

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil 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	Weavers Academy
Number of pupils in school	1288
Proportion (%) of pupil premium eligible pupils	32.2% (Y7 to Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	09/24 to 09/27
Date this statement was published	12/2024
Date on which it will be reviewed	10/10/25
Statement authorised by	J Hunt
Pupil premium lead	R Oliva
Governor / Trustee lead	Nicole McCartney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378092
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£ 378092

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve positive outcomes across the curriculum, particularly in English and Maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- To diminish any gaps in attainment and progress outcomes between those students from disadvantaged backgrounds against national for non disadvantaged by the end of Key Stage 4 (Year 11)
- To increase attainment and progress outcomes by disadvantaged students in English and Mathematics
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To improve students' literacy skills to help them achieve stronger outcomes and the ability to communicate effectively with others

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last year indicate that approximately 27,5 % of our disadvantaged pupils arrive below age-related expectations.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last year, approximately 25,4% of our disadvantaged pupils arrive below age-related expectations. This gap impacts on outcomes at GCSE during pupils' time at our school.</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly Humanities and English.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. Approximately 100 referrals (50% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been significantly lower (around 8%) compared to their peers.</p> <p>53% of disadvantaged pupils have been 'persistently absent' compared to 27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

6	Low aspirations and motivation of some disadvantaged students and their families. This includes a lack of understanding related to education and career pathways.
7	Lack of parental engagement with the school for some disadvantaged families

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • At least 55% passing GCSE maths and English at grade 4 or above • An average Attainment 8 score of at least 3.3
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 60% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects. This will result in improved attendance, so it is no more than a 2% gap. A reduction in persistent absentees (PA) amongst students eligible for additional funding to be less than 25.6%

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>Attendance for disadvantaged pupils is within 6% of the whole school absence rate, and disadvantage attendance is above 86% in line with trust targets Disadvantaged pupils PA is below 40% with an aspirational target of within 15% of whole school.</p>
<p>All staff employ the Disadvantaged First Strategy for questioning, feedback, support and communication in class.</p>	<p>Disadvantaged students are given priority check in during lessons to improve engagement, and checking understanding, through Focus Five strategy.</p> <p>This will be evidence by lesson visits and line management records,</p>
<p>Teachers receive regular updated information about disadvantaged students and share strategies that work well to improve outcomes</p>	<p>Teachers will know who their most vulnerable students are. They have a weekly update face to face briefing about the most vulnerable students.</p>
<p>Disadvantaged students are provided with fair access to high quality enrichment and extension activities to broad their horizons and develop cultural capital</p>	<p>Disadvantaged students will be supported to take part in enrichment and extension activities such as Duke of Edinburgh, School Visits out of hours, music tuition for example that they may not have been able to access.</p>
<p>Raise aspirations of disadvantaged students</p>	<p>Disadvantaged students receive a careers appointment before their peers and the Aspire programme is used to target those with low aspirations who are disadvantaged with a family history of being NEET.</p>
<p>Increased parental engagement to support learning and outcomes</p>	<p>Progress Leaders call all parents of disadvantaged students to receive a personalised invite to all school events</p>

	such as parents evening, target setting evening, Revision support evenings and other events that focus on outcomes, careers, and success.
To ensure effective transition into Year 7 and mid-year transfers are supported to make progress	All information received from feeder/previous school and parents ensures students are in the correct sets with targeted support and additional provisions where necessary to reduce disruption to learning and improved attitudes to learning.

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: £ 40,825

Projects	Cost	Challenge number(s) addressed
Progress Lead appointment in each Year group	TLR- £2625 per person £13125 per year	1,2,3
Exam Specification CPD (AQA examiners)	£3200	1,2,6
2a TLR Department TLR (Maths)	£3500 per year	1,2,6
Full time careers advisor	£8000 for 2024/25 £15000 per year after that	6,7
Tutoring: additional Eng and Maths for Yr11 Disadvantaged students identified to have intensive maths and English tuition to support their progress	£13000	1, 2, 6

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

Budgeted cost: £ 53,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school day	Extending school time involves increasing learning time in schools, include extending core teaching and	1, 3

	<p>learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). This includes breakfast club, after school session, Saturday school and holiday revision and summer school sessions.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

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

Budgeted cost: £ 283,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Careers interventions</i>	Aspiration interventions EEF Inconclusive but positive impact where it has an academic component	6
<i>Duke of Edinburgh Award funding</i>	Outdoor adventure learning EEF Inconclusive academic result but positive improvement in self- efficacy	7
<i>School Shoes / Ingredients for food / Breakfast club</i>	School Uniform EEF No academic result but it is “it is important to consider how to support families that may not be able to afford uniform.”	7
<i>Music Lessons</i>	Arts Participation EEF +3 Months	6
<i>Behaviour Team (50% of salary) to focus on PP students</i>	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Pastoral Managers (contribution)</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<p><i>ALR Plus</i></p>	<p>Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Whole school training programme to improve teachers’ behaviour management</p>	<p>Social and Emotional Learning EEF +4 Months</p>	5

<i>Learning rewards related to homework and effort</i>	Behaviour intervention EEF + 4 months, Homework + 5 Months	3,5
Supplying of educational and resources, including revision guides, Seneca, scientific calculators, stationery etc.	The EEF toolkit indicates a +5 gain where students are able to access and complete extended learning.	7
Humanutopia Workshop Day to equip PP students with attitudes and skills to be successful in the classroom.	The EEF Toolkit indicates a +4 gain for SEL and a +4 gain for interventions that change behaviours.	5,6
Purchase of home learning and revision resources – Seneca and paper based revision guides and work packs to support	EEF Digital Technology Toolkit identifies uses and recommendations to consider: these recommendations have been considered. Supports retention of Subject Specific vocabulary and powerful knowledge, best practice is when it is used for rehearsal and interleaving and has an accompanying self- quiz/low stakes quizzing.	7, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £378,092

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 2023 to 2024 academic year.

Please see separate impact statement for the 2023-2024 academic year available on the school website.

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
Appointment of School Maths Tutor	School own maths tutor
Ed Space subscription (online tutoring)	My EdSpace
Easter sessions in English and Maths	Pet-xi