

Westbury Academy Pupil Premium report 2022-2023

Update

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	105
Proportion (%) of pupil premium eligible pupils	83%
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 2022
The date on which it will be reviewed	Autumn 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	£72,150
Recovery premium funding allocation this academic year	£20,000
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	£92,450

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: **£26,945**

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 per year		
Whole school CPD based on Trauma-Informed practice and investment in calming spaces and resources £20,000	‘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: **£23,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions for emergent readers (beyond phonics-Lexonik LEAP and Advanced) £15,000 per year	See above – this would be more intensive small group reading interventions for identified pupils.	3
Purchase of laptops/iPads £8,500	Professor Becky Francis, Chief Executive of the Education Endowment Foundation: <i>Schools closures could have a potentially 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>	4

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

Budgeted cost: **£42,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team £30,000 per year	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. £12,000 per year	‘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

Total budgeted cost: £92,445

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.

STAR Reader is being used 3x a year in all year groups to track reading ages and improvement. The data is used to analyse progress throughout school. There is average progress for the whole school of 77 points in Standardised Attainment Scores (SAS). There is an average of 79 points progress in SAS for pupil premium pupils.

Phonemal Phonics has been rolled out through the progression phase and has had significant impact on all pupils who access the programme. This programme was introduced Spring Term 2022 and the SAS scores reflect the impact on pupil premium pupils.

The appointment of a Nurture aspirant teacher allowed for smaller class sizes and the ability to run a primary model for our more immature pupils.

Whole school Trauma Informed Practice training took place and influenced the new behaviour and relationships strategy in school. There has been a significant reduction in Restrictive Physical Interventions as well as after school reflections across the year.

Lexonik support has been purchased. Lexonik audit of reading within school took place and an action plan was created. Next year the training of staff will take place and the delivery of interventions will follow.

Absence for pupil premium pupils decreased to 30.80% in 2021-2022 from 40.30% in 2020-2021. Pupils were identified as a concern and appropriate interventions introduced.

There was an increase in home visits undertaken and parent meetings being held informing parents and pupils of any concerns around attendance.

Given that the majority of the cohort sits within this vulnerable group we targeted the whole cohort and tailored interventions relevant to the needs of the pupils. This was in the form of tailored time-tables, referrals to appropriate agencies, and an increase in referrals to Education Welfare. We were able to improve the collaborative work with agencies already involved with the families, for example Children's Social Care, YOT, Targeted Family Support, MST, Police etc.

The Trust Attendance team was able to add a capacity to network meetings, core groups and other safeguarding meetings and offer feedback on the support both pupils and families were receiving, as well as taking an active role in reviewing the interventions being implemented and ensuring that they appropriate for the pupil and any barriers cited.

Goal posts were purchased and the damage caused has been minimal. Pupils have respected the investment. Breaktime activity has become more structured with a bigger engagement in football. This has resulted in fewer behaviour issues developing from breaktimes and lunchtimes and a decrease in the number of after school reflections.

Laptops were provided by the government, so the allocated funding was used to develop and extend the Duke of Edinburgh provision. This included the increase of resources and further trips to develop the personal development of pupils given the expansion of the programme to more pupils.

Externally provided programmes

Programme	Provider