

## 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	WMG Academy Solihull
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	29
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	02-10-21
Date on which it will be reviewed	01-09-22
Statement authorised by	CHi
Pupil premium lead	CHi
Governor / Trustee lead	LNo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,940
Recovery premium funding allocation this academic year	£11,070
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	£76,010

## Part A: Pupil premium strategy plan

### Statement of intent

Our priority is to narrow the attainment gap between our Pupil Premium eligible students and their peers by removing any potential barriers to learning. These include issues with achievement and attainment, lack of engagement in lessons or in enrichment activities, attendance and punctuality. Furthermore, we aim to remove some of the external barriers and create additional opportunities to have more parental engagement, raise aspirations, develop more positive peer relationships and give the student access to funding for additional resources.

### Challenges

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

Challenge number	Detail of challenge
1	Achievement and attainment
2	Attendance and Punctuality
3	Behaviour and wellbeing
4	Parental engagement
5	Culture capital and aspirations

### 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
Minimum of 95% for all students	Attendance in line with the local or national average.
Punctuality	Late marks recorded to be less than 5%
Persistent absences in line with national average	Persistence absence reduced and in line with the national/local average.  National average for persistent absence for PP students is:

	23.8% (Last available figures from Term 1 2019-2020)
All students on/above target in Year 10 and 11 in Eng/Maths/Science.  To narrow the gap between PP and non PP in attainment	Year 10 and 11 PP students making progress in line with their targets  Academy Target (GL) for Year 11 PP students is E&M 9-5% -35.1 % E&M 9-4% - 100%
Improve quality of teaching and learning	Consistently Good /outstanding teaching recorded from learning walks/observations
Development of middle leaders to track, monitor and support student attainment	Strong middle leadership team who stretch and challenge their departments.
Reading age in line with real age at KS4	Improved reading ages Students feel confident enough to read in class Better results in English Language
Students undertake independent learning	Students are independent learners and take responsibility of their learning.  Improved outcomes and engagement in lessons.
Number of exclusion and isolations reduced	Exclusions remain low but particularly repeat exclusions.
Behaviour management training for staff	Reduction of negative behaviour points in lessons Positive student voice feedback
Reduction in behaviour points	Improved engagement in lessons and an increase in positive behaviour points. Improved outcomes for students SEMH needs addressed of vulnerable students
Alternative provision	Quality AP/ work experience for students not accessing the KS4 curriculum
Attendance to all parent's evenings	Improved attendance to parents evening (80% and above)
Parents engaged with their child's learning	Improved attendance to parents evening (80%-plus) More independent learning at home indicated by a reduction in HL codes on half termly reports at KAs.
Pupil Post 16 progression and strong careers information, advice and guidance.	NEET figures improved
Extra workshops and trips for PP pupils.	PP students achieve higher grades.

	More PP students apply to college/STEM subjects
Pupil Voice	Positive feedback from all PP students. PP students represented within the academy.
Enrichment opportunities for PP students	More STEM focussed Enrichment for PP students

## 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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of Enrichment opportunities and programs for PP students	Additional resources to increase costed Enrichment groups	1/3/5
<p>Staff CPL on stretch and challenge – to ensure quality teaching is sustained</p> <p>Literacy focus – CPL sessions on how to use literacy effectively in lessons</p> <p>Review of sequencing in lessons – how effectively are students being taught cross curricular skills</p> <p>Staff training on behaviour management and dealing with low level disruption</p> <p>Staff training on raising aspirations.</p> <p>All PP students in Year 11 identified in SIG group meetings and have personalised mentoring to support their progress</p>	<p>CMo/SLT to review T&amp;L via learning walks and lesson observations</p> <p>Subject leads – learning walks</p> <p>Student voice</p> <p>Staff voice- CPL needs and effectiveness of CPL</p>	1/3/5

Senior Mental Health Lead training to support students with SEMH needs Weekly ESLT meetings to discuss key students and their progress. SIG Meetings Regular data meetings with all staff to discuss attainment and intervention	STa/CMo to support staff and embrace opportunities to develop CPD calendar to reflect staff skillset Regular data meetings with all staff to discuss attainment and intervention  Calendared DATA/SISRA/SIG meetings to be led by DVi	1/3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Maths and English staffing to support and challenge students in lessons/ small group extraction	Subject leaders to monitor gap between pp and non pp. ESLT to review data and mentor students. All staff awareness and intervention of key students	1/3
Small group support/intervention Via Action Tutors	Subject leaders to monitor gap between pp and non pp. ESLT to review data and mentor students. All staff awareness and intervention of key students	1/3
Reading scheme – small group/ one to one reading using LSA. Staff training on how to teach decoding and comprehension to students in lessons. Lead for English to identify those with lowest reading ages and provide support with reading.	Subject leads to promote and monitor reading in all curriculum areas. Literacy lead to review evidence of literacy in lessons via learning walks	1
• Revision guides provided for students	Tracking of attendance to revision sessions/ after school intervention sessions.	1/4

<ul style="list-style-type: none"> <li>• Revision stationary made available for students (flashcards/highlighters) Scientific calculators provided.</li> <li>• Additional afterschool revision sessions</li> </ul>	<p>Monitoring student progress in internal assessments.</p> <p>Tracking of missed homework for pp students by subject leads and class teachers.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lates recorded daily</p> <p>Daily late detention (ESLT)</p> <p>Pastoral leaders to chase up persistent lateness via meetings/reports</p> <p>Late/absence letters to be sent home (CSAWS)</p>	<p>JIR- daily recording of lates</p> <p>Daily late detentions</p> <p>Half termly report/tracker to SLT</p> <p>ABa/CCa/NLo to support/intervene where necessary</p>	<p>2/3</p>
<p>Involvement of external agencies to support persistent non- attendance (CSAW)</p> <p>Jir to monitor and produce attendance reports</p> <p>Form tutors to monitor attendance</p> <p>Rewards for good attendance</p> <p>Behaviour lead to have fortnightly meetings with CSAWs officer to identify actions for those who fall below 95 and 90% attendance- completion of the attendance tracker</p> <p>Pastoral leaders to monitor through feedback via meetings from NLo. Review weekly attendance reports for anyone with below 90%</p>	<p>STA to oversee attendance and report to governors.</p> <p>Two-week attendance tracker sheet (NLO, CSAWs)</p> <p>Termly meetings with FMA, NLO and CSAWs</p> <p>Form tutors to monitor tutor group attendance</p>	<p>2/3</p>

<p>attendance- with clear intervention in place for each student in the form of meetings, attendance reports etc Whole school assemblies/display about attendance.</p>		
<p>Weekly PA report to pastoral leaders.</p> <ul style="list-style-type: none"> <li>• Daily roll-call phone calls</li> <li>• Absence letters to be sent home</li> <li>• Work with CSAWS-staged letter response and visits where/when required</li> <li>• Targeted workshops with key students and parents</li> <li>• Legal action for holidays and persistence absence</li> <li>• Counselling where applicable</li> </ul>	<p>JIR – record daily attendance Concerns, highlighted in fortnightly meetings with NLo, fed back to ABa/CCa Weekly report to ESLT and CSAWS Regular reviews and reflection of the attendance action plan</p>	<p>2/3</p>
<p>Careful tracking of behaviour by daily behaviour report sent to SLT/ESLT/Dept. leads. Mentoring (SIG group) and counselling offered where necessary Weekly pastoral meetings to discuss key students and interventions Pastoral item on agenda for weekly ESLT meeting</p>	<p>Half termly report to SLT about exclusions and AP reports of LGB.</p>	<p>3/4/5</p>
<p>Behaviour management training for staff (INSET days)</p>	<p>Half termly : Learning walks Lesson observations Student outcomes Student voice Book/folder reviews</p>	<p>1/3</p>
<p>Incentive for gaining positive behaviour points via student rewards.</p>	<p>CMo/CHi and pastoral leaders to monitor and intervene by using Progresso behaviour logs  Subject leads to monitor behaviour logs via Progresso reports</p>	<p>1/3/4</p>



Students identified who may require support from school counsellor	Counsellor to provide support where required	1/3
Students identified who may require access to alternative provision	Alternative provision to help support student who require additional provision	1/3
<p>Call parent reminders</p> <p>Phone calls for key hard-to – reach parents on the day of all parents evenings</p> <p>Follow up meetings and letters for non - attenders</p> <p>Free up form tutors – one tutor time a week to contact parents</p>	Report on attendance following each parents evening (CMo)	1/4
<p>Home visits</p> <p>How to revise workshops</p> <p>Coffee mornings</p> <p>Bring parent/ child day</p>	Logs of home visits and follow up meetings	1/4
<p>Regular careers meetings. Every Pupil Premium pupil to have a clear post-16 plan in place by the end of Year 11.</p> <p>Pupil premium pupils are seen first be careers advisors as a priority group.</p>	<p>Records of PP students receiving careers advice.</p> <p>Post 16 destination data to be updated by ESLT</p>	5
<p>Attend university/college opens days</p> <p>Motivational speakers</p> <p>Funding for cultural enrichment trips/visits</p>	<p>Attendance to trips/workshop tracked.</p> <p>Subject leads ensure pp are represented at any trips/events</p> <p>Attendance to mentoring sessions tracked and followed up by pastoral leaders.</p>	5
<p>Pupil Premium pupil practice interview/ CV writing</p> <p>PP student mentoring – focusing on interviews linked to pupil progress.</p>	<p>Notes from meetings reviewed</p> <p>Progress logs kept for meetings.</p>	5
<p>Discussions have centred on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school.</p>		5

<p>Pupil premium pupils are represented on student council, as prefects and as pupil leaders. 20% plan – ensuring all activities/events include a minimum of 20% pp students.</p>		
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**Total budgeted cost: £76,010**

## 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.

-Attendance and punctuality-Percentage attendance for PP students has been more difficult to track this year due to the lockdown from January-March and covid related absences. Where individual issues have been identified with attendance, pastoral leaders have intervened with strategies to support these areas.

-Attainment – On average PP students made better progress in GCSE Basics (E and M) compared to their Predicted grades from starting points. 31.4% of all PP students achieved GCSE English/Maths 5+, compared to their prediction of 20% and 62.9% of pp students achieved GCSE English/Maths 4+, compared to their prediction of 31.4%

-Aspirations – 97% positive destinations (47% at WMG Sixth form, 6% apprenticeships and 43% Further Education College). Student Voice showed that 96% of the pupil premium students felt more confident about their future and the world of work at the end of year 11.

#### Evaluation

Early intervention for attendance is essential.

- Development of the role of the tutor and mentor in supporting pupil premium students
- Parental involvement needs to be developed and sustained throughout the year. This may be subject specific and or/ student specific.
- Additional support in English to support students with low literacy skills
- More exam preparation for students and parents and earlier, beginning in Year 10

### 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
1-1 Support English/Maths	Action Tutoring

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A