Pupil premium strategy statement – WMG Academy Solihull

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	419
Proportion (%) of pupil premium eligible pupils	130/419 130/236
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	S.Tait CEO
Pupil premium lead	C.Morris
Governor / Trustee lead	L.Northwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,900
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*	£123,900

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, including the sustained impact of the COVID 19 pandemic that has been well documented as affecting students from high deprivation areas most significantly.

Challenges

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

Challenge number	Detail of challenge
1	Attending school can be a challenge for disadvantaged students Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2.7%-3.2% lower than for non-disadvantaged pupils. 42-49% of disadvantaged pupils have been 'persistently absent' compared to 13-20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Reading ages and reading ability can be significantly below expected/chronological age. Average reading age = 10 years in year 11 and 11 years in year 10.
3	Culture capital, aspirations, participation in meaningful enrichment
4	Behaviour and attitude to learning
5	Progress and attainment

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
Aspirational Progress for All: Key data metrics achieved across KS4	Key metrics are in line with or exceeding GL targets: GCSE English 5+ 35% GCSE English 4+ 57% GCSE Maths 5+ 40% GCSE Maths 4+ 58% GCSE E&M 5+ 25% GCSE E&M 4+ 44% Level 2 Engineering manufacture merit + 42.9% Level 2 Engineering manufacture pass + 65%
The curriculum is adapted to ensure that it effectively meets the needs of **all** students with a specific focus on: ● Girls ● SEND ● PP Whilst ensuring all staff establish a learning environment that is calm, positive and supportive by fostering positive relationships with all	Clearly defined curriculum plans for each subject. Seating plans in all subjects identify SEND and other focus groups of students and all staff routinely use Passports Average Grade for Girls = 4.5 Average grade for SEND (E and K) = 5 Average grade for PP = 4
'Reading Wise' programme is effectively introduced to students in year 10 with reading ages ranging from 5 - 13 years old	Year 10 students that have been identified to make progress in the next set of NGRT tests and apply skills that have been developed to GCSE style questions. Year 11 students identified already based on end of year data to make progress in the next set of NGRT tests and apply skills that have been developed to upcoming mock exams.
To ensure that the achievement and progress of vulnerable students groups (SEN/PP/LAC/Mental health needs) is in line with their peer group, curriculum equally ambitious for all students Participation rates in CIAG, enrichment and employer engagement Data capture indicates that all vulnerable group have participated in at least 1 company engagement activity per academic year Participation rates Data capture indicates that all vulnerable group have participated in at least 1 academic trip per academic year	All students are supported to make expected progress despite any barriers (life/ academic) they face Students feel supported and confident whilst in the Academy Sub groups have equal and fair access to all opportunities Tracking document to show all students listed, and records of uptake on each trip. SEN/PP quality assurance document completed per half term to show the following -Analysis of data dashboard

To ensure that all vulnerable groups achieve a positive destination at Post-16/18	Participation rates for trips, participation in company engagement and destinations reviewed half-termly as a data capture
Maintain effective systems to ensure attendance is increasing. Continuing to be at least 87% (North Solihull Secondary Schools figure) but aiming for N.A 91% at KS4. Continue to reduce the rate of PA and SA particularly amongst SEND and disadvantaged students.	KS4 attendance is at 93% Narrow the absence rate between: PP v NonPP SEND v Non-SEND 'A star' attendance system is embedded (staff and families) Wider staff understanding of attendance changes/ importance of links between attendance, progress and attainment
Student intervention program (SIG) is timely and impact is measurable Students Receiving SIG intervention close the gap to target more than those who are not.	SIG will identify students at risk of not meeting target grades, and engage intervention strategies as appropriate
To effectively identify and support students with SEMH Increase provision and raise the profile of mental health and wellbeing in the academy.	PASS test results and well being surveys are used to assess the SEMH needs of students within the academy Google Form for SEMH referrals. SEMHP trained as a Mental Health First Aider plus 1 more. Tracking and evidence-Boxall Profile used from 03/11/24. Students complete on entry, midway and at the end of SEMH work.
Enrichment across key stage 4 and 5 embedded for all students with a range of activities, competitions and clubs offered. Strong links developed with: Primary schools and wider community Planning continues to introduce CCF in 2025	Successful enrichment activities and routines established for KS4 and KS5, with opportunities throughout the academic year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an attendance and welfare officer to support the *Embedding good practice set out in DfE's guidance on working together to improve school attendance* and well as utilising a programme to support with tracking of attendance and punctuality (ed class)	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	Challenge 1 £40,000
SEMH targeted support, mentoring and counselling	Building resilience, perseverance. Part of the Solihull MBC graduated approached expected from schools	Challenge 1 £45,000

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

Budgeted cost: £ 10,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday intervention classes	Small group work to support academic achievement	Challenge 5 £7,600
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance by utilising readwise programme	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	Challenge 2 £850
Sparx maths	Numeracy support/ intervention at home and in the Academy.	challenge 5 £2,400

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

Budgeted cost: £ 27,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ed class	Solihull approach: *Avoiding multiple suspensions and permanent exclusions - comprehensive*	challenge 4 £7,936
Supporting curriculum trips and visit	Cultural capital investment	Challenge 3 £10,114
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £10,000

Total budgeted cost: £ 123,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Outcomes

GCSE Student Outcomes 2024

All students A8 = 33.7, PP A8 =27.4

There is a gap of –6.3, which leaders aim to close in 2024-205

All students 9-5 English and Maths=23.4%, PP 11.3%

All students 9-5 English = 34.8%, PP 22.6%

All students 9-4 Maths= 34.0%, PP 20.8%

The focus will remain heavily on QFT, particularly in Maths as PP students are currently performing below their NPP peers.

Attendance Outcomes

The data shows that the rate of absence of disadvantaged students was 5.8% below their non-disadvantaged peers in 2023-2024. This has narrowed from a gap of 7.4% in 2022-2023. There is still a difference between students who are disadvantaged and those who are not, with non-disadvantaged students attending the Academy more often. The academy, are currently not in line with the National average but through continuing to embed our work around attendance, including the creation of a new post (Attendance and Welfare Officer) we are on target to reduce the attendance gap in 2024-2025

Behaviour Outcomes

The interventions that have been put in place to support Pupil Premium students have had a positive impact on behaviour. Some of the strategies put in place have included the development of the pastoral team and also the use of mentoring to students in a timely and impactful manner. In the academic year 2022-2023, Pupil Premium students accounted for 70 suspensions. Last year, this number fell to 49 students. These figures confirm that the strategies that have been implemented to support students to make positive behaviour choices are having an impact on them.

Destination Outcomes

Students in Year 11 had 99% positive destinations (34% at WMG Sixth form, 3% other Sixth forms, 13% apprenticeships/other training providers and 49% Further Education Colleges).

Reading Outcomes

The appointment of a Literacy Lead helped us to secure improvements in reading ages for our weakest readers and also continued our drive to encourage reading for pleasure
Specific examples of progress from PP cohort;

Student A – SAS – 91/ Previous SAS – 75. Reading age 13.02 (Much higher progress)

Student B – SAS – 119/Previous SAS – 69. Reading age 17+ (Much higher progress)

Student C – SAS – 107/Previous SAS – 69. Reading age 16.09 (Much higher progress)

Student D – SAS – 91/Previous SAS – 70. Reading age 12.07 (Much higher progress)

Student E – SAS – 101/Previous SAS – 72. Reading age 15.06 (Much higher progress)

Student F – SAS – 110/Previous SAS – 89. Reading age 16.09 (Much higher progress)

Student G – SAS – 95/Previous SAS – 81. Reading age 13.05 (Higher progress)

.In June 2024, WMG Solihull launched the new Literacy programme 'Reading Wise' for students who need extra support with reading and enhanced exam performance skills. The sessions have been happening on a weekly basis with a successful start.
This programme is a lot more interactive and engaging for learners. The Academy made the decision to change from our previous Literacy programme which was 'Lexonik' to 'ReadingWise,' as the English Team believe Reading Wise is much more relevant to the Solihull student demographic. ReadingWise has a much more holistic approach by integrating comprehension, critical thinking, and context-based learning, which supports students ability to deconstruct texts for their GCSE exams.

SEMH Outcomes

Some Pupil Premium students have been given access to 1:1 and group Wellbeing Sessions, due to the appointment of an SEMH practitioner.

The focus of these sessions has covered:

• How do I manage my Anxiety?

• My positive self

• Social media understanding

• Self-care diary

• Self-reflection journal

• Self-esteem and Confidence

• Anger management

•Bereavement Support

The aim of these sessions is to support students with low self-esteem/ confidence, low mood and anxiety as well as reintegrating some students back into school.

Students who had access to these sessions improved their self-esteem and confidence in the academy, made new friends and their attendance improved. Students felt happier in the academy and their health and self-worth increased.

Evaluation

Early intervention for attendance is essential, although this may not always be possible, as students join in Year 10. A new role has been created, Attendance and Welfare Officer, to ensure rigorous tracking of students
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.
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 the Readwise Programme and the appointment of a literacy coordinator. More exam preparation for students and parents and earlier, beginning in Year 10, including opportunities for residential trips The development of Holiday Intervention classes to support academic attainment.

Externally provided programmes

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

Programme	Provider
Counselling	External Provider
SISS ASD/SEMH	Solihull Metropolitan Borough Council
Alternative Provision	Solihull Academy, Riverside Education

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.