

Pupil premium strategy statement – Winterstoke Hundred Academy 2023-24

This statement details our school’s use of pupil premium (and recovery 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	679
Proportion (%) of pupil premium eligible pupils	26.9%
Academic year/years that our current pupil premium strategy plan covers	5
Date this statement was published	October 2021
Date on which it will be reviewed	October 2026
Statement authorised by	Tony Searle
Pupil premium lead	Claire Kelly
Governor / Trustee lead	Sian Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 815
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,815

Part A: Pupil premium strategy plan

Statement of intent

Our academy and our trust's focus remain on those presently experiencing disadvantage even over other groups or areas. We continue to seek to improve standards and outcomes through high quality continued professional development, effective leadership, and ensuring excellent provision for those presently experiencing disadvantage to achieve greater equity through education. Our aim is that students who experience disadvantage will achieve as highly as their non-disadvantaged peers nationally. At Winterstoke Hundred Academy, disadvantage is experienced by many of our students and is a far reaching and complex educational issue. Disadvantage is present in many guises within our community and does not only apply to our pupil premium students. Many of our students experience a plethora of challenging circumstances that no single intervention will resolve and therefore we feel a multi-faceted approach built upon a culture of learning, nurturing, and empowering offers the best opportunity to succeed and ensure all students discover their sense of self and agency in the modern world.

To provide excellence in our educational experience and outcomes for children experiencing disadvantage, there must be a deep understanding of individual needs and a relentless focus on privileging these needs at every opportunity. At WHA, we continue to deliver a strategy for students who experience disadvantage that seeks to have a demonstrable impact. We remain focused on providing professional development to ensure teaching and learning is reaching the specific and individualised needs of all our students, and we know this will disproportionately impact our PP who benefit the most from great teaching. We are committed to ensuring literacy needs and especially the opportunities for oracy are met in every subject and as a starting point, they are being demonstrated within the development of a strong tutor programme. Subjects have a clear sense of their own disciplinary literacy and are committed to supporting the literacy needs of students within the curriculum.

We also understand that excellent relationships with all staff are essential to support students grow and develop as learners and young people in our community and we work hard as a team to support a sense of belonging for all students, and especially our vulnerable students at WHA. Our pastoral staff are our cornerstone of a graduated response to pastoral needs which seeks to ensure students attend, engage, and learn successfully. As we move into the last year of our three-year plan, we are particularly focusing on students who experience more than one disadvantage, and the data suggests that we need to particularly support students who are both in receipt of PP and have one or more other vulnerability such as SEN. We understand the need to use assessment and data to identify the needs of our individual students so that we can fully support their progress

Challenges

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

Challenge number	Detail of challenge
1	<p>The English, maths and science achievement of disadvantaged pupils is generally lower than that of their peers as evidenced in trust wide assessments</p> <p>Assessments on entry to year 7 indicate that a higher % of our disadvantaged pupils arrive below age-related expectations compared to their non-PP peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p> <p>Our observations suggest many disadvantaged learners opt out of enrichment experiences that can provide cultural capital. This is backed up by several national studies.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and wellbeing issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/ future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last 12 months indicates that attendance among disadvantaged pupils has been 4.2% lower than for non-disadvantaged pupils and that a larger amount of PP students are persistently absent.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, 50% of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • An average Attainment 8 score of 5.5 • A Progress 8 score of 0.5 • 5+ Basics of 50% • 4+ Basics of 75%
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>NGRT or Englemann assessments show progress.</p>
Improved 'opt in' by disadvantaged learners for optional enrichment activities	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Cultural capital opportunities undertaken through the WHA guarantee.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,2
Improve active participation in lessons and improved written work of pp pupils through a focus on improving oracy.	EEF Oral language intervention +6 months	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing our small group intervention for reading. Testing using NGRT as a baseline and developing both individualised	EEF: Small group tuition +4 months and 1:1 tuition +5 months, Reading comprehension strategies +5	1,2

intervention and in class support.		
Developing small group intervention in Maths to support those students not on track.	EEF: Small group tuition +4 months and 1:1 tuition +5 months, Reading comprehension strategies +5	1
Developing and guiding aspirations with high quality CEIAG input.	Enable more FSM and LAC pupils to realise the enabling power of education and that what they do now directly impacts on their future. EEF: Mentoring +1 month, Individualised instruction +3 months, 1:1 tuition +5 months	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy focused on HOY/DHOY developing relationships and supporting students to attend school.	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	5
Fund for subsidised enrichment opportunities and cultural capital experiences	Hattie: Extracurricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning.	3
Development of SLR Behaviour lead	EEF Behaviour support and intervention +4 months	4,5
School Counsellor 1:1 therapy for students that find the demands of school/ life challenging.	EEF: Social and Emotional learning +4 months, Individualised instruction +3	5

	months, 1:1 tuition +5 months	
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Total budgeted cost: £ 112, 815

Part B: Review of the previous academic year


Outcomes for disadvantaged pupils

Key stage 3 Data average test %


In most of Ks3 attainment our PP gap continues to be lower than that across the trust.



			WHA	CLF
Attainment Y7 Disadvantaged Av Test %	English	PP	50.4%	51.6%
		Non PP	53.2%	60.7%
		Gap	-2.7%	-9.1%
	Maths	PP	47.1%	41.5%
		Non PP	51.6%	53.3%
		Gap	-4.5%	-11.8%
	Science	PP	44.1%	39.7%
		Non PP	54.0%	50.9%
		Gap	-9.9%	-11.1%



			WHA	CLF
Attainment Y8 Disadvantaged Av Test %	English	PP	52.6%	48.9%
		Non PP	57.9%	59.3%
		Gap	-5.3%	-10.5%
	Maths	PP	45.1%	40.1%
		Non PP	53.3%	54.7%
		Gap	-8.1%	-14.6%
	Science	PP	60.0%	50.0%
		Non PP	67.7%	62.1%
		Gap	-7.7%	-12.1%



			WHA	CLF
Attainment Y9 Disadvantaged Av Test %	English	PP	49.0%	48.3%
		Non PP	58.1%	58.7%
		Gap	-9.1%	-10.5%
	Maths	PP	32.1%	36.1%
		Non PP	46.3%	49.2%
		Gap	-14.1%	-13.0%
	Science	PP	38.2%	45.5%
		Non PP	53.7%	58.1%
		Gap	-15.5%	-12.6%

