

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Weavers Academy
Number of pupils in school	1144 (KS4 & KS3)
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	09/23 – 09/24
Date this statement was published	12/23
Date on which it will be reviewed	07/24
Statement authorised by	J Hunt
Pupil premium lead	E Merry
Governor / Trustee lead	D McVenn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£396,567.50
Recovery premium funding allocation this academic year (23/24)	£104,500.00
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	£501.067.50
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve positive outcomes across the curriculum, particularly in English and Maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 Over staff in Year 7 and Year 8 – HLTA Maths	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that approximately 12% of our disadvantaged pupils arrive below age-related expectations compared to 2% of their peers. Subsequent internal and external assessments show that this gap widens by around 14% during pupils' time at our school.</p>
2 NGRT Tests	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, approximately 13% of our disadvantaged pupils arrive below age-related expectations compared to 2% of their peers. This gap impacts on outcomes at GCSE during pupils' time at our school.</p>
3 Knowledge gaps in all subjects PLC's and knowledge organisers	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. Approximately 100 referrals (85% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 6 and 8% lower than for non-disadvantaged pupils.</p> <p>65% of disadvantaged pupils have been 'persistently absent' compared to 49% of their peers during that period. Our assessments and</p>

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Low aspirations and motivation of some disadvantaged students and their families. This includes a lack of understanding related to education and career pathways.
8	Lack of parental engagement with the school for some disadvantaged families

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> An average Attainment 8 score of at least 33 A Progress 8 score which is at least positive <p>at least 60% passing GCSE maths and English at grade 4 or above</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>KS3 students reaching their expected reading age improves. EAL students who significant improvements overtime achieving their expected reading age.</p>
Through regular drop in sessions and STEPLAB recorded sessions these will demonstrate improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p> <p>This will result in improved attendance, so it is no more than a 2% gap.</p> <p>A reduction in persistent absentees (PA) amongst students eligible for additional funding to be less than 20%</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 2% <p>The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 20% lower than their peers.</p>
All staff employ the Disadvantaged First Strategy for questioning, feedback, support and communication in class.	<p>Disadvantaged students are given priority check in during lessons to improve engagement, and checking understanding.</p> <p>This will be evidenced by lesson visits, and student's voice.</p>
Teachers receive regular updated information about disadvantaged students and share strategies that work well to improve outcomes	Teachers will know who their most vulnerable students are using the Inclusion Index and use this information to plan accordingly for Wave 2 and Wave 3 intervention to close gaps rapidly.
Disadvantaged students are provided with fair access to high quality enrichment and extension activities to broaden their horizons and develop cultural capital	Disadvantaged students will be supported to take part in enrichment and extension activities such as Duke of Edinburgh, School Visits out of hours, music tuition for example that they may not have been able to access.
Raise aspirations of disadvantaged students	Disadvantaged students receive a careers appointment before their peers and the Aspire programme is used to target those with low aspirations who are disadvantaged with a family history of being NEET.
Increased parental engagement to support learning and outcomes	Parents of disadvantaged students receive a personalised invite to all school events such as parents evening, target setting evening, Revision support evenings and other events that focus on outcomes, careers, and success.
To ensure effective transition into Year 7 and mid-year transfers are supported to make progress	All information received from feeder/previous school and parents ensures students are in the correct sets with targeted support and additional

	provisions where necessary to reduce disruption to learning and improved attitudes to learning.
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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: £ 341,691

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>(Accelerated reader, Lexonic for example)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>£2500</p> <p>Accelerated Reader</p> <p>Impact:</p> <p>year 8 - out of 184 tested, 108 improved 58% by 2 years or more</p> <p>year 9 – out of 153 tested 103 improved 67% by two years or more</p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Supply costs for cover SBI/TGO/LUN</p> <p>2 day conference</p> <p>£1500</p>	1, 4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance – using SPARX Maths to support.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access support and training.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Additional Science/English and Maths teachers appointed</p>	<p>1, 3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>This is a whole school strategy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1, 2</p>

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

Budgeted cost: £63542 for HLTA and POD Manager KS3 £24,576

Total: £88,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. – Thirdspace Learning – Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Extended school day	Extending school time involves increasing learning time in schools, include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). This includes breakfast club, after school session, Saturday school and holiday revision and summer school sessions.	1, 3

	Extending school time EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 71,258.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Careers interventions</i>	Aspiration interventions EEF Inconclusive but positive impact where it has an academic component	6
<i>School Shoes / Ingredients for food / Breakfast club</i>	School Uniform EEF No academic result but it is “it is important to consider how to support families that may not be able to afford uniform.”	7
<i>Music Lessons</i>	Arts Participation EEF +3 Months Impact: 5 PP students had music per lessons all of that academic year 2 further PP students started in September but didn’t continue after the first half term	6
<i>Behaviour Team (50% of salary) to focus on PP students Appointment of a Behaviour Champion, and Keyworkers to support the most vulnerable disadvantaged students.</i> <i>Dedicated PP attendance champion</i>	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. Parental engagement EEF (educationendowmentfoundation.org.uk)	5

<i>Pastoral Managers (contribution)</i>	<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> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<i>Progress Room Plus</i>	<p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<i>Diversity / PSHE support and training</i>	Social and Emotional Learning EEF +4 Months	5
<i>Learning rewards related to homework</i>	Behaviour intervention EEF + 4 months, Homework + 5 Months	3,5
Supplying of educational and resources, including revision guides for all subjects, scientific calculators, stationery etc.	The EEF toolkit indicates a +5 gain where students are able to access and complete extended learning.	7

Resilient Me Workshops to equip PP students with attitudes and skills to be successful in the classroom: Year 10- Motivated Me Year 11- Prepare to Pass	The EEF Toolkit indicates a +4 gain for SEL and a +4 gain for interventions that change behaviours.	5,6
Monitoring and targeting use of GCSEPod through pre-prepared playlists for PP students	EEF Digital Technology Toolkit identifies uses and recommendations to consider: these recommendations have been considered. Supports retention of Subject Specific vocabulary and powerful knowledge, best practice is when it is used for rehearsal and interleaving and has an accompanying self- quiz/low stakes quizzing.	7, 3
Purchase of home learning and revision resources – Seneca and paper-based revision guides and work packs to support	EEF Digital Technology Toolkit identifies uses and recommendations to consider: these recommendations have been considered. Supports retention of Subject Specific vocabulary and powerful knowledge, best practice is when it is used for rehearsal and interleaving and has an accompanying self- quiz/low stakes quizzing.	7, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £501,068

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 2023 to 2024 academic year.

Number of Pupil Premium Students by Year Group

Year 11: 68 (Male: 39, Female: 29) - 19.05% of the whole school

Year 10: 74 (Male: 32, Female: 42) - 20.73% of the whole school

Year 9: 64 (Male: 33, Female: 31) - 17.93% of the whole school

Year 8: 75 (Male: 39, Female: 36) - 21.01% of the whole school

Year 7: 76 (Male: 39, Female: 37) - 21.29% of the whole school

		WEA	WEA	WEA	WEA
		2019	2022	2023	2024
All pupils Number of Pupils	All pupils	166	235	234	233
FSM Number of Pupils	FSM	45	72	67	60
Non-FSM Number of Pupils	Non-FSM	121	163	168	173
FSM Ever 6 Number of Pupils	FSM Ever 6	45	71	64	61
Non-FSM Ever 6 Number of Pupils	Non-FSM Ever 6	121	164	171	172
LAC Number of Pupils	LAC		0	0	2
Non-LAC Number of Pupils	Non-LAC		235	235	231
Non FSM Att 8	Non-FSM		44.46	42.27	41.58
FSM Ever 6 Att 8	FSM Ever 6		34.39	38.36	31.94
Non-FSM Ever 6 Att 8	Non-FSM Ever 6		44.36	41.99	41.59
Male Att 8	Male		40.26	37.82	36.1
Female Att 8	Female		42.31	44.11	42.4
LAC Att 8	LAC				12.5
Non-LAC Att 8	Non-LAC		41.34	41.00	39.25

FSM English	FSM	-0.25	-0.62	-0.28	-0.95
Non-FSM English	Non-FSM	0.02	0.03	-0.19	-0.28
FSM Ever 6 English	FSM Ever 6	-0.25	-0.64	-0.25	-0.94
Non-FSM Ever 6 English	Non-FSM Ever 6	0.02	0.04	-0.20	-0.28
LAC English	LAC				-1.96
Non-LAC English	Non-LAC		-0.17	-0.22	-0.44
FSM Maths	FSM	-0.28	-0.29	-0.29	-0.75
Non-FSM Maths	Non-FSM	0.27	0.00	-0.03	-0.03
FSM Ever 6 Maths	FSM Ever 6	-0.28	-0.31	-0.31	-0.75
Non-FSM Ever 6 Maths	Non-FSM Ever 6	0.27	0.00	-0.03	0.03
LAC Maths	LAC				-1.54
FSM Ebacc	FSM	-0.12	-0.32	-0.41	-1.04
Non FSM Ebacc	Non-FSM	0.32	0.26	-0.02	-0.08
FSM Ever 6 Ebacc	FSM Ever 6	-0.12	-0.32	-0.40	-1.04
Non-FSM Ever 6 Ebacc	Non-FSM Ever 6	0.32	0.26	-0.03	-0.08
FSM 5+ EnMa No.	FSM	7	14	14	8
Non-FSM 5+ EnMa No.	Non-FSM	47	53	57	52
FSM Ever 6 5+ EnMa No.	FSM Ever 6	7	14	14	13
Non-FSM Ever 6 5+ EnMa No.	Non-FSM Ever 6	47	53	57	51
FSM 5+ EnMa %	FSM	15%	19%	21%	13
Non-FSM 5+ EnMa %	Non-FSM	39%	33%	34%	30
FSM Ever 6 5+ EnMa %	FSM Ever 6	15%	20%	22%	15%
Non-FSM Ever 6 5+ EnMa %	Non-FSM Ever 6	39%	32%	33%	30
LAC 5+ EnMa %	LAC				0%
Non-LAC 5+ EnMa %	Non-LAC		29%	30%	26%

Report on Pupil Premium Performance Data

Overview

This report analyses the performance data of pupils, comparing it with local authority non-disadvantaged pupils and national non-disadvantaged pupils in England. The metrics include Progress 8 scores, Attainment 8 scores, grades in English and Maths, EBacc achievements, and post-KS4 education or employment status.

Number of Pupils

- **Year 11 Pupils:** 64
- **Local Authority Non-Disadvantaged Pupils:** 3270
- **England Non-Disadvantaged Pupils:** 462,735

Progress 8 score

- **Weavers Pupil Premium:** -1 (Confidence Interval: -1.35 to -0.65)

Attainment 8 score

- **Weavers Pupil Premium:** 31.6

Grades in English & Maths

- **Grade 5 or Above:**
 - **Weavers Pupil Premium:** 14.1%
- **Grade 4 or Above:**
 - **Weavers Pupil Premium:** 40.6%

EBacc Achievements

- **Achieving EBacc at Grade 5 or Above:**
 - **Weavers Pupil Premium:** 4.7%
 -
- **Achieving EBacc at Grade 4 or Above:**
 - **Weavers Pupil Premium:** 6.3%
 -
- **Entering EBacc:**
 - **Weavers Pupil Premium:** 9.4%
 -
- **EBacc Average Point Score (APS):**

- **Weavers Pupil Premium:** 2.69

Post-KS4 Education or Employment (2022 School Leavers)

- **School Pupils:** 85%
- **Local Authority Non-Disadvantaged Pupils:** 94%
- **England Non-Disadvantaged Pupils:** 96%

Exam Entries per Pupil

- **All KS4 Qualifications:**
 - **Weavers Pupil Premium:** 6.9
- **GCSEs:**
 - **Weavers Pupil Premium:** 5.9

Conclusion

The data indicates that pupils from the school district face significant challenges compared to their non-disadvantaged peers at the local authority and national levels. The lower Progress 8 and Attainment 8 scores, along with lower percentages of pupils achieving grades 5 or above in English and Maths, highlight the need for targeted interventions to support these pupils. Additionally, the lower EBacc achievements and exam entries per pupil suggest areas for improvement in curriculum engagement and academic performance.

Report on Pupils Whose First Language is Not English

Overview

This report analyses the performance data of pupils whose first language is not English (EAL pupils), comparing it with the overall pupil population. The metrics include Progress 8 scores, Attainment 8 scores, grades in English and Maths, EBacc achievements, and EBacc Average Point Score (APS).

Number of Pupils

- **All Pupils:** 234
- **EAL Pupils:** 48

Progress 8 score

- **All Pupils:** -0.39 (Confidence Interval: -0.57 to -0.2)
- **EAL Pupils:** 0.12 (Confidence Interval: -0.31 to 0.55)

Attainment 8 score

- **All Pupils:** 39.2
- **EAL Pupils:** 43.7

Grades in English & Maths

- **Grade 5 or Above:**
 - **All Pupils:** 25.6%
 - **EAL Pupils:** 33.3%
- **Grade 4 or Above:**
 - **All Pupils:** 57.3%
 - **EAL Pupils:** 62.5%

EBacc Achievements

- **Achieving EBacc at Grade 5 or Above:**
 - **All Pupils:** 7.7%
 - **EAL Pupils:** 10.4%
- **Achieving EBacc at Grade 4 or Above:**
 - **All Pupils:** 13.7%
 - **EAL Pupils:** 18.8%
- **Entering EBacc:**
 - **All Pupils:** 21.4%
 - **EAL Pupils:** 31.3%
- **EBacc Average Point Score (APS):**
 - **All Pupils:** 3.4
 - **EAL Pupils:** 3.86

Conclusion

The data indicates that EAL pupils generally perform better than the overall pupil population across several metrics. EAL pupils have higher Progress 8 and Attainment 8 scores, as well as higher percentages of pupils achieving grades 5 or above in English and Maths. Additionally, EAL pupils show stronger performance in EBacc achievements and have a higher EBacc Average Point Score. This suggests that EAL pupils are effectively overcoming language barriers and achieving commendable academic outcomes

NRGT and Reading test data:

	ALL	Girls	Boys	PP	Non-PP	PP Girls	PP Boys	SEND	Non-SEND	SEND Girls	SEND Boys	PP & SEND	PP & SEND Girls	PP & SEND Boys
Year 7	11.28	11.29	11.24	10.96	11.29	10.91	10.96	10.77	11.29	8.38	10.77	10.82	6.07	10.82

Year 8	11.47	11.49	11.44	11.49	11.47	11.58	11.46	11.26	11.47	11.27	9.75	9.86	10.82	9.93
Year 9	11.42	11.4	11.46	11.41	11.48	10.99	11.46	12.59	11.41	12.11	12.59	N/A	N/A	N/A
Year 10	11.55	11.63	11.53	11.59	11.53	11.72	11.59	11.47	11.53	11.54	12.07	9.92	10.82	9.92
Year 11	12.4	12.47	12.4	12.51	12.4	12.51	12.5	12.21	12.4	10.81	12.21	12.32	12.11	15.06

Comparison of NRG T Reading Test Scores between Pupil Premium and Non-Pupil Premium Students

Overview

This report compares the NRG T reading test scores by gender for Pupil Premium (PP) students and Non-Pupil Premium (Non-PP) students across Year 7 to Year 11.

Average Scores by Year Group

- **Year 7:**
 - **PP Girls:** 10.91
 - **PP Boys:** 10.96
 - **Non-PP Girls:** 11.29
 - **Non-PP Boys:** 11.24
- **Year 8:**
 - **PP Girls:** 11.58
 - **PP Boys:** 11.46
 - **Non-PP Girls:** 11.49
 - **Non-PP Boys:** 11.44
- **Year 9:**
 - **PP Girls:** 10.99

- **PP Boys:** 11.46
- **Non-PP Girls:** 11.40
- **Non-PP Boys:** 11.46
- **Year 10:**
 - **PP Girls:** 11.72
 - **PP Boys:** 11.59
 - **Non-PP Girls:** 11.63
 - **Non-PP Boys:** 11.53
- **Year 11:**
 - **PP Girls:** 12.51
 - **PP Boys:** 12.50
 - **Non-PP Girls:** 12.47
 - **Non-PP Boys:** 12.40

Analysis

- The overall average score for PP Girls is **11.54**.
- The overall average score for Non-PP Girls is **11.66**.
- The overall average score for PP Boys is **11.59**.
- The overall average score for Non-PP Boys is **11.61**.
- The year group with the highest average score for PP Girls is **Year 11** with a score of **12.51**.
- The year group with the lowest average score for PP Girls is **Year 7** with a score of **10.91**.
- The year group with the highest average score for Non-PP Girls is **Year 11** with a score of **12.47**.
- The year group with the lowest average score for Non-PP Girls is **Year 7** with a score of **11.29**.
- The year group with the highest average score for PP Boys is **Year 11** with a score of **12.50**.
- The year group with the lowest average score for PP Boys is **Year 7** with a score of **10.96**.
- The year group with the highest average score for Non-PP Boys is **Year 11** with a score of **12.40**.
- The year group with the lowest average score for Non-PP Boys is **Year 7** with a score of **11.24**.

Conclusion

The data indicates that Non-Pupil Premium students generally have higher average scores compared to Pupil Premium students across most year groups. However, the differences are not very large, and in some cases, PP students perform comparably to their non-PP peers. This information can be used to identify areas for improvement and provide targeted support to Pupil Premium students.

Attendance impact:

In 2023-2024, PP attendance improved by 2.47% compared to the previous year. PA reduced by 15.83%.

In terms of closing the gap, overall attendance improved by 1.5% in 2022-2023, and PA reduced by 8.5%.

	Attendance	PA	PP Attendance	PP PA
2022-2023	88.7%	36%	81.22%	61.61%
2023-2024	90.2%	27.5%	83.69%	45.78%

Behaviour impact:

- **Our Tier support system** continues to **reduce barriers to accessing education**, particularly for **our most vulnerable families and students**, **suspensions when compared to last year have reduced by 15%**, **25% reduction in days lost of learning**, and a **reduction of 17% of individual students** being suspended. **Pupil Premium** students have also **reduced suspensions incidents by 16%** when compared to last year, the number of individual Pupil Premium receiving suspensions has reduced by 21%, whilst the **number of days gained by not being suspended** has **improved** by 16% (100 days). We recognise the number of repeated offenders for suspensions and reset continues to be a key area of improvement, particularly for our Pupil Premium boys. **Pupil Premium student reset repeat offenders have reduced** by 3% (187 students compared to 192) our year 8 boys remain a key focus. There are **fewer issues with lack of uniform** (66% decrease compared to 22/23), increased support with uniform on arrival and more compliance. The introduction of our **‘Pride Pod’ internal alternative provision** at the start of this academic year has grown from strength to strength, providing students who may have ordinarily not have engaged with ‘Ordinary Provision’ or had been Permanently Excluded, **bespoke and personalised support to improve their social emotional aspects of learning**, academic achievement, and aspirations. 6 students who attend the POD have been PEX out of 44 students who were originally at risk of PEX based on last year’s data and their start to Half term 1. 2 students have **successfully been accepted to Maple fields** (SEMH specialist provision). As a result, the introduction of the POD PEX has reduced from 14 (22/23) to 8 (23/24).
- We have established a **strong partnership with NWSLC** enabling our ‘Pride Pod’ students to **experience a Further Education environment** and complete an Entry level 3 City in Guilds Construction qualification, that will allow them to continue through an FE pathway. 15 students have been selected to attend in 24/25, they will be accessing construction and beauty courses.

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
Entry level and level 1 bespoke programmes	NWSLC
1-1 Online tutoring	Third Space Learning
Small group tutoring	Eden Method - English

Further information (optional)

Planning, implementation, and evaluation

When writing our Pupil Premium Strategy, we looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked forensically at our cohort of students, their needs, and the impact that the pandemic has had on their progress in order to understand the specific challenges faced by our disadvantaged students.

In reviewing our current Pupil Premium Strategy, we evaluated the impact of each activity undertaken in the previous year and will adjust our plan over time to secure better outcomes for pupils.

We continue to review our curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. It was ensured that each member of staff is clear about the collective responsibility toward all disadvantaged students and there is a shared understanding amongst staff that the best strategy for reducing the gap is quality-first teaching through the Weavers Way.

This ensures that for more students, barriers to learning were identified and they were supported overcome them so that they could achieve their full potential. New resources and assessments purchased by the SEND team & EAL continue to be used effectively to identify those students in need of reading intervention. The number of students identified as being 2 years or more below their reading age is decreasing as students make progress in their reading, year on year. The phonics scheme, intervention continues to be highly successful as evidenced by the data analysis.

Non-academic barriers to success in school were tackled through the funding of the POD Team who have significantly increased our parental contact and have built relationships with several of our vulnerable families. Attendance has improved significantly for a number of harder to reach students. Families have been

supported to access food banks and Household Support .

Since the contracted hours of the POD Teams, we have also been able maintain contact with our vulnerable students and families..

Alongside this, the School Councillor appointment has meant that the wellbeing of more students than ever has been supported and nurtured and has supported in the swift picking up and responding to safeguarding issues.

Through using the funding for trips, we continue to support students in their personal growth, raising their cultural capital, aspirations & improved confidence and self-belief.

A significant proportion of the budget was spent on purchasing revision guides and for all Key Stage 4 students, as well as numerous trips for targeted students taking place throughout the year.

We also offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration.



Pupil premium expenditure 2021/22 and

2022/2023 - Impact Weavers Academy

School lead tutoring – 50% contribution

£26,595 School must find £53.190, saving

from Magnus post or is this being used for

HLTA, vacancies Assistant Principal or

Science perternatity leave Kirsty. My Tutor

WRENN Use. Curriculum L13 - £7000 month

saving – DSL – David to find number of seats

for My Tutor.

130 students for 2 sessions a week for 12

weeks – MYTUTOR £80 K spent school lead

tutoring

Strategy	Cost	Success criteria	Evaluation
Teaching			

Thinking Matters - Supporting	£5000	<ul style="list-style-type: none"> • Develop skilled, independent, reflective learners with a greater motivation for learning. • Improved attitudes, behaviours and coping strategies • Improved discipline and attendance 	<p>Impact is ongoing and need to be embedded fully. This is an ongoing project that includes the use of Knowledge Organisers</p> <p>22/23 – Further work completed and now embedded in all subjects and Key stages. Now available for all parents online.</p>
<p>Use of a range of reading and comprehension strategies focus on the learners' understanding of written text.</p> <p>Accelerated Reader.</p>	£5000	<ul style="list-style-type: none"> • Improved reading comprehension and pupils' reading capabilities. • Improved progress and attainment 	<p>The impact of the Lexonik programme saw an increase of reading age by 2 years (79% of the first cohort improved by at least 2 years</p> <p>The second NGRT test (May 2022) saw an average increase in the reading ages as shown below –</p> <p>Yr7 – 10.36 to 10.86 (5 months progress)</p> <p>Yr8 – 11.60 to 11.73 (1.3 months progress)</p> <p>Yr9 – 12.05 to 12.43 (3.8 months progress)</p> <p>Yr10 – 12.62 to 13.95 (1 year and 3.3 months progress)</p> <p>22/23-</p> <p>Year 8 - out of 184 retested 108 showed an improvement of on average 3.4 months</p>

			Year 9 - out of 153 retested, 103 showed an improvement of 3.2 months
Online tutoring	£10,100	<p>21/22 Students to make progress in line or better than non pp students in Maths</p> <p>22/23 – Improved outcomes for PP students in Maths as a result of the use of Thirdspace Learning</p>	<p>Outcomes in Maths for these students were not as positive as expected or in line with previous year.</p> <p>27/37 students achieved a Grade 4, with 17/37 achieving a Grade 5 or better in Maths</p> <p>22/23 – Gap between PP and Non PP didn't close sufficiently with 29% of PP students achieved Grade 5+ in Maths compared with 41% Non PP.</p>
<p>Subject based initiatives and enrichment to support individuals in all year groups (bids)</p> <p>Subject resources for unattended lessons</p>	£7000	<ul style="list-style-type: none"> • Subject specific progress to be good and in line with non-PP students. Increased participation rates. Improved attendance rates for targeted students. • To close gaps caused by attendance and increase confidence and learning 	<p>Improved access to learning resources and school uniform to reduce impact on learning. Students voice and parent voice positive in the support families received to ensure they can access learning.</p> <p>22/23 PP attendance increased by 1.2% PP PA reduced by 5.4%</p> <p>This was achieved but Priority check in with PP pupils and group work with families. The appointment of an Attendance Champion to work with parents resulted in greater parental engagement especially with the harder to reach families and those students who are PA.</p>
Targeted academic support			

Leadership of in class interventions in Maths and Reading	£12000	<ul style="list-style-type: none"> Improved outcomes for key identified groups in Maths and Reading 	<p>80% of students identified in Key stage 3 who received support were working ARE in Maths due to small group support.</p> <p>Reading ages for identified students showed an average of 16+ months improvement from the start of the program.</p> <p>22/23 – Gap between PP and Non-PP didn't close sufficiently with 29% of PP students achieved Grade 5+ in Maths compared with 41% Non PP</p>
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<p>Holiday and Saturday sessions offered for PP students in Y11</p> <p>Trial of Staff Twilight sessions – targeted wave 3 intervention</p>	<p>£2000 Rewards</p> <p>£5000 Staffing</p> <p>£3000</p>	<ul style="list-style-type: none"> PP attendance is above non PP Progress for PP students in bucket 3 subjects is in line or better than expected. Outcomes in Maths is inline or better than expected. Outcomes in English in line or better than expected 	<p>October, February, and Easter revision sessions were offered for students as well as weekend sessions. Attendance to invite was on average 75%</p> <p>The progress in the Open Element for disadvantaged students was -0.54 compared to Non disadvantaged students which was 0.08</p> <p>Combined at grade 5 the difference was -5% between Dis advantaged and non-disadvantaged</p> <p>Combined at grade 4 the difference was significantly more between Dis advantaged and non-disadvantaged.</p> <p>In English the progress was 0.07 for non-disadvantaged and -0.52 for disadvantaged</p> <p>In Maths the progress was 0.01 for non-disadvantaged and -0.29 for disadvantaged.</p>
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			<p><u>22/23</u> Attendance at interventions was on average 70% of those invited for PP students. English and Maths at G5 was 21% English and Maths at G4 was 45%</p>
Reduced class sizes in maths and English in Yr11 – Additional teaching groups created including:	£100 000	<ul style="list-style-type: none"> Improved the quality of teaching and learning and improved quality of feedback / one to one teaching support for learners. Additional staffing, resources and additional support targeted at PP students. 	<p>Reduced classes in maths and English resulted in the following gaps. More work is needed to reduce this:</p> <p>Grade 4 match up – non disadvantaged 64.8 compared with disadvantaged 44.3%</p> <p>Grade 5 match up – non disadvantaged 33.3 compared with disadvantaged 20.</p> <p>Gap in maths was approximately ¼ of a grade and English was ½ grade between disadvantaged and non-disadvantaged.</p> <p><u>22/23:</u> English and Maths at G5 was 21% English and Maths at G4 was 45%</p>
Small group work withdrawal session for PP students working below target in maths	£50 000	<ul style="list-style-type: none"> PP students are working at age related expectation or better by the end of the year 7 	<p>80% of students identified in Key stage 3 who received support were working ARE in Maths due to small group support.</p> <p><u>22/23</u> Student voice positive, student engagement is good – Impact of this was positive for identified students who attended lunchtime English and Maths. Funding supported PETXI English and Maths which had a positive impact on student attitudes to</p>

			learning in English and Maths. Impact on outcomes is variable.
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Contribution to enrichment activities for Creative Arts	£3000	<ul style="list-style-type: none"> All PP students participate in at least one club or enrichment activity each term; Greater no's or proportion of PP students lead in KS4 Increase outcomes in open bucket 	<p>Improved access to enrichment activities including theatre trips, music performance and workshops. Student voice was very positive on the impact of this on students' engagement and enjoyment of school.</p> <p>Open Element for disadvantaged students was on average -0.54 for progress</p> <p>22/23 Art PP outcomes at G5 were 67% v Non-PP at 78% Drama coach supported the 2 Drama students achieving a Grade 5</p>
PP academic mentor- to work 1:1 supporting PP most vulnerable students. Attendance officers Mentors	£4500 £500 rewards	<ul style="list-style-type: none"> Significantly enhanced attendance team specifically targeting PP students to ensure PP students attendance is in line with or better than non-PP. To ensure PP students' behaviour is in line with or better than non-PP. To increase achievements so that PP students is in line with or better than non-PP. To increase outcomes so that PP students is in line with or better than non-PP To increase PP students' attendance in line with non-PP 	<p>Increase capacity in the attendance team was impacted by significant staff absence. This will be addressed in 22/23 with the appointment of an Attendance Lead, a further PP champion for attendance with an SLT lead and 2 attendance officers.</p> <p>Increased in rewards to support most vulnerable students and rewarding them for homework, attitude to learning and attendance.</p> <p>22/23 Introduction on teacher tutoring and this being included in staff timetables to allow a more focused and impactful conversation – Student voice is positive and encouraging but impact on attendance and outcomes need to be fully evidenced.</p>

			Overall attendance for 22/23 was 88% - a rise of 2% compared to the previous year.
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Wider strategies: removing the non-academic barriers to success in school:			
<p>Increase the capacity within the Pastoral and Raising Standards Team to provide additional specific provisions to support the attendance of PP students.</p> <p>Councillor</p> <p>Whole school behaviour training</p>	£140 000	<ul style="list-style-type: none"> • Improved attendance and punctuality of year groups and individuals. • Improved parental engagement and attendance at parents' evenings and meetings to support the child. • Improved early targeted intervention for PP students. • Improved Early help support for PP students 	<p>The full impact of this is still to be established. The importance of distraction free teaching and disruption free learning is imperative to support the progress and outcomes for disadvantaged students.</p> <p>22/23 Outcomes</p> <p>P8 –0.11</p> <p>P8 English –0.23</p> <p>P8 Maths –0.11</p> <p>P8 EBACC –0.13</p> <p>P8 OPEN –0.04</p> <p>Over 150 students have been seen by the school Counsellors and 100% of cases were closed for the academic year 22/23. The counselling team work closely with the Inclusion Team and safeguarding team to triage support and signpost to external agencies when appropriate.</p> <p>Over 1200 student drop-in sessions were recorded since January 2023, where Inclusion team members were supporting students to remove barriers from accessing classroom provision regularly. 65% of students improved their engagement with lessons and 61% improved their presentation in their work, 62% of students follow instructions first time. 825 respond well to positive praise.</p>

Uniform and access to school fund	£7000	<ul style="list-style-type: none"> Students in all year groups are able to attend school and lessons in the correct uniform Enable the raising of standards team to provide support to ensure positive outcomes for disadvantaged learners via a selection of approaches including e.g. bus passes for PP students 	<p>Uniform was provided for students to help them be prepared to come to school to aid attendance. Was also used to support some students in lock-down.</p> <p>22/23 – students were provided with school uniform, shoes, and essential clothing to ensure they are able to attend school. Impact of increase living costs contributed more to this than in previous years.</p>
Breakfast club/ Catering incentive/rewards	£4000	<ul style="list-style-type: none"> Improved attendance, punctuality and A2L in line with non pp students. 	<p>Parents and student voice identified this as a support mechanism in ensuring students attended school and were prepared for learning. Key identified students had significantly improved attendance and an improved attitude to learning.</p> <p>22/23 – Improved attendance by an average of 3.4% for 20 of the most vulnerable students in KS3 with poor attendance prior to joining weavers. Number continue to grow and Breakfast club is regularly attended by in excess of 30 students each morning.</p>
Career interventions	£3046.81	<ul style="list-style-type: none"> Improved aspirations for all students Reduced NEET in 2022 	<p>92% of all students stayed in education or went into employment-based education.</p> <p>22/23 - 85% of all students in education or training for 2 terms after KS4 – More work is needed here to reduce the number of NEET students.</p> <p>Priority careers appointments for all Yr11 at risk in 1st term</p>

Duke of Edinburgh	£5006.19	<ul style="list-style-type: none"> Improved self efficacy and raised aspiration for students on the Duke of Edinburgh programme 	<p>This has provided the following:</p> <ul style="list-style-type: none"> 20 silver and 40 bronze students to sign up for DofE free of charge over the next few years An additional 12 sets of expedition equipment for PP students to borrow to complete DofE expedition sections <p>The result is that this extra curricular opportunity is more accessible for students.</p> <p>In 2022-23, 2 students benefitted at bronze level and 3 at silver level</p>
Music lessons	£2565	<ul style="list-style-type: none"> Improved aspirations and access to wider cultural capital for students 	<p>9 students have benefitted from heavily discounted music peripatetic lessons for a year. These lessons are 20 minutes per week with a specialist teacher on an instrument or voice of their/parents' choice. Classical instruments are also provided as part of this cost where needed. Of these, 2 students are studying music at KS4/5 and it is therefore supporting their progress. An additional one has chosen GCSE music for the next academic year. All are working towards graded exams to demonstrate progress and raise aspirations through additional qualifications.</p> <p><u>22/23</u></p> <p>7 students have benefitted from heavily discounted music peripatetic lessons for a year. These lessons are 20 minutes per week with a specialist teacher on an instrument or voice of their/parents'</p>

			choice. Classical instruments are also provided as part of this cost where needed. Of these, 1 student is studying music at KS4/5 and it is therefore supporting their progress. All are working towards graded exams to demonstrate progress and raise aspirations through additional qualifications.
Diversity/PSHE support and training	£3500	<ul style="list-style-type: none"> Improved attitudes to learning and reduction in incident relating to protected characteristics 	<p>We saw a significant decrease of incidents against protective characteristics and improved attitudes to diversity.</p> <p>Student voice states that students feel supported in school and they are know where</p>