

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	449
Proportion (%) of pupil premium eligible pupils	45.0% (Yr10+11) 27% (Total cohort)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	16-10-23
Date on which it will be reviewed	01-10-24
Statement authorised by	C.Hickman
Pupil premium lead	C.Hickman
Governor / Trustee lead	E.Northwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,640
Recovery premium funding allocation this academic year	£7155
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	£114,795

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 is reduced and in line with the national/local average. National average for persistent absence for PP students is 37.0% (2022-2023)

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% 24.5% E&M 9-4% - 49.1%
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 chronological age at KS4 (use of Lexonik programme and appointment of Literacy Coordinator)	Improved reading ages Students feel confident enough to read in class Improved results in English Language
Students undertake independent learning	Students are independent learners and take responsibility for 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 workshop, trips and opportunities 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: £6000

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
1 Staff CPL on stretch and challenge – to ensure quality teaching is sustained 2 Literacy focus – CPL sessions on how to use literacy effectively in lessons 3 Use of Lexonnik programme 4 Appointment of Literacy Coordinator from current staff (TLR 2) 5 Review of sequencing in lessons – how effectively are students being taught cross curricular skills 6 Staff training on behaviour management and dealing with low level disruption 7 Staff training on raising aspirations. 8 All PP students in Year 11 identified in SIG group meetings	CMO/SLT to review T&L via learning walks and lesson observations Subject leads – learning walks Student voice Review at end of year cycle (2024) Staff voice- CPL needs and effectiveness of CPL	1/3/5

and have personalised mentoring to support their progress		
Senior Mental Health Lead/SEMH Practitioner 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	CMo/SLT 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

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

Budgeted cost: £66000 (+7155)

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 Effectiveness of Lexonik programme Progress over time on numeracy programmes e.g. Sparx Maths	1/3
Small group support/intervention Via Yipiyap and other providers	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
Lexonik – small group/ one to one reading using English staff	Subject leads to promote and monitor reading in all curriculum areas. Literacy lead to review evidence of literacy in lessons via learning walks	1

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.	Effectiveness of Lexonik programme	
Revision guides provided for students Revision stationary made available for students (flashcards/highlighters) Scientific calculators provided. Additional after school revision sessions Easter revision sessions PGL Residential Trips to be run for each cohort with 50% cost funded for PP students	Tracking of attendance to revision sessions/ after school intervention sessions. Monitoring student progress in internal assessments. Tracking of missed homework for pp students by subject leads and class teachers. Improved outcomes in targeted revision subjects	1/4

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

Budgeted cost: £35640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lates recorded daily Daily late detention (ESLT) Pastoral leaders to chase up persistent lateness via meetings/reports Late/absence letters to be sent home (CSAWS)	Daily recording of lates Daily late detentions Half termly report/tracker to SLT SDa/CCa/MBi/ETo to support/intervene where necessary	2/3
Increased funding to support the involvement Involvement of external agencies to support	CMo to oversee attendance and report to governors. Funding increase to be reflected in SLA Two-week attendance tracker sheet (SAd CSAWs)	2/3

<p>persistent non-attendance (CSAWS) Administration to monitor and produce attendance reports Form tutors to monitor attendance Rewards for good attendance SAd to have fortnightly meetings with CSAWs officer to identify actions for those who fall below 95 and 90% attendance-completion of the attendance tracker Pastoral leaders to monitor through feedback via meetings from SAd Review weekly attendance reports for anyone with below 90% attendance- with clear intervention in place for each student in the form of meetings, attendance reports etc Use of SEMH Practitioner as family liaison officer, where SEMH and attendance issues persist Whole school assemblies/display about attendance.</p>	<p>Termly meetings with ABa, SAd, MBI ETo and CSAWs/Solihull EIS Form tutors to monitor tutor group attendance Improved communication with parents/academy leads to improved attendance outcomes</p>	
<p>Weekly PA report to pastoral leaders. Daily roll-call phone calls Absence letters to be sent home Work with CSAWS-staged letter response and visits where/when required Targeted workshops with key students and parents Legal action for holidays and persistence absence Counselling where applicable</p>	<p>Admin staff to record daily attendance Concerns, highlighted in fortnightly meetings with SAd, fed back to ABa Weekly report to ESLT and CSAWS/Solihull EIS Regular reviews and reflection of the attendance action plan</p>	<p>2/3</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	Half termly report to SLT about exclusions and AP reports of LGB.	3/4/5
New post SEMH Practitioner, partly funded by PP, to work with an identified group of learners in small group and 1-1 session, where SEMH is the primary need and an additional need has been identified e.g. attendance	Identified group Records of sessions Record of interventions Evidence of academy-home liaison	1/2/3/4/5
Behaviour management training for staff (INSET days)	Half termly : Learning walks Lesson observations Student outcomes Student voice Book/folder reviews	1/3
Incentive for gaining positive behaviour points via student rewards.	CMo/ABa and pastoral leaders to monitor and intervene by using Bromcom behaviour logs Subject leads to monitor behaviour logs via Bromcom reports	1/3/4
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 3 places allocated at Solihull Academy	Alternative provision to help support student who require additional provision	1/3
Provision of uniform and travel costs for targeted students	To support the cost of living situation and widen participation	2/4
Call parent reminders Phone calls for key hard-to – reach parents on the day of all parents evenings	Report on attendance following each parents evening (CMo)	1/4

Follow up meetings and letters for non - attenders Free up form tutors – one tutor time a week to contact parents		
Home visits How to revise workshops Coffee mornings Bring parent/ child day	Logs of home visits and follow up meetings	1/4
Regular careers meetings. Every Pupil Premium pupil to have a clear post-16 plan in place by the end of Year 11. Pupil premium pupils are seen first be careers advisors as a priority group.	Records of PP students receiving careers advice. Post 16 destination data to be updated by ESLT	5
Attend university/college opens days Motivational speakers Funding for cultural enrichment trips/visits	Attendance to trips/workshop tracked. Subject leads ensure pp are represented at any trips/events Attendance to mentoring sessions tracked and followed up by pastoral leaders.	5
Pupil Premium pupil practice interview/ CV writing PP student mentoring – focusing on interviews linked to pupil progress.	Notes from meetings reviewed Progress logs kept for meetings.	5
Discussions have centred on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school. Pupil premium pupils are represented on student council, as prefects and as pupil leaders. 20% plan – ensuring all activities/events include		5

a minimum of 20% pp students.		
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Total budgeted cost: £114795

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 2022 to 2023 academic year.

-Attendance and punctuality-Percentage attendance for PP students has shown a clearer picture this year post Covid-pandemic. National attendance figures have also fallen in the year 2022-2023. Where individual issues have been identified with attendance, pastoral leaders have intervened with strategies to support these areas.

-Attainment – Data surrounding Lexonic Advance shows positive gains in the reading ages of the participants, with the biggest gain being an improvement of 60 months moving from a reading age of 12.6 years to 17.6 years. More generally the average learner has gained 14 months on their reading age and 14 months on their Standard Age Score. Student feedback has generally been positive, with the Year 10 students in particular really engaging in the programme.

Year 11 students identified as suitable for the programme by their original SAS scores tended to show that they already had higher reading ages and the WRAT tests taken by students at the start and end of the 6 week programme only go up to a top reading age of 18.9

Aspirations – 96% positive destinations (27% at WMG Sixth form, 5% other Sixth forms 14% apprenticeships/other training providers and 50% Further Education Colleges). 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

Evaluation

Evaluation has shown that the area that needs additional funding in Wider strategies, therefore an additional 10% funding has been put into this area to reflect the needs of the cohort.

Early intervention for attendance is essential, although this may not always be possible, as students join in Year 10. A rigorous tracking system will help address this, and an increase in the SLA hours with CSAWS has been put in place.

The need for increased alternate provision and a broader range of offers, needs to be addressed and increased funding has been given to this area.

A new role has been approved to support the work of the SEN and Pastoral teams. The SEMH Practitioner will support a targeted cohort of students with 1-1 and small group interventions and will also play a role in improved family liaison

Development of the role of the tutor and 1-1 mentor in supporting pupil premium students is particularly vital

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 to include Lexonik programme.

More exam preparation for students and parents and earlier, beginning in Year 10, including opportunities for residential trips

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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/Science	Yipiyap

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