

Pupil premium strategy statement

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	Wallscourt Farm Academy
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Kelham Principal
Pupil premium lead	Helen Rea Assistant Principal
Governor / Trustee lead	Kathryn Raftery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,185
Recovery premium funding allocation this academic year	£8,500
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	£130,685

Part A: Pupil premium strategy plan

Statement of intent

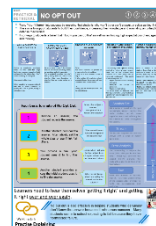
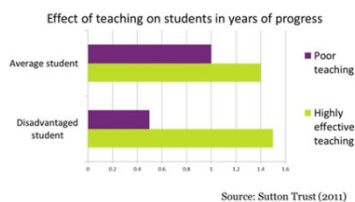
At Wallscourt Farm Academy our vision is to create ambitious, confident young people who are culturally aware and able to contribute to society and the lives of others as they become adults themselves. Our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture and practice that prioritises the needs of learners experiencing disadvantage even over other groups.

Our key principles for our strategy are:

- Our belief in ‘one learning community’ with adults and children as partners in their learning journey.
- Quality first teaching
- Assessment and provision that meets needs and closes gaps
- A carefully sequenced, knowledge-rich curriculum, based on key concepts, skills and the importance of oracy across the curriculum.

We recognise that a range of strategies, within and in addition to quality first teaching, will support the progress and attainment of learners experiencing disadvantage. Quality first teaching (Sutton Trust 2011) is described as the single biggest variable (30%) that explains in school variation. We develop highly effective teaching through a rigorous approach to staff professional development including research based instructional coaching. These strategies also include a range of learning opportunities and experiences which develop cultural capital for our learners experiencing disadvantage.

We recognise the vital importance of Oracy. We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances when children are at school. Left unaddressed, this gap will grow. The ‘Speak for Change’ report found that 66% of primary teachers said school closures during the pandemic had a negative effect on the spoken language development of pupils eligible for free school meals.



Challenges

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

Challenge number	Detail of challenge
1	Language and Oracy development: Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.
2	Attainment of key subject areas: There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes. We know from our analysis that many of our younger disadvantaged learners' education has been disproportionately impacted by partial school closures.
3	Reading: We know that our PP learners have lower levels of reading progress / attainment. Reading at home is practised less. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.
4	Adverse Childhood Experiences: We know that our analysis shows that children with disadvantage have a higher chance of exposure to an adverse childhood experience (ACE). Developmental social and emotional well-being impacts adversely on readiness to learn.
5	Enrichment: We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital.)
6	Attendance and Punctuality: There is a historical trend that the overall attendance of our PP learners is below the national average (96%) and there is a gap between PP and non-PP attendance at school.
7	Financial: We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children.
8	Parental Engagement: We know that many of our PP learners have parents who are less engaged in learning and for a number of reasons do not support learning at home.

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
Learners experiencing disadvantage across the school will have accelerated progress to raise attainment.	Learners will achieve as well nationally in comparison to their non-PP peers.
The attendance of disadvantaged learners will have increased by +3%	Attendance of PP children will be in line with the national average for all.
Learners use their oracy skills, including spoken vocabulary, to share their learning and understanding in line with age-related expectations	Teaching and Learning reviews, including pupil voice, reflect positive improvements in the development of learners' oracy and language development.
The 8 challenges identified above are supported	Children are ready to learn and able to access benevolent school experiences.
Children enjoy school and their learning	Pupil voice reflects a high proportion of positive attitudes towards school and learning.

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: £122,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.</p>	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.</p>	1,2,3,5
<p>Staff CPD through coaching and instructional coaching, utilising principles from a range of sources including 'Walkthrus.'</p> <p>Key research is used to guide regular staff CPD with a focus on quality first teaching.</p> <p>Professional Development sessions</p> <p>CPD days</p> <p>Leadership Training</p>	<p>Instructional coaching has a better evidence base than any other form of CPD in terms of impact on student outcomes.</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-reaching</p> <p>https://www.suttontrust.com/our-research/great-teaching/</p>	1,2,3,5
<p>Language and Oracy development: Voice 21</p> <p>A whole school reading approach to provide deliberate Oracy opportunities throughout the curriculum to support language acquisition</p>	<p>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Voice 21) https://voice21.org/why-oracy-matters/</p>	1

<p>Establish a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Wallscourt Farm Academy Reading Spine – core books that all children will read during their time with us <p>Teaching of reading is a daily focus in Learning Zones: phonics, being a reader sessions and end of day stories.</p>	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> • Systematic synthetic phonics <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</p>	2,3
<p>Curriculum enactment:</p> <p>Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p>	<ul style="list-style-type: none"> • <i>Why knowledge Matters – rescuing our children from failed educational theories</i> (E.D. Hirsch, Jr – 2017) • <i>The Curriculum – Gallimaufry to coherence</i> (Mary Myatt – 2018) • <i>Why children don't like school</i> (Daniel T. Willingham) 	1,2,3,5
<p>Phase Leader Release to support in:</p> <ul style="list-style-type: none"> • Ensuring high expectations of disadvantaged learners within year groups • Consistency of school wide approaches • Monitoring, assessment & moderation 	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 	1,2,3,5,8
<p>Core Team Meetings / Pupil Progress Meetings</p> <ul style="list-style-type: none"> • Weekly (Y2&6) and fortnightly Y1,3,4,5 	<ul style="list-style-type: none"> • Embedded Formative Assessment , Dylan Williams 2018 	1,2,3,5,8

<ul style="list-style-type: none"> • Focus on PP learners and SEND • Teachers assess trends and patterns • Curriculum adaptations made based upon trends and discussions 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL Therapy approach allows gaps to be identified and therapies delivered to support in closing these gaps.</p> <p>This is implemented from Y1 – 6 across the school and focuses on key children and monitors progress.</p> <p>Therapies are delivered for key children by class teachers / teaching partners and catch up teachers.</p>	<p>PiXL aims to support the promotion of excellence for learners. One of the strategic approach's PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each learner to enhance standards. This is achieved through, what PiXL term DTT (Diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	2
<p>Speech & Language Therapy to support learners' speech and language skills to ensure they are corrected or well developed.</p> <ul style="list-style-type: none"> • EYFS focus on Speech, Language and Communication • Speech and Language screening for all learners in Reception • Specialist Speech & Language screening for learners with higher need 	<ul style="list-style-type: none"> • Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning. • Oral language intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention 	1

<ul style="list-style-type: none"> • Talk Boost therapy sessions (Y1) • Family drop-in sessions (South Gos) 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Oracy development: To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition.</p> <ul style="list-style-type: none"> • Improve oracy levels through embedding Voice 21 and WFA strategies to develop grammar and articulation. • Use Oracy Framework tool (key components of communication – linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring process. 	<p>Voice 21</p> <p>“Speaking is a huge priority. It’s one of the biggest indicators of success later in life. It’s important in terms of their employability as they get older. It’s important in terms of wellbeing. If children aren’t able to express themselves and communicate how they’re feeling, they’re not going to be able to be successful members of society.”</p> <p><i>Amy Gaunt, Voice 21 https://voice21.org/</i></p>	1
<p>Financial Support</p> <p>- Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</p>	<p>According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	5, 6, 7
<p>Financial Support</p> <p>- Music Lessons: Support parents of children who qualify for FSM through supplementing Bristol Beacon’s discount to</p>	<p>Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips,</p>	5,7

provide a 50% discount for music lessons and free instrument hire.	missing out on things like birthdays, extended family gatherings or family holidays.'	
Financial Support - Uniform: Supply PP learners with a free book bag and provide free uniform on a case-by-case basis.	The working class: Poverty, Education and Alternative Voices – Ian Gilbert The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.	5,7
Financial Support - Extracurricular / wider opportunities: Provide opportunities for children to attend paid for after school sports provision on a case-by-case basis. - Ensuring PP children are given priority for selection at extracurricular clubs	Education Endowment Fund: Enrichment There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4 months.	5,7
Financial Support - Trips and visits: Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y6 residential discount.		5,7
Whole School Thrive Approach Learners social and emotional well-being development supports readiness to learn. 1:1 and small group work led by Thrive practitioner.	“The Thrive Approach teaches you how to be, and what to do, with children’s differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.” The Thrive Approach	4
Staff supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf	4,6,8

that supporting learners with complex issues provides.		
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Total budgeted cost: £

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Aims for 2020-21

Gap closing in EYFS, with a focus on the GLD areas of learning

	Met Early Learning Goal	All		FSM			Cohort	GLD %
		No.	%	No.	%			
Communication and Language	Listening Attention	49	86%	9	90%			
	Understanding	49	86%	10	100%	All	57	77%
	Speaking	45	79%	8	80%	FSM	10	70%

Gaps for disadvantaged pupils are identified and targeted teaching will teach to gaps through high quality lessons

Gaps between PP learners and the data for all continue to be present in all year groups and this has been affected by the long period of school closure. Vulnerable learners were prioritised for school places during partial reopening.

Data 2021/22: O= on track D = deepening

	All		PP	
Y6	D+	Q+	D+	Q+
Reading	47%	96%	36%	100%
Writing	16%	82%	9%	64%
Maths	38%	91%	18%	73%
Combined	13%	82%	9%	64%
Y5	D+	Q+	D+	Q+
Reading	20%	75%	7%	33%
Writing	13%	63%	7%	33%
Maths	23%	70%	7%	27%
Combined	9%	61%	7%	27%
Y4	D+	Q+	D+	Q+
Reading	18%	72%	6%	50%
Writing	7%	67%	0%	44%
Maths	9%	70%	0%	50%
Combined	4%	67%	0%	44%
Y3	D+	Q+	D+	Q+
Reading	19%	77%	7%	67%
Writing	12%	68%	7%	53%
Maths	12%	79%	7%	67%
Combined	5%	67%	7%	53%
Y2	D+	Q+	D+	Q+
Reading	24%	81%	11%	56%
Writing	19%	76%	11%	67%
Maths	19%	74%	0%	44%
Combined	14%	67%	0%	44%
Y1	D+	Q+	D+	Q+
Reading	12%	74%	0%	33%
Writing	2%	68%	0%	33%
Maths	0%	81%	0%	56%
Combined	0%	65%	0%	33%

PPI learners are exposed to a wide range of social, cultural and sporting experiences to build cultural capital.

Learners who are PP were prioritised for several places per club. Musical instrument lessons were subsidised by the academy and by Bristol Plays Music resulting in lesson costs being halved and instrument hire being free to PP learners.

During lockdown periods, vulnerable learners were supported with laptops, wifi connection was offered too – engagement of all learners was monitored closely throughout all lockdown periods. Home visits and regular communication with families throughout lockdown led to good engagement.

PPI learners complete home learning, with support if necessary, and have access to a sports kit.

New sports kits were purchased and distributed. Other kits were kept in school in case learners forgot to bring theirs in.