

Pupil premium strategy statement – The Wells Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	706
Proportion (%) of pupil premium eligible pupils	50.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	30 th September 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	George Coles - Principal
Pupil premium lead	Sarah Bailey-Wiles
Governor / Trustee lead	Claire Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,985
Recovery premium funding allocation this academic year	£102,396
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£486,381

Part A: Pupil premium strategy plan

Statement of intent

Our intent as The Wells Academy is to use Pupil Premium and Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress and attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well.

Our aim is to ensure that every student at The Wells Academy is equipped with the personal and academic tools to thrive fully in the world beyond the academy, so they may go on to experience great success in their adult lives, and the rewards this success brings. At The Wells Academy we believe that all students, irrespective of their background, should leave school able and qualified to play their full part in an ever-changing world, through a curriculum which is broad, ambitious, and innovative, empowering them with the skills, knowledge and personal attributes that will enable them to be successful both in school and in their future lives.

Through our work we seek to nurture the values of integrity, resilience and ambition in all students. To this end it is our goal to provide our students with access to a high-quality academic education, wide ranging opportunities to promote personal development and an environment where students can grow and develop fully. We encourage our students to be aspirational and ambitious but champion them to seek to do so whilst fostering the attributes of integrity and resilience.

Our strategy can largely be summarised within three areas, High Quality Teaching, Targeted Academic Support and Wider Strategies:

High Quality Teaching: We aim to use high quality teaching as a central pillar to our approach, this is fortified in the understanding that great teaching is the most important lever school have to improve outcomes of pupils. To this end we will pay particular focus to cognitive and metacognitive approaches.

Targeted Academic Support: In addition, we aim to use the power of providing targeted additional support for some students. This will be evidence based and targeted using information from assessment and other sources to make decisions which lead to maximum impact.

Wider Strategies: We will ensure that we consider fully the whole child and the role of wider strategies, with particular emphasis on the non-academic barriers that can be supported including how to overcome attendance, behavioural and social and emotional barriers.

All members of The Wells Academy are dedicated to the development and success for all our students, regardless of background. We believe that all students are entitled to

the support they need to grow and flourish to their full potential, both personally and academically.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Levels of Literacy</p> <p>On entry, the average literacy levels of students starting at The Wells Academy is significantly lower than national averages. Disadvantaged pupils generally have lower levels of literacy than their peers.</p>
2	<p>Attendance gap between PP and non-PP students</p> <p>The lasting impact of Covid-19 and national lockdowns has had a negative impact on attendance data. The impact on disadvantaged students has been significantly greater than that of their non-disadvantaged peers, and this continues to be an on-going challenge we are working the local authority to try and overcome.</p>
3	<p>Underachievement at Key Stage 4</p> <p>We continue to address the gap between PP and non-PP students, increasing the percentage of PP students achieving a basic 4+ and basic 5+ is also a focus. The gap between disadvantaged students and non-disadvantaged students is not confined to a single academic area.</p>
4	<p>Social, Emotional and Mental Health Difficulties</p> <p>We continue to build on local services such as Kooth online counselling, BeU Notts and existing provisions such as MHST, The Healthy Family Team, CAMHS and The Educational Psychologist Team who all continue to form part of the graduated response for students with SEMH needs. We continue to go above and beyond as an academy by implementing identified resources such as an in-school counsellor and other forms of mentoring such as Think Forward.</p>
5	<p>Lack of Cultural Capital</p> <p>A high level of deprivation amongst school cohort, with Nottingham classed by the ONS as 17th most deprived area of the UK. https://www.ons.gov.uk/visualisations/dvc1371/#/E07000223 The historical socio-cultural and economic deprivation has led to limited opportunities to widen a pupil's cultural capital without academy intervention.</p>

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
An increase in the literacy ability of all PP students over their curriculum journey at Wells.	An increase in the number of students achieving chronological reading ages over time. Develop practices that help overcome reading as a barrier for learning. Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged students closes year on year.
Narrowing the attendance gap between PP and non-PP students.	Disadvantaged students will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged students will close year on year.
Narrowing the achievement gap between PP and non-PP pupils.	Targeted interventions take place, including use of additional in-school staffing and high-quality external providers. The attainment gap between disadvantaged and non-disadvantaged students will close year on year
Provide meaningful support to pupils with SEMH problems.	Sustained improvements in levels of wellbeing are demonstrated through qualitative data e.g., student voice, family surveys and teacher observations. Suspensions continue to decline and attendance continues to improve.
All students can engage with opportunities to enrich their cultural capital.	Increased engagement with extra-curricular activities, trips and visits to broaden the experiences of all students which are mapped against the curriculum.

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on improving the quality of education for all students, prioritising teaching staff professional development and opportunities to collaborate and research informed CPD.</p> <p>SLT Teaching and Learning lead will oversee bespoke CPD to target academy improvement and teacher development throughout each academic year based on internal quality assurance as well as external Trust evaluations.</p> <p>CPD programme focusing in developing adaptive teaching</p> <p>Staff attendance at CPD / training delivered by external agencies such as WE SEND and also across the Trust.</p> <p>Coaching by T&L Academy Leaders</p> <p>Costs for PPA to provide cover for teachers and for collaborative planning to take place consistently.</p> <p>Lance Hanson – external provider to</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Pupil Premium Guidance, 2019, EEF)</p>	<p>1,3</p>

<p>enhance the quality of provision in English</p> <p>Other specialist external sources utilised across faculties to improve quality of teaching in subjects:</p> <p>Outwood Trust Collaborative Development – History Ron Dearing - Science</p> <p>SEND Self-Evaluation Tool on the quality of teaching for the provision for PP and SEND through Whole Education (WE) SEND.</p> <p>Resources to provide staff CPD on assessment including teaching and learning publications, research studies and reference texts.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted provision for students in vulnerable groups to ensure attainment can be achieved regardless of the barriers. This will be achieved by members of the Inclusion Team</p>	<p>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings</p>	<p>1,3</p>

<p>including the SENCO and Literacy Coordinator jointly evaluating student data to ensure that correct support is implemented early to support student attainment.</p>	<p>with high-quality support and training.” EEF Guidance Making Best Use of Teaching Assistants 2021.</p>	
<p>Focus on improving literacy through whole-school approaches, targeted intervention and programmes such as Lexia, Read Write Inc. and other accredited strategies aimed at improving literacy and reading levels.</p> <p>GL Assessment to provide targeted information to support teachers with curriculum delivery.</p> <p>This will be led by the Literacy Coordinator and supported by the Reading and EAL Intervention Lead, overseen by the Vice Principal for Inclusion.</p>	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” (KS3/4 Literacy Guidance, 2019, EEF)</p>	1
<p>Family Liaison Officer working together with Senior Leader and Attendance Lead to identify and work with targeted students and families to improve attendance and/or attainment of PP students.</p>	<p>“Working effectively with parents can be challenging and is likely to require sustained effort and support.” “Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.” (Working with Parents to Support Children’s Learning, 2018, EEF)</p> <p>“Monitor and analyse attendance data regularly to allow early intervention to address</p>	2,3,4

	issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.” (Improving School Attendance, 2022, DfE)	
ThinkForward Mentoring	<p>ThinkForward provides long-term coaching that gets young people ready for the world of work.</p> <p>The aim is to develop the skills that young people need, help them overcome the challenges that keep them from succeeding, and facilitate employability activities to broaden their horizons and provide experience of the workplace.</p> <p>https://thinkforward.org.uk/</p>	2,3,4
Internal and external Alternative Provision curriculum to support students that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes. Internal provision in the Inclusion Hub overseen by SENCO and includes bespoke support from Learning Mentors.	<p>“For pupils with more challenging behaviour, the approach should be tailored to individual needs.” (Improving Behaviour in Schools – Recommendation 5, 2019, EEF)</p> <p>“Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.” (Alternative Provision, 2016, Ofsted)</p>	3,4
Lexonik Literacy Intervention - to raise attainment through transformational programmes and training to supercharge literacy skills. The aim is to resolve phonics gaps for learners who find liter-	National Literacy Trust Evaluation of Lexonik: Microsoft Word - Lexonik Advance - NLT evaluation report 2022 - Summary.docx	1

acy particularly challenging and those for whom English is not their first language. The programme rapidly progresses phonics, reading, spelling, and oracy		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in need are able to access subsidised equipment, resources and uniform through the school.	<p>Internal data shows that low attendance and poor behaviour can sometimes be caused by pupils not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed.</p> <p>In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of pupils.</p> <p>Funding for equipment and resources (e.g. ingredients for food lessons, materials for art and technology, general stationary equipment) allow for all PP students to access the full school curriculum.</p>	3,4
<p>Rewards for improved attendance and 100% attendance.</p> <p>Certificates and rewards for improved and above 95% attendance.</p> <p>Termly reward for 100%.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Reward culture to foster positive engagement with attendance process for all students.</p>	3,4
Online learning platform to support	EDClass is an online platform that offers a virtual learning classroom and	3,4

<p>students with their return to education following periods of absence.</p>	<p>management portal with resources to impact learning, assessment and catch-up.</p> <p>EDClass can support with learning in core subject areas and to close learning gaps that have developed due to low / non-attendance and the pandemic. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>Counselling Service – CASY Counselling</p>	<p>Support for students with SEMH difficulties, targeting those who are also at risk of non-attendance due to anxiety related issues.</p> <p>Bespoke 1:1 counselling and where appropriate, group sessions to target emerging needs for example exam stress, bereavement, friendship groups.</p>	<p>2,4</p>
<p>Nottingham City Support Services including: Behaviour Support Team Educational Psychologist Team Autism Team Learning Support Team</p>	<p>Bespoke pathways to establish barriers to education and to find causes of any dysregulation, to prevent non-attendance and to reduce fixed term suspension rates so that students can attend school, be happy, thrive and achieve academic outcomes.</p>	<p>2,4</p>

Total budgeted cost: £380,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results from summer 2023 indicated that the gap between disadvantaged and non-disadvantaged students is still an area of focus.

Positive approaches such as Think Forward had significant impact to re-engaged students and families and continues into the new academic year, with close working between school and the allocated mentors to ensure transferable strategies and skills are shared with wider teaching staff to utilise in the classroom to support students.

Counselling Services also continue, but a new provider, CASY Counselling has been commissioned with more rigorous systems for monitoring the impact of student SEMH.

Quality of T&L has improved and quality assurance continues to identify on-going areas for development each term.

Reading Ages have improved across all year groups following a robust literacy and reading intervention strategy overseen by the Literacy Lead. The gender gap has nearly closed and boys' reading is now close to national averages. (The SAS has moved from 93.1 to 99.5 for boys, and girls' reading SASs now exceed NA).

Parent voice indicates that there is an increased satisfaction in the support and enrichment being offered to students, as well as the overall curriculum offer for all students. Parents show an increased satisfaction with the routines and rigor of the academy and report that more students feel lessons are calm and conducive to learning.

A higher percentage of pupils were able to access counselling support and as a result pupil's have shown increased exit scores in relation to SEMH and their improved emotional resilience after a period of counselling which is now being monitored through CASY counsellors.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Core Subject Skills Revision	Pet-Xi
One to One Tuition	First Class Tailored Solutions

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

N/A
