

Westbury Academy

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	Westbury Academy
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
The date on which it will be reviewed	Aut 2022
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Lee Morgan
Governor / Trustee lead	LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,790
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,422
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	£115,672

Part A: Pupil premium strategy plan

Statement of intent

Westbury Academy provides education for some of the most vulnerable and disadvantaged pupils from across the City of Nottingham, Nottinghamshire, the City of Derby and Derbyshire. Even though three-quarters of our pupils receive the Pupil Premium Grant, we know that all are disadvantaged in some way, with the impact of the pandemic magnifying this. Many Westbury pupils have found mainstream education challenging and a large number have been excluded from mainstream education before enrolling at Westbury. The vast majority of our pupils have an Education Health and Care Plan. All require SEN support, with some having identified special educational needs and some as-yet-unidentified. As recognised nationally, we have significantly higher than typical percentages of pupils who are supported by professionals in social care, youth offending services, and child and adolescent mental health services.

The academy aims to support the development of all pupils, including those disadvantaged as defined by the Pupil Premium Grant definitions. We must recognise that pupil progress is contextualised and needs-led and aimed to develop the whole child. This could include:

Progress in reading

The majority of pupils that are educated within the academy have reading ages below their chronological age, which impacts their ability to engage in learning across all curriculum areas. Therefore, improving our pupils reading skills is a key priority.

Progress across the curriculum

The majority of pupils that are educated within the academy are working below age-related expectations in many areas. All pupils need to be making progress and those in receipt of pupil premium grant should not be disadvantaged by financial restraints.

Progress in academic outcomes

All pupil in receipt of pupil premium funding should leave Year 11 with a qualification in English and Maths

Attendance

Regular school attendance is the building block of education and pupils in receipt of the pupil premium grant should have attendance in line with non-PP pupils. Attendance will always be a priority of the academy as a child is unable to learn, develop and experience when absent.

Developing the academy's trauma-informed practice

Many pupils at Westbury have suffered trauma in their lives. The academy is able to meet the wider needs of pupils, evident from pupilparent voice. The academy practice to be recognised by Trauma-Informed Schools.

Developing the support of pupils to self-regulate, understand their emotions and communicate appropriately

Help pupils to develop strategies to self-regulate their behaviour and gives pupils a greater understanding of their emotions.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils’ social, emotional and mental health
3	Pupils have low literacy levels.
4	Pupils have low communication and language skills.
5	Fewer opportunities to develop cultural capital outside of school.
6	Through observations, disadvantaged pupils may find self-regulation more difficult.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance is above the national average for pupil referral units and alternative provisions.	<ul style="list-style-type: none"> • Attendance is above national. • Individual pupil attendance demonstrates progress from an attendance baseline.

Improve pupil's ability to self-regulate.	<ul style="list-style-type: none"> • Reduction in negative behaviour incidents over time, per pupil.
Pupils can communicate their thoughts and feelings appropriately.	<ul style="list-style-type: none"> • Reduction in negative behaviour incidents over time, per pupil. • Pupils feel heard (pupil's voice).
Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> • Pupils develop their cultural capital outside of school. • Greater engagement in extra curriculum activities.
Pupils to make progress in reading (against a baseline).	<ul style="list-style-type: none"> • Pupils improve their reading during their time with the academy.

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: **£34,940**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading age assessment through Star Assessment and the Accelerated Reader programme for all pupils. £1945 per year	EEF research on Accelerated Reader: The study found that Year 7 pupils who were offered the programme made 3 months' additional progress in reading, with 5 months' progress being made by those who were eligible for free school meals. The programme appears to be effective for weaker readers as a catch-up intervention.	3
KS2 and 3 (phase 2 of rollout) to be taught the RLT Phenomenal Phonics Programme, which is compliant with new DfE guidance,	EEF research on Phonics: <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	3

Including staff CPD and resources £5000		
Appointment of Nurture aspirant teacher £27,000	Education Endowment Foundation Reducing class size has a small positive impacts of +2 month, on average. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.	3, 4
Whole school CPD based on Trauma-Informed practice £995	'To promote both healthy development and positive educational outcomes for youth, youth-serving professionals, community leaders, and policymakers are increasingly infusing trauma-informed practice into their efforts to serve young people in schools and in the broader community.' <i>Margolius, M; Pufall Jones, E.; Hynes, M. Creating Cultures of Care: Supporting the Whole Child through Trauma-informed Practice (2020), America's Promise Alliance.</i>	2, 6

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

Budgeted cost: **£35,813**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one phonics and reading based interventions for identified KS2 and KS3 pupils £25,481	See above – this would be more intensive one to one phonics interventions for identified pupils.	3
Purchase of laptops £10,332	Professor Becky Francis, Chief Executive of the Education Endowment Foundation: <i>Schools closures could have a potentially</i>	4

	<p><i>devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£44,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team £30,000	2021 the Raleigh Learning Trust made the strategic decision to expand and grow attendance and welfare support across the trust, intending to support the most vulnerable and disadvantaged pupils and families. The Trust Attendance & Welfare Team is using best practices and learning from the models used in other academies within the trust.	1
Use of Alternative Provision to meet the needs of disadvantaged pupils within the academy. £12,500	‘The programme has an impact on the mainstream schools that the young people come from by enhancing the capacity of teachers to teach the remaining pupils in their class. By removing the disengaged and demotivated members of the class, the teachers are able to focus their attention on the whole class rather than on the one or two particular pupils who were disengaged, and this has a positive impact on the young people remaining’ Sally Kendall et al. <i>Effective Alternative Provision; National Foundation for Educational Research</i>	1, 5, 6
Goal posts £2000	‘While less intensive recreational play or physically challenging ‘Outward Bound’ programmes can be effective in improving social attitudes and self-esteem, intensive aerobic exercise	2, 4, 6

	<p>may produce greater improvements in self-esteem and depression.'</p> <p><i>'The psycholocial Benfits of Exercise and the Treatment of Delinquent Adolescents'</i></p> <p><i>James R. MacMahon (1990), Sports Medicine</i></p>	
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Total budgeted cost: £115,253

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.

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Externally provided programmes

Programme	Provider