

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Washington Academy
Number of pupils in school	663
Proportion (%) of pupil premium eligible pupils	55.29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Allie Denholm
Pupil premium lead	Scott Parker
Governor / Trustee lead	Amanda Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,010
Recovery premium funding allocation this academic year	£49,656
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	£371,666

Part A: Pupil premium strategy plan

Statement of Intent

At Washington Academy, we are dedicated to fostering an inclusive and equitable learning environment where every student has the opportunity to thrive, irrespective of their socio-economic background. Our vision for the Pupil Premium Strategic Plan is rooted in the unwavering belief that every student possesses unique talents and potential, and it is our responsibility to unlock and nurture these abilities.

Our commitment to equality of opportunity is the driving force behind our Pupil Premium Strategic Plan. We envision a school where socio-economic circumstances never become barriers to success. Through targeted and innovative initiatives, we strive to empower all students, particularly those eligible for pupil premium, with the tools and resources needed to excel academically, socially, and emotionally.

Key Pillars of Our Vision:

Inclusive Learning Environments: We aspire to create classrooms and learning spaces that celebrate diversity and accommodate the varied needs of our students. Through responsive teaching strategies, personalised support, and collaborative learning experiences, we aim to provide an inclusive and enriching education for all.

Tailored Support: Our vision includes the implementation of targeted support programmes designed to address the specific challenges faced by students eligible for pupil premium. Whether it be additional academic assistance, mentoring, or access to extracurricular activities, we are committed to offering a range of interventions that cater to individual needs.

Professional Development: We recognise the pivotal role our teachers play in shaping the educational experience. As part of our vision, we are committed to providing continuous professional development opportunities for our teaching staff. This ensures that they are equipped with the knowledge and skills needed to deliver high-quality, inclusive teaching that meets the diverse needs of our student body.

Engagement with Families: We believe in the power of collaboration between school and home. Our vision includes fostering strong partnerships with families, ensuring open lines of communication, and involving parents and guardians in their child's educational journey. Together, we can create a support network that extends beyond the school gates.

Monitoring and Evaluation: A crucial aspect of our vision is a robust system of monitoring and evaluation. We are committed to regularly assessing the impact of our Pupil Premium Strategic Plan to identify areas of success and areas for improvement.

This data-driven approach allows us to continually refine and enhance our initiatives to ensure they effectively address the needs of our students.

In embracing this vision, Washington Academy is dedicated to realising the full potential of every student, fostering a culture of equality, and preparing our young learners for a future where they can contribute meaningfully to society. Together, we strive for a school where opportunity knows no bounds and where the potential for success is limited only by ambition and effort, not by background or circumstance.

Challenges

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

Challenge number	Detail of challenge
1	Socio-Economic Disadvantage: Limited access to resources and opportunities due to financial constraints, which can impact access to educational materials, extracurricular activities, and additional learning support.
2	Limited Home Support: Insufficient support at home due to various factors, such as parents' time constraints, lack of awareness about the education system, or language barriers.
3	Lower Aspirations and Expectations: Pupil premium learners may face lower aspirations and expectations, either due to a lack of exposure to diverse career options or a perceived sense of limited opportunities.
4	Social and Emotional Well-being: Challenges related to social and emotional well-being, including potential stressors such as unstable home environments, mental health issues, or difficulties in building positive relationships with peers.
5	Attendance and Punctuality: Higher rates of absenteeism and tardiness, which can be linked to socio-economic factors, health issues, or a lack of motivation stemming from a sense of disconnection from the school environment.
6	Lack of Access to Technology: Limited access to technology and the internet at home, hindering the ability to engage in digital learning, complete homework, and access online educational resources.
7	Stigma and Stereotyping: Perceptions and stereotypes associated with being a pupil premium learner, which may result in feelings of stigma and impact self-esteem and confidence.
8	Special Educational Needs (SEN): A higher likelihood of having special educational needs, which may require additional support and resources to address specific learning challenges.

9	Limited Cultural Capital: Lack of exposure to cultural and enrichment activities, which can contribute to disparities in cultural capital and impact social and academic integration.
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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
<p>1. Narrowing the Attainment Gap:</p> <p>Demonstrate a significant reduction in the attainment gap between pupils eligible for pupil premium and their non-eligible peers across key academic milestones.</p>	<ul style="list-style-type: none"> • Data will demonstrate an overall increase in whole school attainment as the attainment of PP learners increases in line with peers across all phases and curriculum areas. • The gap between percentage achieved in KS3 assessments will narrow significantly for PP and non-PP learners. • Reading data will improve as PP learners achieve in line with non-PP students. Students will achieve at least in line with chronological reading age.
<p>2. Improved Academic Progress:</p> <p>Evidence consistent and accelerated academic progress among pupil premium students, with a focus on improved performance in core subjects such as English, Mathematics, and Science.</p>	<ul style="list-style-type: none"> • Improvement in whole school progress score to 0.00 • The gap between PP and non-PP student progress will be significantly reduced or diminished. • Progress in English, Mathematics and Science will improve to 0.00 • RAG meetings at KS4 will explicitly focus on PP students, ensuring that gaps are identified and closed in a timely manner.
<p>3. Enhanced Attendance and Engagement:</p> <p>Achieve a noticeable increase in overall attendance rates and a decrease in persistent absenteeism among pupil premium students, indicating a higher level of engagement with school activities.</p>	<ul style="list-style-type: none"> • Targeted intervention and support for key children and families will result in data that shows PP learners' attendance is in line with non-PP learners or the gap will be diminishing. • Identified intervention to support with punctuality for PP students to increase access to initiatives at the start of the school day, in line with non-PP students. • Targeted interventions will support increased numbers of PP students to achieve weekly 100% attendance in line with non-PP students.

<p>4. Increased Access to Enrichment Opportunities:</p> <p>Ensure that pupils eligible for pupil premium have equitable access to a wide range of extracurricular activities, educational trips, and enrichment programs, fostering holistic development.</p>	<ul style="list-style-type: none"> • Increase in participation in after-school and lunchtime clubs leading to a closure in the gap between PP and non-PP engagement. • Increased opportunities for PP students to access motivational speakers and engage with employers through targeted in-school activities. • Narrowing in the gap between PP and non-PP access to external trips and visits because of strategic support for PP students/families.
<p>5. Elevated Aspirations and Confidence:</p> <p>Witness a positive shift in the aspirations and self-confidence of pupil premium students, reflected in their attitudes towards future education, careers, and personal growth.</p>	<ul style="list-style-type: none"> • Destinations of PP learners will be broad and spread across multiple disciplines. The range of providers and disciplines will be as diverse for PP learners as it is for non-PP students. • Destinations of PP learners will include academic routes such as A-levels and T-levels as well as vocational routes. • Access to level 3 courses will increase for PP learners and the gap between PP and non-PP will be diminished.
<p>6. Successful Transitions:</p> <p>Facilitate smooth transitions for pupil premium students between key stages, such as the move from primary to secondary school and the transition to post-16 education or employment, reducing the likelihood of dropouts.</p>	<ul style="list-style-type: none"> • The gap between PP and non-PP families attending transition events (Welcome to Y7, Y9 Preferences, Welcome to KS4, Post-16 Guidance) will be narrowed and diminished over time. • EBacc entry levels will continue to improve, reflecting the school ambition to meet DFE targets, as a result of targeted conversations with PP families during the Y9 preferences process. The gap between students accessing the EBacc pathway will be narrowed. • The gap between PP and non-PP students accessing open events will be narrowed using targeted travel support. • Destinations data will indicate that PP learners do not become NEET
<p>7. Effective Use of Targeted Interventions:</p> <p>Implement and refine targeted interventions that demonstrate clear efficacy in supporting the specific needs of pupil premium students, leading to improved learning outcomes.</p>	<ul style="list-style-type: none"> • PP learners will be targeted for school led tutoring and as a result the attainment and progress of PP students will show an improvement. • Reading intervention programmes will demonstrate a narrowing in the gap between PP and non-PP students. • Teachers will demonstrate greater skill in the use of formative assessment,

	with gaps identified earlier. Knowledge gaps will be closed in a timely fashion.
<p>8. Enhanced Well-being and Resilience:</p> <p>Foster a positive and supportive school culture that contributes to improved well-being and resilience among pupil premium students, creating an environment conducive to learning.</p>	<ul style="list-style-type: none"> • Data will show that PP learners' AtoL grades are in line with non-PP learners. • Reduction in the numbers of PP learners requiring isolation or FTE as sanctions for poor behaviour. • Data will show that PP learners' suspension rates are in line with non-PP learners and the gap is diminishing. • Data will show that PP students who are currently accessing the MHST will reduce over time and fall in line with the number of non-PP students currently accessing the service.
<p>9. Stronger Partnerships with Families:</p> <p>Establish and maintain strong partnerships with the families of pupil premium students, promoting collaboration in supporting the child's educational journey and overall well-being.</p>	<ul style="list-style-type: none"> • Data will demonstrate that PP families attend whole school events, such as parents evening, in line with non-PP families. • PP families will attend RIG meetings to support the reintegration of the student in line with non-PP parents.
<p>10. Regular Monitoring and Evaluation:</p> <p>Demonstrate a commitment to continuous improvement by regularly monitoring and evaluating the impact of the Pupil Premium Strategic Plan, with adjustments made based on data-driven insights.</p>	<ul style="list-style-type: none"> • PP students will be included as a focus for all monitoring and evaluation, ensuring actions are taken where gaps are identified. • Monitoring and evaluation, at all levels and across all areas of provision, will show a significant narrowing in the gap between PP students and non-PP students.
<p>11. Recognition of Individual Talents:</p> <p>Identify and celebrate the diverse talents and strengths of pupil premium students, fostering an inclusive culture that values and promotes the unique contributions of each individual.</p>	<ul style="list-style-type: none"> • The gap between the positive reward points received by PP and non-PP students will be diminished over time. • Access to the Washington Rewards Store will see equal representation from PP students and non-PP students. • Talents of all students will be explored and celebrated, leading to a reduction in the gap between PP and non-PP students accessing opportunities, such as the school drama production.
<p>12. Increased Post-16 Progression:</p> <p>Achieve higher rates of pupil premium students progressing to post-16 education, apprenticeships, or employment, ensuring a successful transition to the next phase of their educational and professional journey.</p>	<ul style="list-style-type: none"> • PP student confidence will increase because of prioritised Careers Advisor engagement for PP students. Engagement with the CA will represent no gap between PP and non-PP students. • The tracking of destinations from 'intended destination' to 'confirmed destination' will demonstrate a

	<p>diminished gap between PP and non-PP students accessing post-16 education, apprenticeships, or employment.</p> <ul style="list-style-type: none"> Data will demonstrate a diminishing gap between PP and non-PP students accessing Level 3 courses.
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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: £ 371,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD programme – all teaching staff	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>EEF High Quality Teaching</p>	1,9
Specialist CPD with particular focus on SEND and PP	<p>Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)</p> <p>High quality teaching (HQT) is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into every day, high-quality classroom teaching supports SEND to become part of the fabric of the whole school, rather than being seen as a ‘bolt-on’.</p>	1,6,9

	EEF – Special Educational Needs in Mainstream Schools	
Literacy: Assessment and Intervention Purchase of STAR Reader, Accelerated Reader, and Lexia.	“Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.” EEF Improving Literacy in Secondary Schools	1,3,5,9
Purchase of books to support whole school reading programme	“Reading for pleasure is not only important because it improves performance in reading tests; it has a much wider significance for children’s education. Research shows that it brings benefits that help pupils achieve more across the whole curriculum. These include a broad vocabulary, text comprehension, grammar and general knowledge. Reading for pleasure has also been found to be linked to greater progress in spelling and mathematics skills. Recent longitudinal research found the impact of reading for pleasure on progress in vocabulary, arithmetic, and spelling between the ages of 10 and 16 to be four times greater than the impact of having a parent with degree” (DfE, 2015)	1,3,8,9
Wider development of teachers, leaders and support staff in school. Bespoke CPD for all school staff including internal professional development and external accredited courses through Ambition and other providers.	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.” EEF – Effective Professional Development	1,3
Purchase of diagnostic tests: GL assessments	Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted support implemented Evidence of progress provided. EEF Reading Comprehension strategies Development of pupils’ reading, writing, vocabulary and the mechanics of grammar. Teachers can set different skills based on individual or group needs and analyse the results, identifying any areas of weakness on a whole class or individual level.	1,6,9

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics training and intervention for students	<p>“Studies in England have shown that students eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other students, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for students who have experienced these barriers to learning.”</p> <p>EEF Phonics – teaching and learning toolkit</p>	1,3,5,8
Employment of Assistant SENDco, SEMH and HLTA	<p>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as:</p> <ul style="list-style-type: none"> • Catch Up Literacy • Catch Up Numeracy • Nuffield Early Language Intervention (NELI) • REACH • Switch-on Reading • Talk for Literacy <p>There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress”</p> <p>EEF – Teaching Assistant Interventions</p>	1,2,3,5,7,8
Continued employment of an Attendance Liaison Officer	<p>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and</p>	2,5

	achievement may appear early in a child's school career.” Why does attendance matter? The National Centre for Education Statistics, 2009	
Purchase of time from dedicated independent careers advisor – careers interventions and support Purchase of Morrisby, careers matching service for schools	“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.” EEF- Careers Education	1,3,5,7,9

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement strategy. Including the use of Class Charts, SIMS in touch and regular pastoral contact to support students' academic progress and attitude to learning	“Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.” EEF – Parental Engagement	2,5,7
Increased extra-curricular provision and cultural capital trips.	“Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.” The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013	1,3,4,5,10

<p>Continued deployment and development of the whole school rewards system to include social and emotional activities to support students well being</p>	<p>“Offering a range of rewards that increase personal choice and allow pupils to individualise the rewards they receive helps increase motivation, autonomy and can reinforce an individual’s underlying values and therefore intrinsic motivation. Additionally, schools can make choices about the behaviours rewarded based on the values they want to cultivate”</p> <p>The Use of Reward Systems to Improve Behaviour and Attainment in Schools – Drs Laura and Anna Merret 2013</p>	<p>3,4,5,6,7</p>
<p>Purchase of Humanutopia Secondary programme to support the mental health and wellbeing of students, empowering them to make positive changes in their life.</p>	<p>“Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.”</p> <p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance</p>	<p>1,2,3,4,5,8</p>

Total budgeted cost: £ 371,666

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 2021 to 2022 academic year.

Leaders at Washington Academy and across the trust are determined that disadvantage, should never be a barrier to education. We are clear that student context should not limit the success of individuals and work to provide the very best academic and therapeutic support for all young people. Our Pupil Premium strategy is focused on overcoming the nine key challenges faced by our most disadvantaged students.

As a result, we have seen increased opportunities for reading, better quality reading intervention and improved student motivation. Whilst we have narrowed the gap between disadvantaged learners and their more advantaged peers, a gap still remains and we will continue to prioritise developments in literacy in the next phase of our Pupil Premium strategy.

We have been relentless in our focus on developing the social and cultural experiences for our students, and continually adapt our approaches to reflect the new and different challenges of each cohort. This year, for example, all Year 7 students in receipt of the Pupil Premium have experienced a live music performance, have received a gifted copy of Matthey Syed's *You are Awesome*, as well as the universal offer of our wider Personal Development programme.

Whilst overall attendance at Washington Academy is demonstrating improvement, we know that there is still more work to do. We know there is a clear link between good attendance and improved attainment, and this will be an area of focus for us moving forward. A newly appointed Deputy Headteacher is currently driving change in the culture around attendance for all students.

Our most recent GCSE results demonstrate that we have further work to do in closing the gap between PP and non-PP learners. When comparing outcomes from 2021-22 and 2022-23 we have seen significant improvements in the progress of our PP students' performance in the Open Bucket. Most notably, this has been seen in Creative Media, Dance, Designing the Built Environment, Music and Sport. The progress gap between disadvantaged and non-disadvantaged students still exists and this is most notable in our core provision. Leaders are confident that the impact of our newly reformed curriculum will be seen in outcomes for all learners, including those who are most disadvantaged.

Over the past year, we have observed noticeable increases in parental engagement from PP families. Parents are now more actively involved in their child's academic journey. This engagement is evident not only in increased attendance at school events but also in the collaborative efforts between parents and educators to address individual student needs. We recognise that we still have further work to do when engaging stakeholders and the families of our most disadvantaged will continue to be our priority.

We are confident that our evidence-informed approach to our Pupil Premium strategy and our improvement priorities are the right focus areas for our school and our students. Additionally, we recognise that our relentless focus on changing school culture will enable us to further develop our approach.

