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	Wingfield Academy
Number of pupils in school	951
Proportion (%) of pupil premium eligible pupils	37.2
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 (2021-22)
Date this statement was published	October, 2021
Date on which it will be reviewed	January, 2022, then June, 2022
Statement authorised by	Kerry Wade
Pupil premium lead	Alun Owen
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309, 420
Recovery premium funding allocation this academic year	£ 46, 980
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	£356, 400

Part A: Pupil premium strategy plan

Statement of intent

To mitigate and remove barriers to learning, progress and success caused by socioeconomic factors for all students ensuring that all students in who are eligible for the Pupil Premium Grant achieve as well as – or better than – their more advantaged peers. The core principles of our strategy – under the auspices of 'Disadvantaged First' are to ensure that:

- *All students in the disadvantaged cohort are supported by an excellent first-wave experience in the classroom so that they know more and can do more.*
- *All students in the disadvantaged cohort are supported to read, write and talk with confidence and fluency. Those who are not performing at age-related expectations are supported to do so rapidly and securely.*
- *All students in the disadvantaged cohort are supported to close gaps in learning caused by COVID-19 mitigation measures through an excellence-first curriculum and high-quality, targeted tuition.*
- *All students in the disadvantaged cohort will access a range of enrichment experiences that support and nourish the core curriculum in order to develop the cultural capital they need to succeed in life.*

Challenges

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

Challenge number	Detail of challenge
1	*Students who are impacted by socioeconomic disadvantage, particularly boys and those in the SEND cohort, do not make the same progress as their more advantaged peers.*
2	*As a consequence of the COVID-19 pandemic, students have gaps in knowledge that they need to be supported to catch up and recover from, so that they know more and can do more.*
3	*Students who are affected by socioeconomic disadvantage are more likely to be less fluent and confident in reading and talk, and they will consequently have less well developed vocabulary.*
4	*The attendance of students who are affected by socioeconomic disadvantage is not as good as that of their more advantaged peers.*
5	*Students who are impacted by socioeconomic disadvantage are less likely to have broader, enriching experiences beyond the core curriculum and – as a consequence – are more likely to have a deficit in the cultural capitals that enable them to develop excellence.*

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
Students who are in the disadvantaged cohort will make progress that is equal to – or better than – their more advantaged peers, especially in the core subjects of English, Mathematics and Science. Students who cannot read at the age-related standard will be supported to do so.	- Proportion of students in the disadvantaged cohort perform as well as their more advantaged peers in English and Mathematics GCSE. 2022 GCSE outcomes. - Students in the disadvantaged cohort make progress that is as good as, or better than, their more advantaged peers. 2022 P8 score. - All students in Year 7 are able to read at age-related levels by Easter, 2022. External testing through Literacy Online Assessment, Accelerated Reader and fluency checks. - All students in Year 8 are able to read at age-related levels by Easter, 2022. External testing through Literacy Online Assessment, Accelerated Reader and fluency checks.
Students who are in the disadvantaged cohort will be supported – through the 'Disadvantaged First' strategy – to make rapid and sustained progress, so that they know more and can do more. *Students will be supported – as part of the 'Disadvantaged First' strategy and the Teaching and Learning Excellence model – to develop their confidence and fluency in reading, the development of vocabulary and Oracy.*	- Teachers will be trained to explicitly teach vocabulary in a common, consistent and impactful way so that students are able to acquire key concepts with fluency and confidence, so that they know more and can do more. - Teachers will be trained to structure the teaching of reading, so that all students – regardless of their socioeconomic background – can confidently access texts and the curriculum across all subject disciplines, so that they know more and can do more. - A whole-Academy approach to the teaching of talk and oracy will be developed and implemented. Students will be explicitly taught how to talk in a range of contexts and roles so that they can perform with confidence and fluency. All teachers will be provided with resources to ensure that students are supported to experience excellence at every opportunity. - As part of the Disadvantaged First strategy, teachers will ensure that students in the disadvantaged cohort will be prioritised in terms of feedback, questioning and opportunities to talk, so that they can monitor student understanding and accelerate progress. - All teachers will explicitly model and celebrate reading with students. - All students in Year 7 and Year 8 will be provided with a reading book and given a clear structure to support them to become confident and fluent independent readers (Bookbuzz). Students will

	be supported so that they can use reading of a way of deepening their understanding of the world, as well as means to relax and reflect.
3	- Research undertaken with the Hertfordshire Grid for Learning to enhance the ways in which we support the development of fluency. Teachers from a range of contexts, across both the Multi-Academy Trust and the local Learning Community will work collaboratively to co-create and implement strategies to enhance our reading provision (both with respect to the academic and a broader awareness of reading being a fundamental cultural tool, in addition to its importance to us with regards relaxation and reflection).
	- Teachers will provide feedback – as part of the teaching and learning excellence model – in a common and consistent way using the Technical Accuracy Feedback code (refined for 2021/22).
Students who are in the disadvantaged cohort will continue to be supported to attend school as often as their more advantaged peers.	- Communication with parents and students about absence and the importance of coming to school will be refined using the 'nudge' model (communications via MCAS with parents, email to students emphasising, in a positively framed way, the importance and impact of attending school regularly).
	- Tutors and Middle Leader (Y7 Pastoral Lead) will monitor students in the pilot cohort – from Year 7 and Year 8 (whose attendance is between 92% and 96%) and develop a bespoke reward offer for rapid and sustained attendance. (* identified cohort in appendix)
	- Y7 Pastoral Lead will review pilot cohort and compare and contrast attendance at Key Stage 2 versus attendance during Key Stage 3 (COVID19 notwithstanding). Through student voice, disparities and significant changes or patterns will be investigated to better understand the barriers that might have developed as a result of the pandemic (or otherwise).
	- Analysis of 2021/22 attendance data through the lens of postcode to inform targeted provision and support for students in the disadvantaged cohort whose attendance is a limiting factor on their progress.
Students who are in the disadvantaged cohort will be supported to access a range of meaningful enrichment opportunities beyond the core curriculum.	- All students in the disadvantaged cohort – from Year 7 to Year 11 – will be provided with a range of meaningful opportunities to enrich their learning beyond the core curriculum at zero-cost to them or their families.
	- All students in the disadvantaged cohort will be able to access a high-quality breakfast before they begin learning through the National Schools Breakfast Programme at zero-cost to them or their families.
	- All students in the disadvantaged cohort will be supported to ensure that they have the correct uniform in order to ensure that they are able to consistently meet the Academy's high standards.

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: £ 201,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers provided with training so that they can effectively support the development of students' vocabulary.	EEF toolkit - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention Alex Quigley – *Closing the Reading Gap / Closing the Vocabulary Gap.* Hochman / Wexler – *The Writing Revolution*	1 + 2 + 3
Continued implementation of the Accelerated Reader programme in both Year 7 and Year 8	EEF toolkit - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader (+3 months progress).	1 + 3
All teachers provided with training so that they can effectively teach talk in a structured, impactful way.	https://voice21.org/ AOW research paper (as appendix) – Rotherham / Doncaster structured talk programme.	1 + 3
All teachers provided with training and resources so that they are confident in teaching students to access texts in their subject discipline	EEF toolkit - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	1 + 3
All teachers are supported to develop their practice and subject knowledge on a weekly basis through the Academy's Teaching and Learning Excellence model	EEF toolkit - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Sherrington and Caviglioli - https://researchschool.org.uk/stmatthews/news/teaching-walkthrus-by-tom-sherrington-and-oliver-caviglioli	1 + 2 + 3

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

Budgeted cost: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 tutoring programme – targeted at students in disadvantaged cohort	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 + 2
Y11 revision support - targeted at students in disadvantaged cohort	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 + 2
Tutoring in English and Mathematics for students in Y7 to Y10 in order to close any gaps in knowledge or skills that are limiting progress in the curriculum.	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 + 2
Reading intervention and refined curriculum for those students who are not performing at age-related expectations	EEF toolkit - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader (+3 months progress). EEF toolkit - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	1 + 2
Bespoke tuition (English and Mathematics) for identified students in Year 7 / 8 / 9 / 10 to close any gaps that will impact on progress across the curriculum	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 + 2

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

Budgeted cost: £ 97,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of National Schools Breakfast Programme	https://www.family-action.org.uk/what-we-do/children-families/breakfast/ https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	1 + 4 + 5
Implementation of attendance 'nudge' and rewards strategy.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://www.transformingsociety.co.uk/2020/08/19/child-poverty-education-and-the-postcode-lottery/ https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance https://scholar.harvard.edu/files/todd_rogers/files/influential_third_parties.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf	4
Implementation of enrichment programme so that all students can access regardless of socioeconomic circumstances.	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education - evidence base from a range of schools on the use of the Pupil Premium grant to narrow the gap in terms of cultural capital.	5
Bookbuzz – every student in Year 7 and Year 8 provided with a reading book (chosen by them).	https://cdn.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf	1 + 5

Total budgeted cost: £ £356, 400

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. **Please refer to review of progress in reading (appendix 1).**

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? **Please refer to 2020/2021 review of Pupil Premium Grant spend – 2020 2021 Review.**

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
Accelerated Reader	Renaissance Learning
Wordshark	TES
Lexia Power Up Reading	LexiaUK
Bookbuzz Y7/8 Readers	Bookbuzz
National Tutor Programme	MyTutor
Hegarty Maths	Hegarty Maths

Further information – appendices

Appendix 1 – review of progress in reading (2020 / 21)

Wingfield Academy – reading progress

2020/21 - 6 months in school, 2 months remote

55% — **At or above expected standard**

30% 'on watch' - making good progress towards expected standard.

7% of students (14 students) in critical intervention group.

613 — **Average standardised score (510 = EoY6)**

Impact of the quality of education on progress in reading

Assessment Model - 4 points across the year (September - December - March - June). Progress is expressed in months to indicate chronological progression.

+7 Average progress.
From September, 2020 to June, 2021.

+5 Disadvantaged students.
Compared with +9 for non-disadvantaged students - gap is narrowing.

+8 Students who identify as male.
Compared with +6 for students who identify as female.

+6 SEND
Compared with +7 progress for students who are not in the SEND cohort.

+7 Below age-related.
Students who were identified as working below the expected standard have made - on average - 7 months progress in reading.

+9 Students who are the most able
Compared with +7 for students who were below the expected standard on entry.

In reading, students are making expected progress, on average. The gap between disadvantaged and non-disadvantaged is narrowing. Boys are making progress that is better than age-related, as are the most able. Students in key intervention cohorts are making at least age-related progress, which is a significant improvement compared to the progress made up to this point. Of these 23 students, 40% have made at least 1 full year's progress since September.

Appendix 2 – impact of strutted talk toolkit (2018 – 2019)

To what extent does an oracy rich curriculum support and encourage students to be invested in English?

Project aims

To achieve a deeper understanding of the ways in which oracy strategies are enriching students' repertoires of talk.

Pupils benefit from pedagogic focus on talk for learning activities which enrich their knowledge of and use of differentiated speech repertoires and engage them in lesson activities. The intention is that by improving the oracy skills of these students, we will improve their ability to construct ideas, shape arguments and grapple with more complex concepts: all of which are fundamental to success in reformed GCSE and Post-16 study. The ambition for the Learning Trust is that all students are supported and empowered to be successful and thrive, regardless of context or background and the enhancement of oracy is a high-leverage mechanism with which to support this. In addition, beyond the academic benefits of improving students competency in oracy, other benefits – such as the ability and confidence to adapt talk in unfamiliar contexts, for example interview or presentational situations, will only be of help to students in supporting them to lead fulfilled and successful lives.

Oracy Structured Talk — The Maltby Learning Trust

In group discussions, you will take on one of these six roles. Use the sentence stems to help you succeed in your talk.

Clarifier · Questioner · Builder · Catalyst · Summariser · Challenger

Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung the have and want to reach.

- Summarising the speaker's ideas
- Asking questions that dig deeper
- Asking questions to clarify understanding
- Reacting and refocusing
- Offering nods or short words of encouragement
- Giving eye contact to the speaker
- Being calm and still
- Giving 100% of their focus to the person speaking

Research

Alexander (2012) *Improving Oracy and Classroom Talk in English Schools: Achievements and Challenges* - Structured talk can be a highly effected way to engage pupils and close the gap between disadvantaged and non-disadvantaged pupils.

Halliday, M. (1994) *Language as a Social Semiotic* - The ideational, interpersonal and textual functions of language.

Mercer (2014) *Why teach oracy?* - Oracy is one of many tools that could help to overcome issues surrounding social inequality

Millard and Menzies (2016) *The State of Speaking in Our Schools* - Teachers must be given time and training which is specifically devoted to strengthening oracy teaching practices. Following this, teachers should provide a range of planned activities that integrate oracy into lessons, where meaningful, structured talk is encouraged.

Williams (2018) *Oracy is a crucial skill - we're in danger of producing a generation unable to speak in public* - At KS4, schools are focusing far too strongly on written responses and there is the possibility that we creating a generation of young people who are unable to discuss, debate or be articulate.

Research questions

How do teachers plan for meaningful talk in their classroom?
How do pupil interactions change when they are highly structured?
How does structured talk enable all pupils to be invested in learning?

Research methods

Between April 2018 and April 2019, both teachers and pupils were observed regularly. Oracy strategies were implemented, following training from Voice 21, and the impact of these strategies were observed through teacher and pupil voice, teacher reflections and developments in pupil's work.

"Students value the role of talk in the classroom. At the start of the project, pupils saw oracy as "just talking". Now, pupils see how talk has a direct impact on their progress inside and outside of the classroom."

"We've found that the use of structured talk has now begun to translate into writing; there is evidence in workbooks of students who are able to clearly articulate a personal response to the challenge literature that we have read."

"Oracy groupings encourage all pupils to engage with different stimuli; pupils value what they say but also see value in what others have to say. Well embedded oracy strategies in the classroom seem to have had an impact on the social and emotional development of some of the most vulnerable pupils."

Findings

The introduction of an oracy rich curriculum included the introduction of learning questions to each lesson. Learning questions have enabled pupils to begin lessons with a wider focus and pupils are now more inclined to engage with the stimuli provided at the start of each lessons; pupils use the structured talk sentence stems to articulate this intrigue to their peers and classroom teacher. Pupils value the role of talk and see how structured talk can enable progress in writing; pupils see the cognitive benefit of listening to others which has a positive impact on social and emotional relationships between pupils in and outside of the classroom.

Changes to schemes of work for all years have been based around oracy strategies. Teachers are now more confident when planning for talk and see the role of learning to talk and learning through talk; opportunities for oracy are planned for within sequences to see progress from exploratory to presentational talk.

Next steps

- Further developments within the English department to ensure confidence of teachers when leading structured talk
- Further oracy CPD opportunities across school to encourage all departments to embed structured talk in classrooms
- Oracy assemblies which continue to raise the profile of talk
- Collaboration across the Learning Trust, supporting another English department to embed oracy strategies and see the value of structured talk