

Pupil Premium Statement 2021-2022

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	West Coventry Academy
Number of pupils in school	1103
Proportion (%) of pupil premium eligible pupils	26.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Ana Neofitou
Pupil premium lead	Sofia Hussain
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,000
Recovery premium funding allocation this academic year	£39,000
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	£298,000

Part A: Pupil Premium Statement 2021-2022

Statement of intent

Our intention is that all pupils at WCA make good progress irrespective of their background, and have the opportunity to study a broad and balanced curriculum that raises aspirations. We believe that WCAs 4 Rs; Respect, Resilience, Responsibility and Ready to Learn are fundamental in developing students who are successful both in and out of school.

The focus of our pupil premium strategy is to support disadvantaged pupils through a range of strategies which address the challenges faced by our disadvantaged learners.

Through a tiered approach we will focus on; teaching, targeted academic support and wider strategies to ensure that our disadvantaged students benefit from a range of strategies.

Good teaching in the classroom is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. We will focus on supporting teachers through effective CPD which utilises strategies identified in the EEF toolkit.

Targeted academic support will be based on individual needs. Thus it will be responsive to the challenges faced by each and every one of our DA students. This will include a focus on developing good learning behaviours, as well as bespoke support from our Career's Advisor, in order to maximise access to a wide range of career pathways.

Opportunities outside the classroom form a key part of our strategy. Post-pandemic all pupils will be encouraged to re-engage with extra-curricular activities. Our disadvantaged students will be offered additional opportunities to take part in new experiences and learning beyond the classroom. A strong focus on developing pupils' cultural capital will be used to target non-academic barriers for our disadvantaged pupils, which is a key challenge for members of our community.

Challenges

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

Challenge number	Detail of challenge
1	Reducing the gap in attainment. Assessment data shows that attainment of DA pupils is lower than that of their peers, particularly in English and Maths.
2	Improving learning behaviours. Our observations and discussions with pupils suggest that pupils need support with learning strategies as they lack self-regulation strategies, in particular the resilience needed to access the more challenging tasks in lessons. Figures also highlight that 52.1% of pupils excluded last year were D.A. Well-being surveys during the school closure identified that pupils have been further disadvantaged by a lack of enrichment activities during the pandemic. This has in turn increased anxiety amongst pupils
3	Enhancing pupils' cultural capital to help raise aspirations and engagement in extra curricular activities.
4	Addressing non-academic barriers. During the pandemic referral for support increased. Through individual contact made, evidence identified that the social and emotional mental health issues for pupils and families have increased.
5	Reducing the gap in attendance. Attendance figures show that D.A students have a trend of low attendance. In 2018/2019 disadvantaged student attendance was 93.55% compared to 95.57% for non-disadvantaged. This academic year to date is 90.7% for disadvantaged compared to 93.2% for non-disadvantaged.

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 attainments among disadvantaged pupils across the curriculum. 'Students should know more and remember more'	Improved outcomes demonstrate that disadvantaged pupils achieve in line with their peers (FFT 50)
Learning behaviours improve through targeted academic and pastoral support.	Student voice, staff surveys and classroom observations suggest that there is an improvement in learning behaviours, particularly when tackling more challenge activities.

	Pastoral support is logged and responsive, showing a sustained improvement in pupils' well-being.
Through a range of activities disadvantaged students have opportunity to take part in enrichment activities which broaden their minds, horizons and cultural capital.	Further uptake of disadvantaged students participating in wider curriculum activities such as Duke of Edinburgh and trips.
Reducing the gap in attendance for D.A students	Targeted strategies to help close the attendance gap between DA and non DA students. Monitored improvement of DA student attendance in order to reach whole school target of 95%. Attendance improvements noted and celebrated through parental communication and rewards every half term.

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: £ 150K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy focus with a development of reading skills, with a particular focus on reading comprehension.	High impact strategy - average impact of reading comprehension strategies is an additional six months' progress over the course of a year. See Literacy strategy.	1
Targeted questioning of DA students (cold calling)	High impact strategy – EEF toolkit (+6 months)	1
Modelling using visualizers in core subjects using the new WCA lesson structure.	Student voice conducted as part of PP learners project	1
Feedback (verbal or written)	Very high impact – EEF toolkit (+ 8 months)	1
Engage with the National Tutoring Programme to address pupils' gap in knowledge	One to one tuition	1
Data Driven Instruction across Key stage 4 and 5.	High impact – teachers using data to identify levers based on assessment, analysis, and action. A key framework for school-wide support for DA student success.	1

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

Budgeted cost: £ 80K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic one to one tutoring with WCA teachers with a	EEF toolkit – moderate impact (+5 months)	2

particular focus on metacognition and resilience		
Engage with the National Tutoring Programme to address pupils' gap in knowledge with a particular focus on Maths/English and D.A HAP's use of IXL	EEF toolkit – moderate impact (+5 months)	1
Year 10 Peer mentoring – one to one support with a focus on reading (Year 13 students to deliver)	EEF toolkit – high impact (+6 months)	1, 2
YR11 and YR10 small group academic intervention working with the Intervention lead on cognitive science and retrieval practice.	EEF toolkit – moderate impact (+5 months)	1,2
Provision of learning resources to include laptops, revision materials and bus passes.	Parental feedback indicates that this supports PP pupils	2

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

Budgeted cost: £ 50K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning opportunities – Duke of Edinburgh Award, extra-curricular visits	EEF toolkit - Moderate impact	3
Additional extra-curricular clubs to include breakfast club, after school swimming offered to PP pupils	Student/parental voice during lockdown indicates that the lack of activities impacted on well-being	3, 4
Individualised Careers programme to include input from NCS to raise aspirations	Positive impact on well-being – evidence supported by parents	3, 4

Targeted one to one pastoral support in Year 11 to include a focus on attendance, referral to internal & external agencies and increased parental contact to reduce barriers to learning.	Well-bring surveys and attendance data support that an individualised approach has a positive impact on achievement and learning behaviours	4
Encouraging a culture of engagement around the school's 4R's to support improving attendance	DFE figures -relationship between attendance and achievement	2 & 5

Total budgeted cost: £ 280K

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.

Our assessment of how successful the intended outcomes were for last year's pupil premium plan were not fully realised. This is primarily related to the disruption caused by COVID-19 with national lockdowns and year group isolations. As a result, attendance for Disadvantaged students was down to 90.7% compared to 93.55% in 2018/2019.

Our assessments and parental surveys highlighted that pupil behaviour, well-being and mental health were significantly impacted last year. This was primarily due to Covid-19 related issues. This was particularly the case for disadvantaged students. Therefore, pupil premium funding was used to provide wellbeing support for pupils alongside targeted interventions. Additional Pastoral support was put in place to support students on a one-to-one basis. Smaller teaching groups were set up for disadvantaged students, especially in mathematics. SEND staff were deployed to support disadvantaged SEND students on a one to one basis during lockdown and isolations.

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
IXL – Maths and English	IXL