



## 1 Teaching

### Focus on CPD

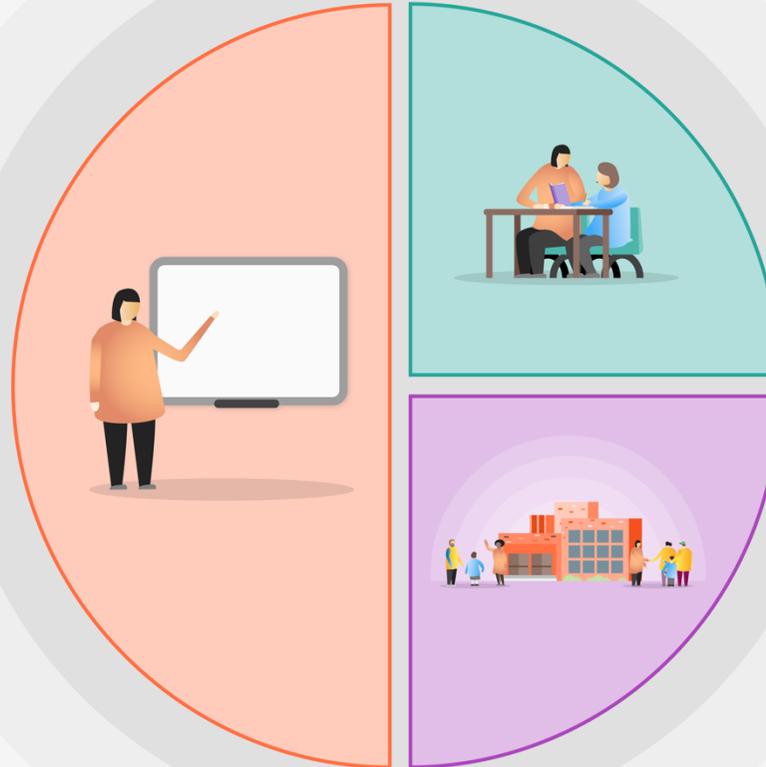
- Staff CPD for non-specialist teachers (English and Maths)
- Staff training on Accelerated Reader and STAR Assessment
- Support staff CPD to support areas of focus
- Implementation of the AET resources to support T&L of children with Autism
- Staff CPD on the teaching of Reading at all levels
- ECT engagement and support for Early Career Teachers

### Focus on assessment

- SLT to review assessment systems to support planning for learning and identify pupils that require targeted intervention
- Review and implementation of reading baseline on pupil entry
- Implementation of the Commando Joe's baseline and progress measure for character education
- Review of the marking and feedback policy and procedures – introducing research led practice

### Focus on curriculum

- Review of the English curriculum
- Contribution to cost of off-site visits to enhance curriculum provision for disadvantaged pupils
- Introduction of Allotment Education pilot
- Implementation of the Cultural Rucksack



## 2 Targeted academic support

- Investment in NTP to target gaps in learning for vulnerable pupils
- Introduce and embed wave 2 reading intervention programme
- Introduce a 'Reading at Home' programme – aimed at supporting parent/carers with reading at home

## 3 Wider strategies

- Behaviour Therapist and Counsellor to work with identified disadvantaged and vulnerable pupils
- The appointment of the Pupil Wellbeing and Pastoral Care Lead
- Develop Relational Practice (including Trauma informed) – Staff CPD
- Staff to receive support from the EP service to help support the most disadvantaged and vulnerable pupils
- Mental Health First Aid CPD for staff to support pupil wellbeing
- Financial contribution to Central Trust Attendance team
- The development of the Wellbeing Centre

# Pupil premium strategy statement

## School Overview

Metric	Data
School name	Westbury Academy
Pupils in school	110
The proportion of disadvantaged pupils	78%
Pupil premium allocation this academic year	£78,255
Academic year or years covered by statement	2021 to 2023
Publish date	November 2021
Review date	November 2022
Statement authorised by	L Morgan
Pupil premium lead	Mr J Richardson
Governor lead	LGB

## Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to e.g. low literacy levels, social, emotional and mental health-related challenges and available support for parent/carers.

Erratic attendance due to changing or challenging home circumstances and previous educational experiences.

### The strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
PP pupils to make reading progress, in line with non-PP pupils	Pupils make reading progress against their starting point (beginning of the academic year)	July 2022
PP pupils to make at least the same levels of progress as non-pp pupils.	PP pupils academic progress is not disadvantaged by financial restraints. Evidenced through termly progress reports.	Termly
PP pupils in KS4 to achieve a qualification in English and Maths	All PP pupils leave year 11 with a qualification in English and Maths	July 2022

### The strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve the attendance of all PP pupils	PP pupil attendance is in line with non-PP pupils	July 2023
The academy to develop its trauma-informed practice	The academy can meet the wider needs of pupils, evident from pupil/parent voice. The academy practice to be recognised by Trauma-Informed Schools	July 2023
To support the pupil's ability to self-regulate, understand their emotions and ability to communicate appropriately	Pupils develop strategies to self-regulate their behaviour. Pupils to have a greater understanding of their emotions.	Ongoing

### Teaching priorities for the current academic year

Measure	Activity
Priority 1	Review all staff knowledge of teaching reading and deliver appropriate CPD
Priority 2	Reading intervention/programme (Accelerated Reader/STAR Reader) introduced/embedded for all pupils, with progress tracked and data to inform planning for learning
Priority 3	Non-specialist teachers have appropriate training and support
Priority 4	Pupils to undergo appropriate reading baseline assessment on entry
Barriers to learning these priorities address	Non-specialist teaching, low literacy levels and complex pupil needs
Projected spending	£8,000

### Targeted academic support for the current academic year

Measure	Activity
Priority 1	Introduce and embed a wave 2 reading intervention programme
Barriers to learning these priorities address	Insufficient support for literacy at home and pupil engagement
Projected spending	£5,000

### Wider strategies for the current academic year

Measure	Activity
Priority 1	Investment in the Trust Attendance & Welfare service
Priority 2	Staff received appropriate trauma-informed training

Priority 3	Behaviour Therapist to work with an identified cohort of pupils and have a mechanism for the intervention to continue beyond the programme. Impact to be tracked by SENDCo.
Priority 4	Counsellor to work with an identified cohort of pupils. Impact tracked by SENDCo
Barriers to learning these priorities address	Impact of COVID on attendance and admissions of pupils with historic low school attendance Measuring the impact of the Behaviour Therapist and Counsellor
Projected spending	£65,255

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all staff have received appropriate training and support to consistently implement the identified training.	Use of INSET days and reflective sessions to revisit further training needs (follow Trust CPD cycle)
Targeted support	Ensuring that there is a clear system in place to identify the most at need pupils.  Lack of parent/carer engagement in reading incentive.	SENDCo to oversee all wave 2 interventions and ensure there is a clear identification/referral system.  Academy to ensure parent/carers are well informed of events and events that meet the needs of the parent/carers.
Wider strategies	Lack of parent/carer engagement in support networks and sessions  Staff feel overwhelmed with the amount of CPD and feel unable to introduce everything in one go.	Academy to ensure parent/carers are well informed of events and events that meet the needs of the parent/carers.  SLT to agree with facilitators targeted areas of training e.g. Behaviour Therapist – use of language.

**Review: Last year's aims and outcomes *\*\* To be updated Aut 2021\*\****

<b>Aim</b>	<b>Outcome</b>