

Pupil Premium Report

December 2020



**The Whitley
AP Academy**

Pupil premium spending current academic year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	1 st December 2020	Date of next pupil premium review:	October 2021
Total number of pupils that have been on roll between 01/09/2020 and 18/12/2020:	84	Total pupil premium budget forecast for single roll pupils:	£31,165
Total number of pupils eligible for pupil premium (brackets denote single roll only)	51 (38) 61 Ever 6 (43) single roll Ever 6	Amount of pupil premium received per child:	Primary- £1320 Secondary- £935 CLA - £2300

STRATEGY STATEMENT
<p>The 'Pupil Premium' funding was introduced by the Government in April 2011 with the objective of narrowing the achievement gap between pupils from low-income families and their peers, termed 'disadvantaged pupils'. Schools are free to spend the Pupil Premium as they see fit, however they are accountable for how they use the additional funding to support pupils from specific target groups. New measures have been included in the performance tables to show the achievement of disadvantaged pupils. A Government analysis of the past performance of disadvantaged pupils suggested that there are a number of barriers to the achievement and wellbeing of these pupils:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Transition / Attendance • Engagement / lack of access to extra-curricular activities • Suitability of curriculum • Emotional and social issues <p>The Whitley AP Academy is committed to ensuring support and resources are in place to enable our disadvantaged pupils to improve their academic outcomes. Please read the information below which gives details of our Pupil Premium Grant and how we allocate the funding</p>

Assessment information

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	0 (0 / 3)	33.3 (1 / 3)
% making expected or better than expected progress in writing	0 (0 / 3)	33.3 (1 / 3)
% making expected or better than expected progress in maths	0 (0 / 3)	33.3 (1 / 3)

END OF KS4 (FOR SECONDARY SCHOOLS)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9-4 English and maths	18.75 (3 / 16)	12.5 (1 / 8)
% achieving combined science	N/A	N/A

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Attendance in PRUs and AP Academies is significantly below that of mainstream schools, the most recent national data from the 2018-19 academic year shows that average attendance in setting such as ours is 64.7%.
B	Literacy skills; the majority of pupils are significantly behind their chronological age in terms of reading, spelling and comprehension; understandably this impacts on the ability of pupils to access the curriculum.
C	Due to the nature of our provision and the typically complex backgrounds of our pupils, there are often large gaps in the knowledge and skills which understandably impacts upon the rates of progress that pupils in the Academy make.

ADDITIONAL BARRIERS

External barriers

D	The social, emotional and mental health of pupils is a common area of concern for pupils who access our provision; pupils have historically exhibited very challenging behavior in other settings and need significant support to develop in this aspect.
E	Parent / carer engagement is a concern for many of the families we work with; whilst our relationships with these key stakeholders are often better than they had with mainstream schools, this is still an area of focus for the Academy.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Effective curriculum delivery to enhance the progress and attainment of disadvantaged learners, this will be embedded throughout the Academy.	Disadvantaged pupils make progress and attain in line with their peers via consistently high-quality curriculum delivery.
B	Improved and consistent attendance of disadvantaged pupils throughout the Academy.	Attendance of disadvantaged pupils is in line with other pupils at the Academy.
C	Parental engagement supports academy improvement and the embedding of an aspirational culture for all pupils and groups of pupils.	Increased participation by parents at academy events, COVID-19 dependent, and opportunities for parents to interact with the Academy.
D	Enhanced bespoke Careers provision to develop long term aspirations of pupils.	Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations within disadvantaged pupils grow as a result which is shown in the Academy's NEET figures.

Planned expenditure for current academic year

ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Assessment Tools: Wide Range Assessment Testing (WRAT), Pupil Attitudes to Self and School (PASS)	Pupils undertake termly assessments with areas for development set from the results of some of these assessments.	Reading ages are shown to be some of lowest amongst disadvantaged pupils and the key literacy skills such as inference are critical in closing the gap particularly at Key Stage 2.	Programmes are embedded into whole school curriculum and reviewed annually.	LM	2021
Educational visits and visitors to school, COVID-19 restrictions apply.	Twelve educational visits throughout the year to a variety of venues such as theatres, catering establishments and places of cultural interest.	The Academy believes that learning beyond the classroom is an important component of the curriculum, giving pupils opportunities to develop their resourcefulness and initiative and to spend time together in an out-of-school environment. Some visits are directly related to the curriculum; some are designed to promote social awareness or to enhance physical skills, self-reliance and team-working; others will extend pupils' wider knowledge of the world. The common factor is that these visits should make a significant contribution to pupils' development and education	Risk assessments completed; reviews of visits also completed by staff.	Teaching staff	2021
Subsidise Food Technology Lessons	Food Technology ingredients paid for by the Academy; allowing disadvantaged pupils to access the practical elements of the curriculum.	To assist with educating the pupils about a broad and varied diet and the benefits of this.	Teaching and learning reviews.	TS	2021

Implementing the new Design Technology curriculum for KS3 pupils.	Use of subject specialist teacher to deliver the curriculum.	It is important pupils develop knowledge and confidence to critically analyse and respond creatively to design challenges at an early age. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.	Teaching and learning reviews.	TS	2021
Staffing the Science curriculum for KS2 pupils.	Use of subject specialist teacher to deliver the curriculum.	Good teaching of Science offers pupils the opportunity to access a wealth of knowledge and information which contributes to a secure understanding of how and why things work like they do.	Teaching and learning reviews.	CD	2021
Staffing the PE curriculum for KS2 pupils.	Use of subject specialist teachers to deliver the curriculum.	A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for children to become physically confident in a way which supports their long term health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Teaching and learning reviews.	LD & JN	2021
CGP Books.	To help ease the disruption to learning during the COVID-19 epidemic.	To assist with home / blended learning if and when school closures take place.	On-going reviews by SLT of work being set.	RA	2021
Photocopying COVID-19 homework.	Initial photocopying services provided by an external partner, when the COVID-19 outbreak began due to 75% (57 / 76) of our pupils eligible for PP, at that current time.	To assist with home / blended learning when there was a school closure due to COVID-19.	Reviewed by SLT based on parent / carer feedback.	SLT	2020

Year 11 interventions / support throughout the summer break.	Year 11 pupils able to access workshops to support them in their transition to Post-16 destinations, e.g. CV writing, interview skills etc.	Previous years of NETT pupils had not experienced such academic disruption; evident that 2019/20 cohort at a disadvantage due to time in school being lost due to COVID-19.	Feedback from pupils and staff.	SLT	2020
Total budgeted cost:					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Increased staffing levels for welfare checks throughout the summer.	Targeted support to pupils and parents during the long summer break.	Evidence has shown this targeted support assists with both attendance and parent involvement. We also were able to accurately monitor the safety and well-being of pupils.	Weekly review and update with SLT.	Senior Key Workers	2021
Total budgeted cost:					
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Breakfast subsidies to address problems relating to pupils being hungry on arrival to school and provision of a balanced diet.	All Key Stages have toast, cereal and / or a drink of milk provided free of charge between 08.30 and 09.00 Monday to Friday.	The regular intake of healthy foods and water enable the body and brain to function at peak performance, without the usual peaks and troughs that typify fluctuating energy levels brought about by irregular eating and drinking.	Senior Keyworkers to deliver and feedback at weekly Pastoral meeting.	Senior Key Workers	2021

Additional transport provided for hard-to-reach pupils. Lease of an extra minibus due to COVID-19.	Leasing of two minibuses plus fuel and extra staffing costs. Used for transporting pupils to school; in addition, an after school drop off in Halifax and Brighouse. Used for the transportation of pupils for whom there are safeguarding concerns.	Calderdale is a small in terms of population, but geographically large area, some pupils live more than twenty miles away so we provide a bus service to support attendance	Reviewed annually.	SLT	2021
Subsidising uniform	Providing uniform for children and young people who cannot afford a new uniform when they start at the Academy.	Many jobs require staff to wear a uniform and even if there isn't a uniform there is often a dress code. Uniform helps young people to get used to dressing to a prescribed standard. It also helps them know the difference between formal and informal dress.	Termly review.	Senior Key Workers	2021
Total budgeted cost:					£34,000

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
Assessment Tools: Wide Range Assessment Testing (WRAT), Pupil Attitudes to Self and School (PASS).	Pupils undertake termly assessments with areas for development set from the results of these assessments.	Evidence and data gathered was used to set levels and is used in the assessment of all children.	This was successful and will be continued in 2021.	£650

Educational visits and visitors to school.	Twelve educational visits throughout the year to a variety of venues such as theatres, catering establishments and places of cultural interest.	The Academy believes that learning beyond the classroom is an important component of the curriculum, giving pupils opportunities to develop their resourcefulness and initiative and to spend time together in an out-of-school environment. Some visits have assisted with the pupil's cultural capital advancements.	This was successful, however due to COVID-19 these trips may not be possible until 2021.	£400
Subsidise Food Technology Lessons	Food Tech ingredients - Allowing disadvantaged pupils to access the practical elements of the curriculum.	Pupils have been able to explore different cultures through food and methods used to make these meals.	This was successful and will be continued in 2021.	£3,500
Implementing the new Design Technology curriculum for secondary pupils	Use of subject specialist teacher to deliver the curriculum.	All pupils in KS3 and KS4 can now access the Design and Technology curriculum. Data suggests a rapid acceleration in learning in these subjects, particularly at KS4	This was successful and is now fully implemented in TWAPA's curriculum for future years.	£750
Implementing the new Science curriculum for KS2 pupils.	Use of subject specialist teacher to deliver the curriculum.	Early data suggests progress in this subject with KS2, this will be reviewed yearly, however the impact so far has shown promise.	This was successful and is now fully implemented in TWAPA's curriculum for future years.	£700
CGP Books.	To help ease the disruption to learning during the COVID-19 epidemic.	To assist with home / blended learning if and when school closures take place.	This was successful and made learning accessible to all pupils.	£2,000
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost

Provide additional Senior / Key Worker in school in order to target interventions, accelerate progress and assist with KS2 integration.	Additional Senior Support Worker in place and working with targeted groups on interventions.	KS2 transition to new centre and impact on their learning was greatly reduced due to this targeted support.	This action was relatively successful, monies used to support this will be used in other areas in 2021	£11,550
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Breakfast subsidies to address problems relating to pupils being hungry on arrival to school and provision of a balanced diet.	All Key Stages have toast, cereal and / or a drink of milk provided free of charge between 08.30 and 09.00 Monday to Friday.	COVID-19 suspended this action for a time and staff reported that some pupils were hungry during morning lessons.	Breakfast club will resume in 2021.	£3,200
Additional transport provided for hard-to-reach pupils	Leasing of a seventeen seat minibus plus fuel. Used for transporting pupils to school. In addition, an after school drop off in Halifax and Brighouse. Used for the transportation of pupils for whom there are safeguarding concerns.	Data suggests an improved attendance, especially the hard-to-reach pupils.	TWAPA will hire two minibuses from September 2020 to assist further with the impact of COVID-19.	£13,500
Pool tables to support break and lunch time activity engagement.	To assist with reducing behaviour incidents at break / lunch.	Behavioural incidents have reduced significantly during these times.	This has been successful.	£2,650
Games consoles to support break and lunch time activity engagement.	To assist with reducing behaviour incidents at break / lunch.	Behavioural incidents have reduced significantly during these times.	This has been successful. However, the use of the consoles has had to be suspended due to COVID-19.	£500

Photocopying COVID-19 homework.	Initial photocopying services provided by an outside agency, when the COVID19 outbreak began due to 75% (57/&76) of our pupils eligible for PP, at that current time.	This action had to be achieved at short notice due to the COVID-19 outbreak.	TWAPA will use CGP books in the future for the majority of home / blended learning..	£700
Subsidising uniform	Providing uniform for children and young people who need it.	All pupils have been able to access the uniform. This has assisted in setting high expectations within the academy,	This has been a success and will continue in 2021	£300