



Pupil premium strategy statement

Weavers 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	Weavers Academy
Number of pupils in school	1291
Proportion (%) of pupil premium eligible pupils	32.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	09/2021-08/2024
Date this statement was published	09/2021
Date on which it will be reviewed	07/2022
Statement authorised by	
Pupil premium lead	David Young
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368505
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	£368505

Part A: Pupil premium strategy plan

Statement of intent

All students regardless of background are entitled to a high quality education, at Weavers Academy we are determined to create Self Regulating Learners with a desire to achieve, who will achieve high quality attainment despite their background. This will mean that we will make sure we

Know our disadvantaged students as individuals:

- Appreciate that, whilst students' may be identified as disadvantaged, the students are not a homogeneous group but are a collection of individuals with a range of abilities, strengths, needs and home contexts. All provision is informed by this knowledge*

Equip our disadvantaged students with the ambition and cultural capital they need to succeed in life:

- To be proactive in ensuring that disadvantaged students are provided, and engaging, with enrichment and wider opportunities to raise their aspirations and develop their cultural capital.*
- Ensure this is implemented through the priority representation quota (25%) for trips/visits/employability experiences.*
- Ensure priority scheduling for CEIAG advice and opportunities.*

Ensure our disadvantaged students make positive progress as a result of quality first teaching:

- Group seating plans should enable teachers to identify this cohort of students quickly and ensure the students answer a question/contribute in class and/or receive verbal feedback every lesson.*
- Disadvantaged students' books are to be marked first.*
- Pupil Premium funding to be used ensuring all eligible students receive the resources they need to be successful.*
- Their attainment/progress are a standing agenda item in faculty/subject team meetings.*

Ensure swift and targeted intervention occurs in relation to progress, attainment, behaviour and student wellbeing:

- Effective use of data to track and monitor the progress, attainment and behaviour to facilitate swift intervention where required.*
- Staff use the pastoral, safeguarding and child protection procedures as appropriate to enable early identification and action regarding student wellbeing issues.*

Looking at the data from previous years in addition to student voice, it shows that that the challenges that we need to overcome with our students are

- a) To train staff and imbed metacognitive strategies into the curriculum which will allow students to self-regulate their learning.*
- b) To improve literacy for our disadvantaged students which will allow them to access the curriculum.*
- c) To improve behaviour and negative attitudes to study to allow students to engage with their learning.*
- d) To improve attendance and build provision for students to be able to transition from periods of absence without struggling with missing gaps in knowledge not allowing them to access the work in class.*
- e) To improve on careers provision using Gatsby benchmarks to build aspirations for our disadvantaged students*

These strategies in addition to high quality first wave teaching are essential to make sure that students are accessing the work and building a positive mindset with their education.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning from lockdown
2	Self Regulation / Metacognition
3	Low Literacy Levels
4	Low Attendance and difficulty with curriculum returning after prolonged absence
5	Negative attitudes to learning and disruptive behaviours
6	Low aspirations / careers from students as well as low cultural capital
7	Poverty proofing / access to opportunities

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 attendance of disadvantaged students	Disadvantaged students to have attendance of 96% or above by 2024
Reduced achievement gap between disadvantaged and non disadvantaged students at the end of year 11	For there to be no gap in Achievement 8 between disadvantaged and non-disadvantaged students by 2024 (closing lack of prior attainment from KS2)
Increased Reading ages of disadvantaged students	To close the gap in reading age between disadvantaged and non disadvantaged students
Reduced FTE of disadvantaged students	To reduce the amount of FTE of disadvantaged student below national average for all students by 2024
Increased numbers of disadvantaged students applying for sixth form and university	To show a year on year increase on the number of disadvantaged students applying for sixth form and university every year

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: £ 4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thinking Matters</i>	Metacognition Training EEF +7 Months	2
<i>Accelerated Reader</i>	Reading Comprehension Strategies EEF + 6 months	3

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

Budgeted cost: £ 32,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of in class intervention	Small group tuition Moderate impact for low cost	1

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

Budgeted cost: £ 331300

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>Duke of Edinburgh Award funding</i>	Outdoor adventure learning EEF Inconclusive academic result but positive improvement in self-efficacy	7

<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	6
<i>Attendance Awards</i>	Behaviour Interventions EEF +4 Months	4
<i>Behaviour Team (50% of salary) to focus on PP students</i>	Behaviour Interventions EEF +4 Months	5
<i>Pastoral Managers (30% of salary)</i>	Social and Emotional Learning EEF +4 Months	2
<i>ALR Plus</i>	Small group tuition EEF +4 Months	4
<i>Diversity / PSHE support and training</i>	Social and Emotional Learning EEF +4 Months	5

Total budgeted cost: £ 36,829



Pupil premium expenditure 2020/2021 and impact

Weavers Academy

Strategy	Cost	Success criteria	Evaluation
Teaching			
Support development of bespoke teaching strategies for wave 1 high quality teaching and targeted wave 2 academic support in classroom and blended learning through development of PP profiles and training	25000	<ul style="list-style-type: none"> Quality of resources enhanced. Enhanced levels of staffing. 1:1 teaching provided for some PP students. Priority feedback in class. Priority feedback in books. Priority questioning in class. Closing of gaps in all subjects between pp and non pp students Increase the numbers of PP students taking Triple Science 	<p>Due to the lockdown the strategies had to change and the curriculum was changed to take account for online learning. Staff were trained on priority checking and priority feedback although this is ongoing work.</p> <p>The gap was not closed with a P8 of -1.15 (2019 levels) for disadvantaged students, and -0.88 for non disadvantaged, although this is the same gap (-0.27) as there was in 2019 despite the adverse affect of the pandemic on disadvantaged students</p> <p>Triple Science, the final entries are not yet finalised for Year 11 due to covid discontinuity. We are going to be confirming entries in December.</p>
Purchase of GCSEPOD to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4	Paid previously... usage to be reviewed next year	<ul style="list-style-type: none"> Students and staff are accessing GCSEPOD and using it effectively to maximise progress. Support materials for revision and extension so PP students are working inline or better than expected in core subjects. 	GCSE Pod was used by students as part of remote learning. English Literature, Geography and History were the highest users of GCSE Pod. EBacc increased significantly from 0.2 to 0.56 (+0.36) Geography and History, in particular, increased the 4+ and 5+ figures

My tutor	5100	Students to make progress in line or better than non pp students in Maths and Science	Due to school closure mytutor was used in year 10 in the last term. Student feedback was mixed and although some students found it helpful, several found the 3-1 online model difficult and would have preferred 1-1 support or in house small group support. Due to the timing of the scheme academic results will not show until this term.
Subject based initiatives and enrichment to support individuals in all year groups (bids) Subject resources for unattended lessons	8430	<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>Resources were spent on write on workbooks in years 10 and 11 to support PP Maths, English and Science students to have additional work that did not include electronic devices.</p> <p>Attendance gaps are still a priority and a key focus for this year.</p>
Targeted academic support			
Create a bespoke curriculum for a vulnerable group of Yr7 students – Nurture group	£30000 staffing £500 resources	<ul style="list-style-type: none"> • Attendance at least in line or better than non PP students especially in KS4. Reduction in numbers of PP students with negative achievement/behaviour ratio; • PP students secure a greater number or proportion of rewards in each year group or in specific subjects; • PP students achieve at least in line with or better than their peers- particularly in maths and English. 	<p>Due to the lockdown there was no bespoke curriculum created although the staffing was still in place and used to support the vulnerable and key worker children who were coming into school</p> <p>Data showed that in English and Maths by the end of the year PP students in year 7 were in line with other students (0.04 difference English and 0.08 in maths)</p>
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2020	£4950 50%	<ul style="list-style-type: none"> • 15 trained students mentor 15 Vulnerable students in Yr7 as a result Attendance, behaviour and progress will be in line with or better than non PP. 	Due to the lockdown the students did not receive their training as peer coaches and due to bubbles it was against the risk assessment to have this scheme run. The money was used for additional

		<ul style="list-style-type: none"> Improved attendance, A2L and attainment of mentors and mentees 	support for students with additional counselling for our more vulnerable students.
<p>Holiday and Saturday sessions offered for PP students in Y11</p> <p>Trial of Staff Twilight sessions – targeted wave 3 intervention</p>	<p>£200 Rewards £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 Progress in Maths is inline or better than expected Progress in English in line or better than expected 	<p>Easter revision sessions were offered for students over the Easter.</p> <p>The progress in the Open Element disadvantaged students were half a grade below non disadvantaged students. (-0.31 non dis/ -0.9 dis)</p> <p>In maths the gap was just over half a grade (0.3 non dis/ -0.3 dis)</p> <p>In English the difference was just under a grade (0.03 non dis/ -0.37 dis)</p> <p>Targeted staff twilight did not happen to make sure that staff welfare a this year was protected.</p>
<p>Reduced class sizes in maths and English in Yr11 – Additional teaching groups created including:</p> <p>Teaching support in years 7-9 English and maths during tutorial time</p> <p>Small group work withdrawal session for PP students working below target in maths</p>	<p>£60000</p> <p>£25000</p> <p>£25000</p>	<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. Provided support in L&N such that levels of progress in both increase, the achievement gap is diminished and is in line or better than national expectations PP students are working at age related expectation or better by the end of the year 7 	<p>Reduced classes in maths meant that the gap between disadvantaged and non disadvantaged students was just over half a grade. (0.3 non dis/ -0.3 dis). In most sets the gap was quite low and there were two sets where the gap was above a grade with these students.</p> <p>Support for years 7-9 in tutorial time in maths and English to improve their progress Year 7 the gaps was 0.03 (English) and 0.08 (Maths). In year 8 the gap was 0.03 (English) and 0.31 (Maths). In year 9 the gap was 0.11 (English) and 0.3 (Maths). It was apparent that more work was needed with maths in years 8 and 9 to close the gap although the work with year 7 was successful.</p>

Use of a range of reading and comprehension strategies focus on the learners' understanding of written text. (Lexonik and Accelerated Reader)	£3000	<ul style="list-style-type: none"> Improved reading comprehension and pupils' reading capabilities. Improved progress and attainment 	Although the scheme was funded, the books bought and resourced, the implementation of this scheme was delayed until 2022
Bespoke Wave 2 intervention strategies within classroom	15000	<ul style="list-style-type: none"> To improve outcomes in lessons and diminish the difference between disadvantaged and non-disadvantaged. 	Teachers were trained on Wave 2 intervention strategies using DIRT to pick up individual misconceptions. The gaps in all year groups has got smaller or stayed the same since 2019.
Contribution to enrichment activities for Creative Arts	1500	<ul style="list-style-type: none"> All PP students participate in at least one club or enrichment activity each term; Greater nos or proportion of PP students lead in KS4 Increase outcomes in open bucket 	<p>Although clubs were in a difficult position with bubbles and lockdowns during lockdown buying resources to aid students to be able to do clubs and activities in bubbles was key.</p> <p>Open Element for disadvantaged students was -0.9 (gap of 0.61) as opposed to -0.69 in 2019 (gap of 0.29) .</p>
PP academic mentor- to work 1:1 supporting PP most vulnerable students. Attendance officers Mentors	35000 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>The increased capacity in attendance team was impacted by long term illness which meant that attendance</p> <p>The school rewards scheme was started, but was not imbedded fully to allow for a substantial impact to be seen. This will imbedded fully in 2021-22</p>

Wider strategies: removing the non-academic barriers to success in school:			
Increase the capacity within the Pastoral and Raising Standards Team to provide additional specific provisions to support the attendance of PP students. Councillor Whole school behaviour training	£90 000	<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 	Parents evening attendance increased substantially due to the use of remote meetings for parents evening avoiding childcare or work issues. The school councillor was used by students (a large proportion of whom were pupil premium) . Attendance was 90.47% but 86.38% for PP.
Uniform and access to school fund	5000	<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 eg bus passes for PP students 	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 lockdown.
Breakfast club/ Catering incentive/ rewards	1000	<ul style="list-style-type: none"> Improved attendance, punctuality and A2L in line with non pp students. 	Due to staffing issues the breakfast club did not run and the money was used to support students who needed addition food during lockdown.
Bespoke tutor groups for year 10 and 11	14000	<ul style="list-style-type: none"> Improved attendance, punctuality and attitude to learning to be at least in line with non PP students Improved engagement with all subjects 	An additional tutor group in year 10 and year 11 were created to allow for increased contact. This was used during lockdown to create additional communication with the students.