsychology.com/positive-reinforcement-classroom/	4,5,2

	<p>Positive reinforcement techniques and ideas - https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</p> <p>Case studies of behaviour management practices in schools rated Outstanding - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p>	
Harnessing technology and staff expertise as an outreach to parents and carers and wider community	How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools - GOV.UK (www.gov.uk)	2,3
<p>Introduction of rewards programme to engage and motivate with a focus on achievement and attendance. Rewards Trips are utilised to celebrate those who have made the most progress.</p> <p>To continue to hold Celebration of Achievement Evenings each term to reward students for their efforts and progress</p>	<p>To support the culture and ethos of the academy, celebrating success and instilling pride within our community, we would like the opportunity to reward students with a variety of experiences as well as award badges that students are proud to wear, impacting on standards and community awareness.</p> <p>To impact on the students education by recognising their hard work and progress</p>	3,5,6
Students follow a Personal Skills Programme that	Students to develop skills such as teamwork, self-belief and problem solving, and work in groups to achieve a set goal.	1,3,6

focusses on skills identified by Youth Employability UK	Rewarded by a certificate recognising their participation and outcome of the course	
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Total budgeted cost: £ 464,480 (plus £63,000)

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Year 11 and 10 intervention	Coach Bright
Exam testing and pupil referrals	Ed Psyc
Ongoing counselling	MH support base 25
	Careers advisor
Personal skills, revision skills	Year 10 exam success day

1) Improving attendance will lead to better outcomes, engagement and future destinations

Desired Outcome	Chosen action	Impact	Lessons learned
<p>As a minimum attendance is in-line with National figures at >95% leading to:</p> <ul style="list-style-type: none"> The number of students still in education of training after term two of leaving school is in-line with National trends (84% vs 94%) A decrease in number of students missing school/lessons due to SEMH issues. Implementation of a knowledge rich curriculum Increase the number of students achieving 101+ points from 5.6% to 90% and decrease the number of negative sanctions. 	<p>Attendance interventions are timely and take into account the individual circumstances students.</p> <p>Attendance interventions will take a tiered approach. Communicate attendance expectations.</p> <p>Attendance team early intervention – act on real time data.</p> <p>Celebrate success</p> <p>SEMH specialist to provide specialist support to the highest level of need (yet not meeting threshold for higher tier services)</p> <p>CEAIG - to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.</p> <p>Alternative provision</p>	<p>87.3% attendance in comparison to LA average of 88%</p> <p>0 NEETs</p> <p>95% of students have accessed SEMH assessments</p> <p>90% of students have engaged with SEMH interventions</p> <p>All subjects are delivering a Knowledge Rich Curriculum</p> <p>100% have accessed careers interviews</p> <p>All year groups received a drop down careers day.</p> <p>Rigorous system in place for monitoring the attendance of student in Alternative provisions. All students at AP have improved their attendance with one students increase from 5% to 75% once joining AP</p>	<p>Attendance effected due to pandemic</p> <p>Increased amount of SEMH referrals due to the pandemic</p> <p>Celebration assemblies were a success</p>

2) Engagement with VLE will seek to narrow gaps that may result from lost learning during lockdown

Desired Outcome	Chosen action	Impact	Lessons learned
<p>Engagement with VLE is in-line with National attendance figures (>95%)</p> <p>Gap present in each year group narrows to reflect projected outcomes at the end of each year using National trends as the benchmark.</p>	<p>Development of Virtual Learning environment that can be used to supplement face to face teaching and ensure students can access materials in the advent of absence due to sickness.</p>	<p>VLE in place with 100% live lessons delivered for all year groups.</p> <p>78% of students accessed VLE</p>	<p>Some students struggled to engage with virtual learning despite it being available</p>

		All lesson resources were available for student to access after the lesson.	
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3) Students starting with an average standardised score of 101 indicates literacy and numeracy levels below age related target

Desired Outcome	Chosen action	Impact	Lessons learned
Engagement with VLE is in-line with National attendance figures (>95%) Gap present in each year group narrows to reflect projected outcomes at the end of each year using National trends as the benchmark.	<p>Development of the curriculum offer across all year groups to ensure opportunities for retrieval practice, deepening knowledge base through explicit modelling of metacognition.</p> <p>Identification and support of underperforming pupils (not just low attainers), through the use of data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-today teaching.</p> <p>Literacy interventions to support underperformance through the use of Accelerated Reader(AR).</p> <p>An increased focus on vocabulary instruction through the word of the week (WOW)</p>	<p>All lessons (where appropriate) include a retrieval quiz at the start of the lessons. 100% of students have knowledge organisers and are taught how to use them. Knowledge (and sequencing of knowledge) is explicitly mapped in all MTPs and LTPS. Positioning is used in all lessons so that students have an understanding of their knowledge journey.</p> <p>Identification tools including; in class assessments, reading age tests, mock exams, were used effectively to identify student in year 10 for Brilliant club interventions, reading intervention in KS3, SEND referral process, supporting students in options process, class setting.</p> <p>The lowest 20% (RA) of KS3 students received reading intervention either through AR or Ruth Miskin</p> <p>100% of year 7 student had library lessons.</p> <p>100% of students had access to word of the week during form time (and during lockdown on the VLE).</p>	<p>More training required for staff to deliver the interventions</p> <p>Intervention packages were delayed due to pandemic but started as soon as they arrived.</p> <p>Year 7 students embraced the library sessions and these will continue</p> <p>Reading interventions will continue</p> <p>Literacy pre-teach will continue</p> <p>Teacher have struggled to deliver face to face lessons at the same time as virtual lessons.</p>

4) Engaging parents with learning and progress within the academy

Desired Outcome	Chosen action	Impact	Lessons learned

<p>Increased number of parents attending consultation evenings</p> <p>Engagement through parent voice</p> <p>Increase the number of parents involved with AG</p>	<p>Instil in all members of the academy the need to identify 'glimpses of brilliance, (GOBs)' through the use of an academy wide points reward system. Points will equate to agreed rewards that will be shared with all stakeholders.</p> <p>Harnessing technology as an outreach</p>	<p>Up to 60% of parents have attended virtual parent consultation meeting.</p> <p>Termly GOB awards presented in assembly for all subjects</p> <p>4 parent's volunteers for VLPC (50% PP)</p> <p>75% increase in parents involved with the AG (25%PP)</p> <p>10% of parents have attended weekly "meet the head teacher" drop in sessions</p> <p>5% of SEND parents have attended drop in sessions</p>	<p>Technology has allowed us to reach a far greater amount of parents by holding online parent consultation evenings.</p> <p>Staff training for a virtual school was crucial</p> <p>Weekly parent's meetings took place in the summer term which did not have an impact of staff workload</p> <p>Whilst SEND drop in sessions were useful, moving forward there will be a specific focus for each session and the use of external experts for different foci</p> <p>Embedding the regularity of all drop in sessions will increase engagement</p>
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Further information