

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	Saint Wilfrid's C of E Academy, Blackburn
Number of pupils in school	1,274 (in years 7-11)
Proportion (%) of pupil premium eligible pupils	20
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Miss Huddleston
Pupil premium lead	Mrs Rees
Governor / Trustee lead	Mrs Leadley and Mrs Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,905
Recovery premium funding allocation this academic year	£34,737
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	£272,642

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they may face, ***live life to the full***. For us, this means that they make good progress, achieve high attainment across the curriculum and enjoy a rich and varied school experience. The focus of our pupil premium strategy is to support disadvantaged students to reach that goal.

We know our students and their individual circumstances; this, and high-quality teaching, is at the heart of our pupil premium strategy. We know that excellent classroom provision is proven to have the greatest impact on closing the disadvantaged attainment gap. We also know that this approach will benefit all learners.

Our approach is constantly evolving and is both strategic and reactive. We have to be responsive and adapt to the needs and challenges faced by individuals and the changing landscape of education. All approaches are evaluated and the impact examined in order to ensure our actions are effective.

In order to ensure our actions are effective:

- All staff take responsibility for disadvantaged students' outcomes and raise expectations of what our students can achieve (*challenge*)
- All staff are given appropriate background information about our students so that they are able to support students (*support*)
- When issues are identified, staff intervene in a timely manner

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that disadvantaged boys' attainment is significantly lower than the attainment of disadvantaged girls. This is the case across a range of subject areas.

2	Our analysis indicates that students from disadvantaged backgrounds are less likely to have effective educational support from parents and are more likely to struggle with homework, revision and independent study .
3	Internal and external (where available) assessments indicate that attainment, in a small number of subjects among disadvantaged students, is below that of non-disadvantaged students.
4	Our attendance data over the last 5 years indicates that attendance among disadvantaged students has been slightly lower than for non-disadvantaged students. In addition, the negative impact of COVID-19 (loss of routine, lack of quiet study spaces and limited parental support with education) has been greater for disadvantaged students than their non-disadvantaged peers.

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
To narrow the disadvantaged gender gap by improving rates of progress for disadvantaged boys .	KS4 outcomes in 2023/24 to show that both boys and girls achieve a positive P8.
Students to report a greater confidence when working independently; students to improve their competence in revision strategies.	Assessments, observations, staff and student voice to indicate significantly improved student engagement with independent study and improved outcomes for disadvantaged learners.
To improve progress data for disadvantaged learners in our target subject areas .	KS4 outcomes in 2023/24 to show that attainment of disadvantaged learners in target subjects is in-line with other subject areas. These subject areas to embed effective strategies to improve outcomes for disadvantaged learners.
To reduce the attendance gap.	The attendance gap between disadvantaged and non-disadvantaged attendance to be 1% or less.

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff training (CPD)– focus on HABITS / Rosenshine’s principles of Instruction	<p>Over the course of this period, all staff will be encouraged to engage with current educational research. Our next focus is the place of behavioural science. We will study the research of James Clear (Author of ‘Atomic Habits’), BJ Fogg (‘Tiny Habits’) and Harry Fletcher Wood (‘Habits of Success’). Staff will trial these approaches in their classroom and will be challenged to consider how they can establish good habits among their learners and establish good habits as teachers.</p> <p>Research-led revision and retrieval training will be given to all teaching staff by Bradley Busch of ‘InnerDrive’ to ensure that the revision habits of all of our learners are effective. Staff to use this training to inform their 15 weeks to thrive guidance document for students in year 11.</p> <p>Staff have worked on cognitive-load theory and retrieval practice/interleaving, we are now going back to the essential elements of effective first-time teaching. All staff will receive training on <i>Rosenshine’s Principles of Instruction</i>. Teachers will be encouraged to explore what these principles look like within their subject discipline, trial these and identify their impact.</p> <p>All approaches will be evaluated.</p>	1,2,3

PiXL Insights Boys' Project	<p>A working party will look at a range of research linked to improving outcomes for boys (particularly disadvantaged boys). The party will give CPD to teachers on the power of:</p> <ul style="list-style-type: none"> • Intrinsic motivation • Homework habits • Extended writing <p>This group will also co-ordinate mentoring for a group of boys. The mentors will receive training from Joe Sparks (<i>Level Best, PiXL Change</i>)</p> <p>The findings of the project will then be shared with all staff and successful approaches will be rolled-out to all teachers.</p>	1,2,3,4
15 weeks to Thrive – overhaul of current practice	The CPD from 'InnerDrive' will be used to inform the overhaul of our revision practices for year 11.	1,2,3
Sharing best practice for our disadvantaged learners.	Assistant Principal (PP) to work with learning area co-ordinators of target subject areas to develop effective approaches for this cohort.	1,2,3

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

Budgeted cost: £ **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two HLTAs deployed to work closely with struggling readers in KS3.	<p>47% of our new intake year 7s have a reading age below 10 years and 6 months. This was 42% the year before. This clear drop in literacy levels will have a disproportionate effect on disadvantaged learners based on the data we have gathered over the last 3 years.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students can be highly effective. We can determine that these learners need intervention which is personalised,</p>	1,3

	targeted and effective so that they are able to catch-up and can access the secondary curriculum.	
Additional revision workshops	Weekly after-school sessions with subject specialists to support the independent study and revision practices of this cohort of learners. Additional student revision workshops with Bradley Busch (InnerDrive)	1,2,3
Homework club (KS3) and homework and catchup clinic (KS4)	Homework demerits are higher among disadvantaged students than non-disadvantaged students. Disadvantaged students have also requested homework support in a quiet space with access to computers, resources and learning support assistants.	1,2,3,4
Mentoring	The pastoral team will be using the principles of Pixl's Level Best (<i>Joe Sparks</i>) to look at mentoring approaches – focussing on habits and attendance.	1,2,3,4
Auditing students to assess their need.	The pandemic has made the gap between disadvantaged and non-disadvantaged greater. Direct conversations with some of our key families has confirmed that they are struggling financially because of the pandemic. We have also seen how important access to equipment and technology is for our learners. We will continue to audit our students on an individual basis to assess the need and identify how best to support these learners. We will continue to evaluate which resources will have the greatest impact.	1,2,3,4
School-led tuition and National tutoring programme	EEF research shows the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area.	1,2,3

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

Budgeted cost: £ **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance initiatives	Poor attendance is the biggest barrier to learning and progress. NfER briefing for school leaders identifies addressing attendance as a key step.	4
Educational visits and in-house workshops	Research suggests that disadvantaged students will have a more limited experience of the world than their non-disadvantaged peers. We want to increase the cultural capital of our disadvantaged learners.	1,3,4,
Music school and music exams – we wish to offer weekly music tuition to a greater number of disadvantaged learners	According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months. We want to encourage a greater number of disadvantaged learners to participate in musical tuition (currently 24 disadvantaged students receive 1:1 music lessons).	1,2,4
Counselling - To offer weekly 1:1 counselling sessions for disadvantaged learners in/near crisis.	We have seen a marked increase in students struggling with their mental health since the start of the Covid19 situation. The counsellor has seen some excellent progress with these learners – increased attendance, improved self-esteem, improved view of school and a greater understanding of the value of their education.	1,2,4
Uniform/equipment support	Through student voice, we have established that a lack of uniform, PE kit and equipment has been a barrier to regular attendance.	4
CEIAG – careers interviews / flight path	Through student voice, it has been identified that low aspiration means that some disadvantaged students settle for 'good enough'; a number of students do not fully engage with school as they don't see the value of their qualifications.	1,2,3
Duke of Edinburgh To support students to complete the award	The EEF describes the positive impact of wider initiatives such as DofE for disadvantaged learners.	1,4

Total budgeted cost: £ 240,000

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.

We have seen a slight variation in the attainment score for disadvantaged learners after a two-year up-turn. It is clear that the pandemic has had an impact on outcomes – particularly for our most-disadvantaged learners.

See below for details of the impact of our pupil premium activity:

Quality teaching for all:

Chosen action / approach	Estimated impact:	Lessons learned
Assistant principal PP – close monitoring of disadvantaged cohort and strategic co-ordination of spending.	<p>We have seen a slight variation in the progress score for disadvantaged learners after a two-year up-turn.</p> <p>It is clear that the pandemic has had an impact on progress – particularly for our most-disadvantaged learners.</p>	PP attendance will continue to be a key focus this year – as well as the team approach with weekly attendance meetings, AP (PP) will lead an attendance project using the research of Harry Fletcher-Wood.
Higher Level Teaching Assistants (2) working with this cohort to support, mentor, teach and nurture.	<p>The HLTAs focus on the literacy levels of our students in KS3 – working to ensure all learners have sufficient reading ability to tackle the literacy challenges of KS4.</p> <p>For the last 2 academic years, the reading programme in year 7 has been interrupted due to Covid19.</p> <p>Historically, reading progress measures have confirmed the positive impact of the reading programme:</p>	<p>It is clear that the reading programme works – and historical data suggests that this benefits all learners (not just our disadvantaged learners). Periods of limited school opening have negatively affected the power of these interventions. HLTAs to lead on the reading programme <i>through Learning for Life</i> lessons in year 7.</p> <p>HLTAs to devise methods for delivering this remotely – if needed.</p>

	<p>2019 - the average student made 1 year and 11 months progress with their reading age, the average disadvantaged catch-up student made 1 year and 9 months progress. This was measured from September until June – in just 9 months, students had made accelerated progress.</p> <p>2020 - As of March (remote learning started) the year 7 cohort had made 1 year and 6 months progress (on average) with their reading age.</p> <p>2021 – In the 9 months – from September 2020 until June 2021, students had made an average of 1 year and 3 months progress (this is lower than previous years – but affected by periods of remote learning).</p> <p>Homework club, revision support, board games club and mentoring have also been delivered by these HLTAs with positive results.</p>	<p>HLTAs to continue with after school homework and revision support as well as nurturing clubs at lunch and after school.</p> <p>SEND staff, LSAs and pastoral staff have reported that the lunchtime and after school provision for these vulnerable students is improving confidence, engagement with wider school life, attendance and independent study skills.</p>
CPD and Edukey	<p>Staff training was considerably cheaper this year with many courses being delivered remotely due to Covid19.</p> <p>Courses attended included: Teachology: Closing the Reading Gap. This was attended remotely by the 2 HLTAs and has informed their work on improving reading ages for students in KS3.</p> <p>Edukey has been used to share individual learning plans and important details about SEND and PP/FSM students with teachers and learning support assistants. This resource has been used by staff to inform their context sheets and to adapt their teaching,</p>	<p>Staff will be encouraged to take a greater interest in research-led CPD and apply lessons learned to their practice this year.</p> <p>SVP and AP (PP) will be promoting opportunities for CPD to staff to increase take-up of courses.</p>

	resources and provisions to meet the individual needs of learners.	
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Targeted intervention:

Chosen action / approach	Estimated impact:	Lessons learned
Learning platforms and digital resources.	<p>Due to the impact of Covid19 and the need for blended approaches to online/ remote and classroom-based learning, the need for digital platforms was particularly felt last year.</p> <p>Pupil Premium funds paid for / contributed towards the following resources:</p> <p>Digital Theatre Live – access to live theatre performances Sora Overdrive – online library of e-books Lexia – Literacy intervention program Star reading and Accelerated Reader – reading intervention programs Linguascope – MFL learning platform Rosetta Stone – EAL learning platform Times Table Rockstars – Numeracy learning platform Firefly – homework and virtual learning platform GCSEPod – cross-curricular video and quizzing revision resources Educake – science quizzing platform Hegarty – maths video and quizzing platform Tassomai – science quizzing and revision platform</p> <p>The science learning area have invested in the use of Tassomai and Educake this year – supporting disadvantaged students to engage with these resources to help with homework and independent study. They have seen an improvement with the progress of disadvantaged learners.</p> <p>The progress scores suggest a 3 year improvement in science – particularly with the greater number of disadvantaged students opting for triple science.</p> <p>GCSEPOD continues to be a real success - with students watching 10,258 videos.</p>	<p>We will continue to purchase these digital platforms – and look for others which could be used if blended learning is needed again this academic year.</p> <p>The impact of revision resources will be carefully measured this year by learning areas.</p>

Chosen action / approach	Estimated impact:	Lessons learned
	<p>The learning area with the greatest usage was English Literature – a learning area which continues to close the attainment and progress gaps for disadvantaged learners.</p> <p>Hegarty has contributed to the improvement in progress for disadvantaged learners in maths – and this learning area has seen a 3 year trend of improving progress and attainment scores for disadvantaged learners.</p>	
Purchasing resources	<p>Many resources were purchased this academic year – particularly as students needed to access resources/revision guides and text books when working from home.</p> <p>Among the resources purchased:</p> <ul style="list-style-type: none"> • Maths – Corbett maths cards / Birmingham maths books • English – Revision guides and poetry revision flash cards • Science – Revision guides and text books • History – Printing of bespoke revision guides to accompany in-house-created video resources • Geography – Revision resources and equipment • RE – Differentiated revision guides • Independent study resources and equipment for low-income families during the period of remote learning. <p>Progress data demonstrates that these learning areas have seen good outcomes for disadvantaged learners – in particular: Geography, History and Triple Science have seen positive progress scores for this cohort.</p>	<p>The Teacher Assessed grades suggest that learning areas with access to the best resources have better rates of progress with the disadvantaged cohort.</p> <p>With this in mind, learning areas will be encouraged to bid for pupil premium funds this year – to use the funds creatively to boost progress for their disadvantaged learners. Best practice will be shared across the Academy.</p>
Books	<p>The LRC continues to demand investment so that resources are up-to-date and in-line with the students' requests for the newest titles.</p> <p>Consequently – a large investment of pupil premium funds was allocated to the purchasing of books. This enabled the suc-</p>	<p>The LRC is an important resource for improving reading standards – this investment is likely to result in a reduced spend in coming years.</p>

Chosen action / approach	Estimated impact:	Lessons learned
	<p>successful continuation of the reading program (STAR and Accelerated Reader). The impact of this program can be seen in the section above marked “HLTAs”.</p> <p>Books have also been purchased for staff – this is to increase staff-engagement with current educational research. Both teaching staff and pastoral staff have been given books to inspire and refocus practice.</p>	Staff are now engaging with research across the Academy and trialling approaches – we plan to broaden this further with working parties focussed on boys’ achievement and improving attendance – using the research available and exploring how other schools have seen success.
BookTrust	We decided to provide a library of reading books for our looked after children during the period of wider school closure. Some of these learners were in school (due to their status as vulnerable) and some were at home. We understood that the change in routine and widespread covid-anxiety could be more keenly felt by those children in-care. To show these children that we care, we purchased a collection of books for them and distributed these as gifts.	We have a larger number of looked after children joining the Academy and this is a national trend as older children (secondary age) are difficult to place in adoption placements and as a consequence, the number of children taken into care continues to increase. We need to consider this cohort closely and look at creative ways to use funding (PEP funding) to help engage the child academically and emotionally.
iPads	Funding has been allocated to support families in receipt of FSM to access our 1:1 device programme. This has been invaluable during the partial school closure and meant that we were able to transition to remote learning quickly.	We need to continue to ensure that all learners have access to devices – this is an integral part of, not only our Covid contingency planning, but also our Academy approach to learning and teaching.

Other approaches:

Chosen action / approach	Estimated impact:	Lessons learned
Visiting theatre group	<p>The MANACTO theatre group came to the Academy on two occasions – to perform “Macbeth” and “A Christmas Carol.” The company allowed us to ‘live-stream’ the performances to students self-isolating at home. This enabled all learners to have a theatre-style experience (some of the learners had never visited a theatre and reported how they enjoyed the experience and how they understood the set texts with greater clarity).</p> <p>English Literature continues to be a subject area where disadvantaged learners make good progress.</p>	<p>The positive response from our disadvantaged learners who had never visited a theatre confirmed that this was a worthy intervention – but also highlighted the importance of a theatre visit for all learners – we will look to organise a trip to see ‘Blood Brothers’ for KS4 students this year.</p>
SEND support – Reader pens	<p>Working with the SENCO to explore the individual barriers to learning experienced by some of our disadvantaged students, we saw that a number of these learners were also struggling with sight-reading and comprehension. We purchased a number of reader pens, trialled these with a group of year 11 students and used them as part of their access arrangements during assessments. The students reported mixed results – some loved using the reader pens and found that they were able to hear the text read aloud, which improved their processing-speed and enabled them to write more in the exam. Some students, however, reported that they struggled to use the technology independently when in assessments.</p>	<p>It is clear that the reader pens help some disadvantaged students with SEND and we need to allow students to trial these to see if they help the individual.</p>
Taxis and attendance incentives	<p>We had a number of barriers to attendance last academic year. Covid19 provided the biggest barrier. The pandemic meant that some of our disadvantaged learners were</p>	<p>We can use taxis/minibuses with greater value for money this year – by combining journeys.</p>

	<p>unable to get to the Academy each day. Family members shielding and unable to undertake the school run; safe-guarding concerns; students who are young carers among other issues raised by the pandemic meant that taxis were needed to remove the barriers to attending school. We had to support these students to ensure that they attended the Academy on-time each day without losing invaluable time in education.</p> <p>The nature of Covid19 meant that we could not use taxis/minibuses strategically to transport more than one family together – this meant that transport was more expensive – but we felt that this was a necessary expense if students were attending the Academy as a result of this expenditure.</p>	<p>We are also launching an attendance project – inspired by the work of Harry Fletcher-Wood to target a cohort of persistent absentees.</p>
Counselling	<p>The mental health crisis among young people, exacerbated by the pandemic, has been felt by our students. We have increased the provision of a counsellor to two days each week (the sixth form also employ this counsellor for an additional day). We took the decision to make the counsellor available to our most disadvantaged learners on 2 days each week with students having 45-minute sessions with the counsellor on a 1:1 basis. Students in crisis are prioritised when external agencies report a long waiting list and students have between 8 and 10 sessions in a block. The counsellor provides us with detailed feedback and an impact report at the end of the block.</p>	<p>We need to continue to provide this for our learners – we feel it is imperative that students have access to quality talk-therapy. We will continue this service and regularly assess/evaluate and adapt if the need changes.</p>
Music School	<p>We have continued to work in partnership with the Academy's music school to offer our disadvantaged learners the opportunity to learn an</p>	<p>We have over 200 disadvantaged learners at the Academy – we need to increase the uptake of</p>

	<p>instrument, take part in extra-curricular music opportunities and improve the access to instruments. We have recognised the positive influence that music tuition has had on our disadvantaged learners -the discipline required and the embedding of good habits has seen these students make good progress in a number of areas across the Academy. We have targeted this approach for our more-able disadvantaged learners to drive aspiration and broaden cultural experiences.</p> <p>This year, 24 disadvantaged learners were given free weekly music lessons and access to instruments.</p>	<p>lessons among this cohort. We are limited by the access to good instrumental tutors, but we will make this a target, this year, to increase this number.</p>
Duke of Edinburgh	<p>The covid19 situation meant that the Duke of Edinburgh programme was managed differently. We have encouraged a group of disadvantaged learners to participate in the programme and we have covered the cost of:</p> <ul style="list-style-type: none"> • Lowland Leader training for 1 staff member • Printing of certificates • Purchasing incentives / awards • Purchasing equipment 	<p>We have a new Duke of Edinburgh co-ordinator within the Academy. I have already challenged him to increase the number of disadvantaged students taking part – this is an excellent opportunity for these students and will have lasting impact on their self-esteem, self-efficacy and future prospects.</p>
Uniform support	<p>We have supported struggling families with uniform support this year – and we have allocated more funding to this than in previous years. The covid19 situation meant that we had more families struggling to purchase the uniform. Some disadvantaged students articulated that a lack of access to uniform was a barrier to attendance.</p> <p>By providing this uniform, we have ensured that a good number of our</p>	<p>With the newly-released guidance on uniform affordability, we will be reviewing our uniform policy.</p>

	disadvantaged learners are in the building and that their learning experience is not interrupted by something so easily fixed.	
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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
Digital Theatre Live – access to live theatre performances	Digitaltheatre+
Sora Overdrive – online library of e-books	Capita
Lexia – Literacy intervention program	Lexia
Star reading and Accelerated Reader – reading intervention programs	Renaissance Learning
Linguascope – MFL learning platform	Linguascope
Rosetta Stone – EAL learning platform	Rosetta Stone
Times Table Rockstars – Numeracy learning platform	TimesTableRockStars
Firefly – homework and virtual learning platform	Firefly
GCSEPod – cross-curricular video and quizzing revision resources	GCSEpod
Educake – science quizzing platform	Educake
Hegarty – maths video and quizzing platform	Hegarty
Tassomai – science quizzing and revision platform	Tassomai