

# Pupil premium strategy statement – Woodkirk Academy

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	Woodkirk Academy
Number of pupils in school	1851
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	14 December 2022
Date on which it will be reviewed	<i>Reviewed December 2022</i>
Statement authorised by	Mr T Jones
Pupil premium lead	Mrs L Roberts and Mr R Jackson
Governor / Trustee lead	<i>Mr R Naglis</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,885
Recovery premium funding allocation this academic year	£99,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£435,521

# Part A: Pupil premium strategy plan

## Statement of intent

We want to empower students to be the best they can be in all aspects of their lives as 21<sup>st</sup> Century global citizens, including the impact they make on society. The curriculum at Woodkirk Academy aims to ensure that all students have the necessary knowledge and character to realise this.

We understand that disadvantaged students need additional support to ensure that equity and fairness can be achieved. The curriculum is built around high expectations and challenge for all, including those with special educational or other additional needs and those who are disadvantaged.

We are committed to enhance the cultural mobility of all students, particularly those who are disadvantaged, by developing in our students the knowledge and character that ensures confidence and competence to engage in informed debate, further learning and access to all aspects of what 21st Century life has to offer.

To achieve this:

- *We carefully analyse data to identify learning, behaviour and wellbeing needs and any other barriers to learning and address these with urgency.*
- *We prioritise and promote a high-quality teaching and learning experience for all students and support and challenge staff to deliver this.*
- *We understand the impact that attendance has on success and work hard to promote parental engagement in learning and ensuring regular attendance.*
- *We avoid generalisation and assumptions for our disadvantaged cohort and are ambitious for all.*
- *We are supportive and responsive to the needs of our school in the context of the local community and work collaboratively to address local challenges.*
- *We recognise that disadvantaged students are more likely to be impacted by adverse childhood experiences and are more likely to have poor mental health outcomes and ensure early intervention is supported.*
- *We are mindful of the pandemic and its long-term effects and work to mitigate against further impact on education and wellbeing.*
- *We place high value on extra-curricular and cultural experiences and promote these to all students, particularly the disadvantaged cohort.*
- *We recognise the need for clear guidance on futures and promote aspirational objectives and destinations.*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absenteeism presents a greater challenge amongst the disadvantage cohort.
2	Educational outcomes have previously exceeded National Average and this needs to be sustained post COVID.
3	Disadvantaged students are more likely to have been impacted by Adverse Childhood Experiences which affect their social, emotional and mental health needs
4	Disadvantaged students are likely to account for a disproportionately high number of <i>isolations, suspensions and exclusions</i> .
5	Disadvantaged students are less likely to take advantage of extra-curricular opportunities and additional personal development support.

## 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
Disadvantaged cohort will continue to outperform national Disadvantaged students across all Key Performance Indicators; and the attainment gap between the disadvantaged cohort and other students nationally will be narrowed.	Meets the intended outcome as evidenced in performance data (external and internal).
Attendance figures are in line with national average for all students.	Meets the intended outcome as evidenced in attendance data (external and internal).
SEMH needs will be effectively and rapidly supported.	Meets the intended outcome as evidenced in internal data.
Reduction in the proportion of students who receive an exclusion	Meets the intended outcome as evidenced in internal data.
Disadvantaged students' engagement in co-curriculum opportunities will match or exceed that of peers.	Meets the intended outcome as evidenced in internal data.

## 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: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and challenge teachers in delivering high quality teaching and learning experiences: <ul style="list-style-type: none"> <li>• Every day teaching and learning.</li> <li>• Staff development.</li> <li>• Key student groups, including disadvantaged, are prioritised.</li> <li>• Recovery and preparation for summer 2023 assessment.</li> </ul>	EEF <a href="#">Feedback</a> . EEF <a href="#">Homework</a> . EEF <a href="#">Individualised instruction</a> . EEF <a href="#">Mastery learning</a> . EEF <a href="#">Metacognition and self-regulation</a> . EEF <a href="#">Effective professional guidance</a> .	1, 2, 3
Promote first class whole school education of the English language to develop written and verbal communication: <ul style="list-style-type: none"> <li>• Oracy development.</li> <li>• Form time reading.</li> <li>• Disciplinary literacy.</li> <li>• <i>Reading form group</i>.</li> </ul>	EEF <a href="#">Oral language intervention</a> . EEF <a href="#">Phonics</a> . EEF <a href="#">Reading comprehension strategy</a> .	2, 3, 5
Development in the use of digital technology to enhance teaching and learning and parental engagement.	EEF <a href="#">Digital technology to improve learning</a> . EEF <a href="#">Parental engagement</a> .	1, 2, 3, 5
Deliver a pastoral curriculum that develops the social responsibility to make modern day citizens.	EEF <a href="#">Social and emotional learning</a> .	1, 2, 3, 4, 5

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

Budgeted cost: £157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and numeracy support to close gaps and provide necessary foundations.</p> <ul style="list-style-type: none"> <li>• TA support.</li> <li>• HLTAs.</li> <li>• Data tracking.</li> <li>• Reading assessment tools.</li> <li>• Reading resources.</li> </ul>	<p>EEF <a href="#">Oral language intervention</a>.  EEF <a href="#">Phonics</a>.  EEF <a href="#">Reading comprehension strategy</a>.  EEF <a href="#">Small group tuition</a>.  EEF <a href="#">Making best use of Teaching Assistants</a>.  EEF <a href="#">Teaching Assistant interventions</a>.</p>	1, 2, 3, 4
<p>Individualised timetables and small group intervention to support specific needs:</p> <ul style="list-style-type: none"> <li>• Vice Principal.</li> <li>• <i>Director of English</i>.</li> <li>• TA support.</li> <li>• HLTAs.</li> <li>• Academic mentors.</li> <li>• Data tracking.</li> </ul>	<p>EEF <a href="#">Small group tuition</a>.  EEF <a href="#">Making best use of Teaching Assistants</a>.  EEF <a href="#">Teaching Assistant interventions</a>.</p>	1, 2, 3, 4
<p>Tutoring: one to one and small group tuition to support the post-Covid recovery.</p>	<p>EEF <a href="#">One to one tuition</a>.</p>	1, 2, 3, 4
<p>Provision of appropriate and high-quality resources to support independent learning.</p>	<p>Provision of resources that would otherwise be difficult for some students to acquire has previously supported their independent study, which has boosted confidence and has contributed to good outcomes.</p>	2, 3

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

Budgeted cost: £243,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Broadening of pastoral functions to increase capacity to support all students beyond the taught curriculum. The focus is placed on disadvantaged students and other vulnerable young people.</p> <ul style="list-style-type: none"> <li>Staffing: <ul style="list-style-type: none"> <li>Director of Student Support.</li> <li><i>Director: Transition and Inclusion.</i></li> <li>Assistant Heads of Year.</li> <li>Pastoral Support Workers.</li> <li>Learning mentors.</li> </ul> </li> <li>Development of the B16 nurture facility.</li> <li>Staff training.</li> </ul>	<p>Restorative Justice Council <a href="#">Restorative practice in Education</a>.  EEF <a href="#">Behaviour interventions</a>.  EEF <a href="#">Mentoring</a>.  EEF <a href="#">Parental engagement</a>.  EEF <a href="#">Effective professional guidance</a>.</p>	1, 2, 3, 4, 5
<p>Attendance is a priority with 96% attendance for all students as a yearly target.</p> <ul style="list-style-type: none"> <li>Leodis Support Services support.</li> <li>Staffing: <ul style="list-style-type: none"> <li>Attendance Officer.</li> <li>Director of Student Support.</li> <li>Assistant Heads of Year.</li> <li>Admin support.</li> <li>School Safety Officer.</li> </ul> </li> <li>Parental engagement/support.</li> <li>External attendance improvement service.</li> <li>Personalised approaches and use of nurture facility.</li> </ul>	<p>GOV.UK <a href="#">Improving school attendance</a>.  EEF <a href="#">Parental engagement</a>.</p> <p>Strategies employed in previous years when attendance and PA have been more favourable than national comparators, will be used again.</p>	1, 2, 3, 4
<p>Ensuring CIEAG throughout the curriculum is of highest quality to increase students' understanding of the range of opportunities available.</p> <ul style="list-style-type: none"> <li>Staffing.</li> <li>Virtual experiences.</li> <li>STEM focus.</li> </ul>	<p>Work in this area in previous years has seen improved engagement in learning and progress towards a smooth transition to next steps. NEET for disadvantaged is low.</p>	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of digital platforms to engage parents including MyEd communication; and virtual consultation and information evenings.	EEF <a href="#">Parental engagement</a> .	1, 2, 3, 4, 5
<p>Community Support used to increase expertise and capacity further.</p> <ul style="list-style-type: none"> <li>• Family Support Worker</li> <li>• Counsellor</li> <li>• Wellbeing Worker</li> <li>• Art/Play Therapist</li> <li>• Online CBT Provision</li> </ul>	<p>Early Intervention and the identification of complex needs in a timely manner enables targeted support to be implemented to support students, their families and the local community to prevent escalation of issues and improve parental engagement.</p> <p>Family Support Worker engages parents in their child's learning and also identifies external support services.</p> <p>Commissioned Therapeutic Services who are quality assured are used to provide group and 1:1 interventions which are evidence based.</p>	1, 2, 3, 4, 5
Rewards will be used to promote the desired attitudes and to acknowledge outstanding contributions.	Rewards have returned positive responses from students previously.	1, 2, 3, 4
A rich and varied extra-curricular offer works alongside the taught curriculum to achieve the overall aims.	Student engagement in extra-curricular brings many positive impacts in competence and confidence.	2, 3, 5
Contingency fund to support with additional interventions and opportunities as necessary.	Keeping back a small amount of funding to respond quickly to needs that have not yet been identified has proven successful in the past.	1, 2, 3, 4, 5

**Total budgeted cost: £367,290**

## 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 2021 to 2022 academic year.

Intended outcome	Outcome seen
Disadvantaged cohort will continue to outperform national Disadvantaged students across all Key Performance Indicators; and the attainment gap between the disadvantaged cohort and other students nationally will be narrowed.	See data below.
Attendance figures are in line with national average for all students.	Attendance for disadvantaged students at 83.4% is in line with national comparators. This is below other students at the Academy.
SEMH needs will be effectively and rapidly supported.	Staff continue to work at full capacity to support students with SEMH difficulties. SDQ Outcome scores are collected for some sessions with 75% demonstrating improvements.
Reduction in the proportion of students who receive a suspension	The number of suspensions of disadvantaged students is disproportionately high (5.6% cf 53.8%). However, the proportion of individuals who are disadvantaged has fallen (51.7% cf 54.3%) as has the proportion of days attributed to disadvantaged students (57.6% cf 63.4%).
Disadvantaged students' engagement in co-curriculum opportunities will match or exceed that of peers.	The full programme of extra-curricular offer did not take place in 2021 22. Data collection to take place frequently throughout 2022 23 and interventions implemented where necessary.

#### Qualification outcomes 2022

Although the progress data is not as strong as the outstanding progress outcomes from before Covid-19, they still outperform 2019 national disadvantaged figures. The attainment figures of Basics at 4+ and 5+ are 7 and 12 % points higher respectively, and these remain well above national figures. The lower progress scores can, in large part, be explained by the impact of 8 out of the 56 disadvantaged students. In spite of significant efforts, it proved very difficult to engage with these families and the support offered did not succeed; this includes regarding their attendance, which was below 25%. As per the data presented, it is clear that students who attended benefited from the curriculum offered and attained excellent outcomes.



Students, staff and parents should be congratulated for another strong set of outcomes which will provide pupils with the knowledge and skills to take them on to their next stages in education, training and employment.

	Woodkirk Academy 2019	Woodkirk Academy 2022	Woodkirk Academy 2022 (Excluding non-attenders)*	Woodkirk Academy 3 Year Average 2017-2019	National Average**
<b>Basics 9-4</b>	52%	59%	69%	56%	38%
<b>Basics 9-5</b>	32%	45%	52%	32%	25%
<b>Progress 8 Overall</b>	+0.11	-0.14	+0.31	+0.26	-0.28
<b>Progress 8 English</b>	-0.10	-0.21	+0.23	-0.02	-0.25
<b>Progress 8 Mathematics</b>	+0.06	+0.27	+0.65	+0.21	-0.26
<b>Progress 8 EBacc</b>	+0.06	-0.25	+0.16	+0.21	-0.31
<b>Progress 8 Open subjects</b>	+0.34	-0.24	+0.27	+0.53	-0.28

\*Outcomes with the 8 pupils removed that did not attend / achieved very low attendance (<25%) at Woodkirk Academy in the academic year 2021 / 2022.

\*\*Taken from 2019.

### **Destinations**

Due to the positive outcomes, students were able to move to destinations of choice. Only 1 disadvantaged student is NEET (as compared to 1 other student).

## Attendance

	2018	2019	2020 (pre-lockdown)*	2022
% Sessions attended – Disadvantaged	93.2	93.6	92.1	83.4
% Sessions attended – Within school Other	96.8	96.6	95.6	92.5
Gap	3.6	3.0	3.5	9.1
% Persistent absenteeism – Disadvantaged	20.3	16.3	26.7	46.3
% Persistent absenteeism – Within school Other	3.8	5.1	9.5	18.9
Gap	16.5	11.2	17.2	27.4

\* It should be noted that in autumn 2019 an outbreak of norovirus in the local area had a significant impact on attendance with overall attendance from the end November to the start of the Christmas break at 89.5% (disadvantaged: 84.2%, other 90.7%). This had a marked impact on the figures across the year to 13 March 20.

## 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
None	