

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	West Lakes Academy
Number of pupils in school	1,148
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Abby Deeks
Pupil premium lead	Andrew Haslop
Governor / Trustee lead	Kirsty Maidment

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238050
Recovery premium funding allocation this academic year	£64,189
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	£340,219

# Part A: Pupil premium strategy plan

## Statement of intent

All disadvantaged pupils at West Lakes Academy achieve outcomes at least in line with their non-disadvantaged peers nationally by receiving quality first teaching and learning. Disadvantaged students attend the academy well and are able to enrich themselves in the WLA way.

In addition, all disadvantaged students will have reading ages in line with their chronological age and acquire vocabulary in line with their non-disadvantaged peers so that their literacy skills do not prohibit their access to the academy's knowledge rich curriculum. Disadvantaged students will therefore have full access to the academy's main curriculum. Moreover, all will enrich themselves within our wider enrichment curriculum. Our disadvantaged students can articulate their aspirations and dreams and have a clear plan on how they will get there. Parental engagement between the academy and parents of our disadvantaged students is strong and parents support their child and the academy on changing their lives through learning.

In essence, our strategy plan focuses on:

- High quality teaching and learning in every classroom
- High quality CPD to develop our teachers to deliver the best teaching and learning each and every lesson
- Exceptional attendance rates which therefore enable disadvantaged students to engage in this high quality teaching and learning and therefore the academy's knowledge rich curriculum
- Reading and vocabulary scores to be in at least in line with disadvantaged students' chronological ages so access to the curriculum is not limited
- Engagement in enrichment opportunities throughout all year groups and subject areas so that cultural capital is developed
- Reducing suspension rates and behaviour incidents so that disadvantaged students spend more time in the classroom engaged in high quality teaching and learning and our curriculum
- Clear career pathways are forged and steps to achieve dreams are articulated
- Parents support our high expectations of students' outcomes, conduct and enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge
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1	Attendance rates of our disadvantaged students are lower than their non-disadvantaged peers. This limits their access to the curriculum. Furthermore, there are gaps in learning from our disadvantaged students due to the pandemic.
2	Students do not academically perform as well as their non-disadvantaged peers. This means they do not have the same options for next steps as their non-disadvantaged peers. There is a whole grade gap in the average progress score between disadvantaged students and their non-disadvantaged peers internally. There is a -0.98 gap between the performance of disadvantaged students at the academy and their non-disadvantaged nationally . Thirty percent fewer students in receipt of the pupil premium pass English and Maths at a grade 5+ when compared to non-disadvantaged students at the academy.
3	Reading ages of disadvantaged students are not in line with their chronological ages and there is a large gap between disadvantaged students and their non-disadvantaged peers. This limits their access to the curriculum.
4	Some of our disadvantaged students have deficits in social and cultural capital. Fewer disadvantaged students (21%) stay on at sixth form compared to our non-disadvantaged population (34%).
5	Suspension rates are too high for disadvantaged students and are not in proportion to how they make up the student body (55%). Disadvantaged students are also disproportionately making up the number of behaviour incidents across all year groups. These need to be reduced so that disadvantaged students' conduct is exceptional and there are in the curriculum learning. Some disadvantage students struggle to self-regulate and do not have the knowledge ad resource to manage their own behaviour.
6	Some of our disadvantaged students do not have access to resources that they need to learn. For example, some students do not have access to technology, the internet, resources for their food technology lessons or are able to purchase revision materials across the curriculum. Lack of access to technology does not allow them to easily access their homework planner or homework tasks set.
7	There has been an increase in disadvantaged students requiring Early Help intervention and support, particularly focused on attendance concerns.

## 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
<b>ADD BASELINE INTO THIS COLUMN</b>	

Students attend the curriculum well and receive high quality teaching and learning day in day out.	<p>Disadvantaged students will have at least 97% attendance and therefore attend the curriculum well</p> <p>Suspension rates for disadvantaged students make up less than 22% of all suspensions across the whole school and are reduced to pre pandemic levels (2018/19) of less than 40 suspensions for disadvantaged students.</p> <p>Behaviour incidents for disadvantaged students make up less than 22% of all</p>
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	<p>behaviour points across the whole school and are reduced to pre pandemic levels (2018/19) of less than 4,690 behaviour points for this academic year.</p> <p>Students are able to talk confidently about their learning and this is demonstrated through C,T,L,Rs.</p> <p>Quality of effective teaching and learning and experiences in the classrooms are noted through our C, L, T, R processes.</p>
Academic outcomes for disadvantaged students are excellent so that they can have choices about their futures and are able to excel on the next stage of their lives	<p>The academic gap between disadvantaged students and their peers will close to at least 0.25 progress gap and disadvantaged students will have a positive progress score</p> <p>Progress scores in core subjects are positive so that students achieve well in the basics and can therefore have choices about their next steps</p>
Students are able to read and understand texts and information they come across when they access the curriculum	Reading ages for disadvantaged students are in line with their chronological ages by the time students are at the end of when current students will be in Year 8

<p>Disadvantaged students have a wide range of experiences to develop their character and cultural capital</p>	<p>All disadvantaged students take part in at least one enrichment opportunity in the academy</p> <p>Disadvantaged students attend the academy at least 97% of the time and therefore take part in our tutorial programme to develop their independence, resilience and mental wellbeing</p>
<p>There are no barriers to learning - students have all resources they need to learn and home learning is completed to support progress and attainment</p>	<p>All disadvantaged students have access to an electronic device to support their learning and progress.</p> <p>All disadvantaged students have access to revision materials and guides across the curriculum</p> <p>All disadvantaged students have a safe space to complete home learning and have access to transport home after using this safe space.</p> <p>Participation in extra-curricular activities.</p>
	<p>Homework completion rates improve for disadvantaged students and logs for disadvantaged students makes up less than 22% of all homework logs.</p>

## 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: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD time focuses on scaffolding approaches, adaptive teaching and effective questioning.</p> <ul style="list-style-type: none"> <li>- Recall and retrieval practice embedded across the curriculum and department planning.</li> <li>- Coaching and mentoring time, for all ECTs who have mentor periods weekly with experienced colleague</li> <li>- Dept. led coaching and CPD period for all teams</li> <li>- Fortnightly practice reviews with senior leaders and HoDs</li> </ul>	<p>Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year.</p> <p>Sutton Trust</p> <p>Metacognition and self regulation EEF Guidance Report</p> <p>Teach Feedback to Improve Student Learning. EEF Guidance Report</p>	1, 2
<p>CPD time focusing on assessment</p> <ul style="list-style-type: none"> <li>- equipping staff to find out what the gaps are and then what they will do about these</li> </ul>	<p>Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year.</p> <p>Sutton Trust</p> <p>Metacognition and self regulation EEF Guidance Report</p>	1, 2

<ul style="list-style-type: none"> <li>- design of assessments focused on testing knowledge</li> </ul>	<p>Teach Feedback to Improve Student Learning. EEF Guidance Report</p>	
<p>Focused CPD training for key subject areas to improve practice within classrooms</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Maths</li> <li>- History</li> <li>- Geography</li> </ul>	<p>Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year.</p> <p>Sutton Trust</p> <p>Metacognition and self regulation EEF Guidance Report</p> <p>Teach Feedback to Improve Student Learning. EEF Guidance Report</p>	2
<p>Use of CPD time to review curriculum intents, implementation and assessment end points.</p> <ul style="list-style-type: none"> <li>- learning gaps have been identified and teaching adapted to address these</li> </ul>	<p>Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year.</p> <p>Sutton Trust</p> <p>Metacognition and self regulation EEF Guidance Report</p> <p>Teach Feedback to Improve Student Learning. EEF Guidance Report</p>	2
<p>Whole school reciprocal reading strategy adapted by all</p> <ul style="list-style-type: none"> <li>- CPD time to train staff</li> <li>- Recruitment of AP for reading monitoring and evaluation</li> </ul> <p>Reading testing for all students and Lexonik interventions for those significantly below chronological reading age.</p>	<p>Read all about it: Why reading is key to GCSE success (2019), GL Assessment</p> <p>Reciprocal Reading: Evaluation EEF report</p>	1, 2, 3, 5

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

Budgeted cost: £ 90,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HTLAs in English and maths to perform bespoke interventions within classrooms	Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year. Sutton Trust  EEF Toolkit: small group tuition	2, 3, 5
Technology for all - iPad for all	EEF: Using digital technology to improve learning	2, 4
Targeted interventions in key subject performance areas	EEF Toolkit: small group tuition	2, 5
Small intervention groups for core subjects in Year 11 to provide rich personalised intervention and to catch up on learning gaps by TAs in English and maths	Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year. Sutton Trust	2, 5
Paired reading and numeracy interventions <ul style="list-style-type: none"> <li>- training for sixth form leads</li> <li>- leads of literacy and numeracy</li> </ul>	EEF Toolkit: peer tutoring	2, 3, 5
Discrete Literacy and Numeracy sessions and catch up time for PP/SEND crossover students	Progress of students who receive consistently high-quality teaching and learning can make accelerated progress of up to +12 months in an academic year. Sutton Trust	2, 3, 5
Safe supervised space and transport provided for students to access structured academic support at the academy and remove every barrier possible for this to happen	EEF Toolkit: Extended school day	2
Aspirational professional mentors for the more able disadvantaged students to ensure high academic performance	WLA 2018-19 PP strategy on HPA PP students - all positive progress scores for this Year 11 cohort and all stayed on at post-16 at WLA.	2, 4

and transitions to higher education and post-16 education increased		

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium mentor <ul style="list-style-type: none"> <li>- attendance at interventions</li> <li>- career and aspirations pathway</li> <li>- parental engagement with the academy and supporting students</li> </ul>	EEF Toolkit: Behaviour interventions  EEF Toolkit: social and emotional interventions	1, 2, 4, 5
Full time Attendance officer <ul style="list-style-type: none"> <li>- attendance incentives</li> <li>- attendance focus groups</li> </ul>	EEF Toolkit: social and emotional interventions	1, 2
Skilled pastoral teams and non teaching Heads of Years deployed in Year Groups 7-11.	EEF Toolkit: Behaviour interventions  EEF Toolkit: social and emotional interventions	1, 2, 4, 5
Two deputy DSLs to support wider safeguarding and wellbeing remits	EEF Toolkit: social and emotional interventions	7
Behaviour support worker to reduce negative behaviours and promote engagement with learning <ul style="list-style-type: none"> <li>- behaviour focus groups which are focused on</li> </ul>	EEF Toolkit: Behaviour interventions  EEF Toolkit: social and emotional interventions	1, 5

addressing the behaviour issue concerned		
Relational behaviour training provided to staff in order re-socialise students and improve conduct of students	EEF Toolkit: Behaviour interventions  EEF Toolkit: social and emotional interventions	1, 5
Opportunities for wider development in character and cultural capital - e.g music lessons, trips and visits, sporting fixtures - all funding barriers removed for disadvantaged students	EEF Toolkit: Arts Participation	2, 4
Extra Inspira careers interviews for disadvantaged students in Year 8 prior to option choices and an Inspira interview at the start of Year 10 and Year 11.	EEF Toolkit: Aspirations	4

## Pupil premium strategy outcomes

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

*Last year, all pupil premium students had an iPad and access to technology to support their learning. All pupil premium students were provided with revision material to support them. All students had resources to complete their food curriculum, design technology and opportunities for trips and visits to enrich themselves. Students in drama and English where they experienced theatre trips have reported that they enjoyed these visits.*

*Performance of PP student's last year was -0.98 below that of their non PP peers. Students in drama and English where they experienced theatre trips have reported that they enjoyed these visits.*

*Persistent absence was 45% for pupil premium students following the pandemic.*

*Suspension rates for disadvantaged students made up around 55% of all suspensions across the whole school which is not in proportion to their makeup of the whole school population.*