# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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 (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Widnes Academy |
| Number of pupils in school | 136 (without Nursury) |
| Proportion (%) of pupil premium eligible pupils | 48% (Sept 2022)  44% (Sept 2023)  43% (September 2024) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025  2025/2026  2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Juliet Brown ? |
| Pupil premium lead | Laura Kirchin |
| Governor / Trustee lead | Chris Fone |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £91 760 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Widnes Academy is committed to ensuring that all pupils achieve their highest potential. Excellent academic achievement and strong personal development will ensure all our children can positively contribute to society both in the present and equally in their future lives.  We believe that disadvantage should not be a barrier to this and high expectations are in place for all.  The strategy in place will focus on improving and addressing:  · Academic outcomes for pupils  · SEMH vulnerability  · Attendance  · Engagement and aspiration within family units  High quality teaching and learning is at the centre of our approach and will focus on ensuring the areas in which disadvantaged pupils require the highest level of support. Excellent teaching by experienced teachers for all will have the most significant impact on closing any attainment gaps that exist.  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:  • ensure disadvantaged pupils are challenged in the work that they’re 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. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | * Low attainment on entry especially in communication, language and literacy for many disadvantaged children across school. This is evident through assessment on entry and ongoing evaluation by staff through the WELLCOMM screening. |
| 2 | * Statutory assessments indicate that disadvantaged pupils at Widnes Academy do not achieve as well in the Early Years as their non disadvantaged peers. This is highlighted in their GLD scored (56% achieving GLD compared to 73% for non disadvantaged pupils). This leads to greater vulnerability in developing as a learners as they move into Key Stage 1. |
| 3 | * Internal and statutory assessments indicate that disadvantaged pupils at Widnes Academy have more difficulty in achieving a combined reading writing maths score than their non disadvantaged peers. Gaps in learning exist for some disadvantaged pupils. |
| 4 | * Internal and statutory assessments indicate that disadvantaged pupils at Widnes Academy have more difficulty in achieving a combined Greater Depth score in reading writing maths score than their non disadvantaged peers. Gaps in achieving the higher standard exist for some disadvantaged pupils. |
| 5 | * Evaluation of SEMH and PSED vulnerability and well-being in the last two years has identified an increasing proportion of disadvantaged pupils who face difficulty in these areas. This is especially evident with some children across all years who can display less focus, a difficulty in self regulating emotionally and weaker relationships with peers. These children require additional support to improve their readiness to learn and contribute effectively as pupils. |
| 6 | * Attendance data over the last 2 years indicates that persistent absence among disadvantaged girls has been higher than disadvantaged boys. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils’ attainment and progress. |
| 7 | * Parental engagement and aspirations for children Minimal access to wider opportunity |

## 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.

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| Intended outcome | Success criteria |
| To improve Speech, Language and Communication needs of vulnerable pupils. | The proportion of pupils who are able to communicate effectively in line with age related expectations, increases over the academic year in both Reception and Y1 from Wellcomm baseline. Progress from baseline is strong across all. classes in EYFS and Y1 The use of sentence stems is embedded across school R-Y6 in all areas of the curriculum and daily routine. |
| To improve pupil outcomes in EYFS to ensure a higher percentage of disadvantaged children achieve GLD. | GLD outcomes for disadvantaged pupils are at a minimum in line with non-disadvantaged pupils. Pupil progress from starting points is excellent. GLD for the cohort is line with or above National Average. |
| To improve the percentage of disadvantaged pupils achieving a combined RWM expected+ score. | To improve pupil outcomes in reading, writing and maths across the school for disadvantaged pupils.  That the percentage of disadvantaged pupils achieving a combined RWM expected+ score to be inline or better than non-disadvantaged pupils.  For the percentage of disadvantaged pupils achieving RWM expected+ is inline with national average. |
| To improve the percentage of disadvantaged pupils achieving a combined RWM greater depth score. | To improve pupil outcomes in reading, writing and maths across the school for disadvantaged pupils.  That the percentage of disadvantaged pupils achieving a combined RWM greater depth score to be inline or better than non-disadvantaged pupils.  For the percentage of disadvantaged pupils achieving RWM greater depth is inline with national average. |
| To ensure all pupils develop social, emotional and mental health awareness and skills to enable them to access learning in school effectively and efficiently. | Identified pupils receive high quality pastoral support from the Learning Mentor that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning. Improved well being and readiness to learn is evident for identified children through Thrive assessments. |
| To improve attendance for all pupils with a particular focus on improving attendance of disadvantaged girls. | Vulnerable groups and Pupil attendance is good and vulnerable groups is improving. Vulnerable individuals have improving attendance over time.  Persistent absence for girls is significantly reduced. |
| To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life. | Family engagement with school related to children’s learning, behaviour and progress is good. With 100% engagement in parent night consultations. The proportion of parents able to actively support pupils at home increases due to the offer of targeted workshops. |

**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: 2024-2025 £50 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To develop the use of Wellcomm across EYFS and Y1  Embed Oracy acrossthe curriculum. | EEF Toolkit- Oral Language interventions +6 months progress.  There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF Toolkit- Oral Language interventions (+6 months progress) Voice 21 case study | 1 and 2 |
| Develop the role of the TA supporting the delivery of quality first teaching within the Year 1/2 classroom. | Research EEF- making best use of teaching assistants.  EEf (+4)  To use teaching assistance to enhance learning opportunities for children within the classroom to close the gap in GLD achievement from EYFS. Teaching assistant will then be used to target specific children identified by the teacher within lessons. | 1, 2, 3 and 4 |
| Support for parents to engage with learning and support children’s learning at home through the use of online learning platforms.  including a £900 Reading Eggs subscription),  Phonics Play Subscription £75 | EEF – parental engagement (+4)  EEF- Homework (+6)  To ensure that children have availability to a wide number of texts digitally, that can be accessed and shared at home. Phonics games to be used to build upon skills learnt in school. | 7 |
| To increase capacity within the school office to improved attendance and as a result embed principles of good practice. | Ofsted Framework  DFE – Working together to improve school attendance | 6 and 7 |

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

Budgeted cost: 2024-2025 £ 22 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Speech and language TA support* | (EEF information reports the importance of oral language skills).  EEF (+6)  Our wellcomm data indicates to use that children in EYFS and Key stage 1 have language well below age related expectations. Through running wellcomm in EYFS and then targeting children in Key Stage 1 and Key stage 2 for specialised Speech and Language programmes it is the aim that that children with specific speech difficulties have their needs met and their speech moves in line with those of their peers. | 1, 2 and 3 |
| Developing the role of a teaching assistant delivering Phonic interventions to improve reading. | EEF Toolkit-Phonics (+5)  *Phonics has a positive impact overall (+5 months) with very extensive evidence and it is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.*  To ensure that children have access to high quality phonic interventions from a highly trained teaching assistant. | 3 and 4 |
| Investment in Lexia Reading interventions | To close the gap in reading for disadvantaged children. | 3 and 4 |

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

Budgeted cost: £ 19 760

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning mentor for Social and Emotional wellbeing. | EEF Toolkit- Behaviour interventions (+4) EEF Toolkit- Mentoring (+2) EEF Toolkit-Social and Emotional learning (+4)  Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Thrive interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. | 5, 6 and 7 |
| Wider curriculum offer  Ensuring that funds are available to support external visits or visitors linked to local context.  £2000 | Linked to the contextual need for the school.  To ensure that children have the opportunity to extend their knowledge of experiences linked to the context of the school. | 5 |
| Targeted children to attend breakfast club at no cost to improve attendance and punctuality.  £260 | EEF (+2)  To ensure that children are arriving at school on time and are ready to learn. | 6 |

**Total budgeted cost: £ 91 760**

# 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 2021-2022, 2022 to 2023 and 2023-2024 academics year.

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| *Pupil Premium 2023-2024 data*  **Pupil Premium**  **EYFS -GLD**   |  |  |  | | --- | --- | --- | | **Cohort** | **PP** | **Non PP** | | 65% | 56% | 73% |   Outcome - Our EYFS data indicates to use that disadvantaged children in EYFS are not performing as well as non-disadvantaged pupils within EYFS. Through the use of our Speech and Language programmes children who entered EYFS with language skills below their peers have caught up to their peers to reach age related expectations.  **Phonics screen check**   |  |  |  | | --- | --- | --- | | **Cohort** | **PP** | **Non PP** | | 81% | 80% | 82% |   Outcome- It is clear that the use of teaching assistants to provide extra phonic interventions within key stage 1 has had a significant impact on allowing children to recognise sounds and decode words. As a result of this disadvantaged children are inline with national average and attainment is only slightly below non disadvantaged peers.  **Expected and above**  **Year 1**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 68% | 70% | 65% | | **Writing** | 68% | 80% | 65% | | **Maths** | 70% | 70% | 65% | | **Combined** | 68% | 70% | 65% |   **Year 2**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 63% | 50% | 70% | | **Writing** | 57% | 50% | 60% | | **Maths** | 63% | 50% | 70% | | **Combined** | 57% | 50% | 60% |   **Year 3**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 73% | 82% | 57% | | **Writing** | 67% | 72% | 57% | | **Maths** | 67% | 73% | 57% | | **Combined** | 61% | 64% | 57% |   **Year 4**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 85% | 84% | 86% | | **Writing** | 77% | 67% | 86% | | **Maths** | 77% | 67% | 86% | | **Combined** | 62% | 33% | 86% |   **Year 5**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 85% | 90% | 100% | | **Writing** | 70% | 50% | 85% | | **Maths** | 79% | 70% | 85% | | **Combined** | 61% | 50% | 69% |   **Year 6**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 61% | 57% | 67% | | **Writing** | 78% | 64% | 100% | | **Maths** | 74% | 57% | 100% | | **Combined** | 57% | 50% | 67% |   Outcome - in Years 1 and 3 disadvantaged pupils outperformed not disadvantaged pupils in all areas.  Writing continues to be a focus for disadvantaged children, especially as that impacts on the % of children achieving expected+ in reading, writing and maths.  **Greater Depth**  **Year 1**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 7% | 0% | 12% | | **Writing** | 7% | 0% | 12% | | **Maths** | 7% | 0% | 12% | | **Combined** | 7% | 0% | 12% |   **Year 2**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 13% | 17% | 10% | | **Writing** | 19% | 17% | 20% | | **Maths** | 19% | 17% | 20% | | **Combined** | 13% | 17% | 10% |   **Year 3**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 17% | 27% | 0% | | **Writing** | 17% | 27% | 0% | | **Maths** | 17% | 18% | 14% | | **Combined** | 11% | 18% | 0% |   **Year 4**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 23% | 17% | 29% | | **Writing** | 23% | 17% | 29% | | **Maths** | 23% | 17% | 29% | | **Combined** | 23% | 17% | 29% |   **Year 5**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 30% | 30% | 31% | | **Writing** | 9% | 10% | 8% | | **Maths** | 22% | 20% | 23% | | **Combined** | 9% | 10% | 8% |   **Year 6**   |  |  |  |  | | --- | --- | --- | --- | |  | **Cohort** | **PP** | **Non PP** | | **Reading** | 13% | 14% | 11% | | **Writing** | 9% | 14% | 0% | | **Maths** | 4% | 7% | 0% | | **Combined** | 0% | 0% | 0% |   Outcome – In a number of classes and curriculum areas the disadvantaged pupils are performing non disadvantaged children. The focus now will be moving the disadvantaged pupils achieving the higher standards towards the national average and ensuring consistency across the year groups.  *Pupil Premium 2022-2023 data*  Reception – Number in cohort 26 (Percentage per pupil 4%)  Number of Pupil Premium children in cohort – 10 pupils (Percentage per pupil 0%)  Number of Non Pupil Premium children in cohort – 16 Pupils (Percentage per pupil 6%)   |  |  |  |  | | --- | --- | --- | --- | | **Area of learning** | **Cohort average** | **PP average** | **Non PP average** | | **Listening, Attention and Understanding** | 81% | 80% | 81% | | **Speaking** | 85% | 90% | 88% | | **Self-Regulation** | 81% | 80% | 88% | | **Managing Self** | 88% | 90% | 88% | | **Building Relationships** | 88% | 90% | 88% | | **Gross Motor Skills** | 88% | 100% | 81% | | **Fine Motor Skills** | 85% | 80% | 88% | | **Comprehension** | 81% | 80% | 81% | | **Word Reading** | 77% | 70% | 81% | | **Writing** | 77% | 70% | 81% | | **Number** | 81% | 80% | 81% | | **Numerical Patterns** | 81% | 80% | 81% | | **Past and Present** | 81% | 80% | 81% | | **People, Culture and Communities** | 81% | 80% | 81% | | **The Natural World** | 81% | 80% | 81% | | **Creating with Materials** | 81% | 80% | 81% | | **Being Imaginative and Expressive** | 81% | 80% | 81% | |  |  |  |  | | **GLD** | 77% | 70% | 81% |   Outcome- It is clear that the use of Wellcomm within EYFS has had a significant impact on allowing children to communicate more effectively. As a result of this children have been able to express themselves in other areas of the curriculum resulting in a drive in improvement in nearly all EYFS curriculum areas. A significant area of focus for this academic year will be word reading and writing. The funding allocations in this years strategy will allow for extra resources (such as reading books) to be purchased to enhance these EYFS areas.  Pupil Premium data  **Reading**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Reading cohort | Reading Pupil premium | Reading Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 57% | 34% | 70% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 72% | 75% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 69% | 67% | 72% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 88% | 90% | 86% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 65% | 57% | 78% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 65% | 55% | 76% |   Outcome- in 4 out of 6 classes Pupil Premium children are broadly in line or outperforming Non-Pupil Premium children with their reading outcomes. As a result of these outcome targeted support for 2023-2024 academic year will be focused around reading in Year’s 1 and 6 with extra Teaching assistant support allocated to these year groups through Pupil Premium funding.  **Writing**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Writing  cohort | Writing Pupil premium | writing Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 56% | 34% | 50% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 67% | 66% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 61% | 50% | 72% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 67% | 70% | 64% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 54% | 50% | 60% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 71% | 67% | 76% |   Outcome – Anchor Education and chatty therapy was sourced and paid for with Pupil Premium money using the 2022-2023 academic year funding. It was the aim that it would impact and drive improvements within writing for Pupil Premium children. After careful analysis it is not felt that these two external companies had not had the desired effect that we had hoped. Where there was impact, this was due to quality first teaching within the classroom. As a result of this for the 2023-2024 academic year we have not allocated any funds for the support from these companies but have made the decision to allocate funding to enhance our reading offer to children. Through creating a reading rich culture, it is our aim that we will enhance children’s vocabulary and knowledge of language which will impact and drive improvements within their writing.  **Maths**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Number in cohort | Number of Pupil Premium Pupils in cohort | Number of Non Pupil Premium in cohort | Maths  cohort | Maths Pupil premium | Maths Non PP | | Year 1 | 16  6% per pupil | 6  17% per pupil | 10  10% per pupil | 56% | 33% | 70% | | Year 2 | 21  5% per pupil | 12  8 % per pupil | 9  11% per pupil | 72% | 75% | 67% | | Year 3 | 13  8% per pupil | 6  17% per pupil | 7  (14% per pupil) | 85% | 64% | 86% | | Year 4 | 24  4% per pupil | 10  10 % per pupil | 14  7% per pupil | 79% | 70% | 75% | | Year 5 | 24  4% per pupil | 14  7% per pupil | 10  10% per pupil | 71% | 57% | 90% | | Year 6 | 17  6% per pupil | 9  11% per pupil | 8  13% per pupil | 71% | 67% | 76% |   Outcome – During the 2022-2023 academic year we allocated through Pupil Premium funding Teaching assistant time to focus on post teaching interventions to support children who had found concepts during the main teaching session challenging. On analysis of the data produced it is not felt that this has not driven improvements for the Pupil Premium children. As a result of this it is felt that the allocation of funding for teaching assistants would be more beneficial to have them within the classroom at the point of learning to carry out instant interventions and feedback. Additionally we will review the mathematics curriculum across school to ensure that it meets the needs of all children and staff are suitably upskilled to support the most vulnerable.  **Pupil premium Data 2021-2022**  **EYFS**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Area of learning** | **Cohort average** | | **PP average** | | **Non PP average** | | | **Listening,**  **Attention and**  **Understanding** | 53% | | 50% | | 56% | | | **Speaking** | 53% | | 50% | | 56% | | | **Self-Regulation** | 71% | | 50% | | 89% | | | **Managing Self** | 76% | | 63% | | 89% | | | **Building**  **Relationships** | 76% | | 63% | | 89% | | | **Gross Motor**  **Skills** | 82% | | 75% | | 89% | | | **Fine Motor Skills** | 59% | | 38% | | 78% | | | **Comprehension** | 47% | | 38% | | 56% | | | **Word Reading** | 59% | | 50% | | 67% | | | **Writing** | 47% | | 38% | | 56% | | | **Number** | 53% | | 38% | | 67% | | | **Numerical Patterns** | 53% | | 38% | | 67% | | | **Past and Present** | 59% | | 63% | | 56% | | | **People, Culture and Communities** | 59% | | 63% | | 56% | | | **The Natural World** | | | 65% | | 63% | | 67% | | | **Creating with Materials** | | | 71% | | 75% | | 67% | | | **Being Imaginative and Expressive** | | | 71% | | 75% | | 67% | | |  | | |  | |  | |  | | | **GLD** | | | 47% | | 38% | | 56% | |   Year1   |  |  |  |  | | --- | --- | --- | --- | |  | Reading cohort | Reading Pupil premium | Reading Non PP | | Autumn | 55% | 54% | 55% | | Spring | 64% | 69% | 55% | | Summer | 75% | 91% | 55% |      |  |  |  |  | | --- | --- | --- | --- | |  | Writing cohort | Writing Pupil premium | writing  Non PP | | Autumn | 55% | 54% | 56% | | Spring | 54% | 54% | 55% | | Summer | 65% | 73% | 55% |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Outcome- Within Year 1 PP children outperformed non pupil premium children.  **Year 2**   |  |  |  |  | | --- | --- | --- | --- | |  | Reading cohort | Reading Pupil premium | Reading Non PP | | Autumn | 57% | 57% | 55% | | Spring | 50% | 43% | 55% | | Summer | 57% | 57% | 55% |      |  |  |  |  | | --- | --- | --- | --- | |  | Writing cohort | Writing Pupil premium | writing  Non PP | | Autumn | 57% | 57% | 55% | | Spring | 57% | 57% | 55% | | Summer | 57% | 57% | 55% |      |  |  |  |  | | --- | --- | --- | --- | |  | Maths cohort | Maths Pupil premium | Maths  Non PP | | Autumn | 57% | 57% | 55% | | Spring | 57% | 57% | 55% | | Summer | 69% | 73% | 65% |     In Year 2 the PP children outperformed the non pupil premium children. |   Year 3   |  |  |  |  | | --- | --- | --- | --- | |  | Reading cohort | Reading Pupil premium | Reading Non PP | | Autumn | 44% | 64% | 32% | | Spring | 63% | 73% | 57% | | Summer | 64% | 75% | 54% |  |  |  |  |  | | --- | --- | --- | --- | |  | Writing cohort | Writing Pupil premium | writing  Non PP | | Autumn | 44% | 54% | 32% | | Spring | 52% | 54% | 51% | | Summer | 68% | 68% | 53% |  |  |  |  |  | | --- | --- | --- | --- | |  | Maths cohort | Maths Pupil premium | Maths  Non PP | | Autumn | 84% | 73% | 75% | | Spring | 61% | 54% | 82% | | Summer | 80% | 67% | 92% |   Year 4   |  |  |  |  | | --- | --- | --- | --- | |  | Reading  Cohort | Reading  Pupil Premium | Reading  Non PP | | Autumn | 57% | 43% | 78% | | Spring | 61% | 50% | 78% | | Summer | 57% | 43% | 78% |  |  |  |  |  | | --- | --- | --- | --- | |  | Writing cohort | Writing Pupil premium | writing  Non PP | | Autumn | 47% | 43% | 56% | | Spring | 48% | 36% | 67% | | Summer | 43% | 28% | 67% |      |  |  |  |  | | --- | --- | --- | --- | |  | Maths cohort | Maths Pupil premium | Maths  Non PP | | Autumn | 69% | 57% | 89% | | Spring | 65% | 50% | 80% | | Summer | 69% | 57% | 89% |     **Pupil Premium did not perform as well as non pupil premium in Year 4.**  **Year 5**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | | Reading cohort | | Reading Pupil premium | | Reading Non PP | | | Autumn | | 55% | | 50% | | 63% | | | Spring | | 62% | | 60% | | 63% | | | Summer | | 78% | | 70% | | 88% | | |  |  | | Writing cohort | | Writing Pupil premium | | writing  Non PP | | | Autumn | | 50% | | 60% | | 38% | | | Spring | | 56% | | 60% | | 50% | | | Summer | | 68% | | 60% | | 50% | | | |  |  |  |  | | --- | --- | --- | --- | |  | Maths cohort | Maths Pupil premium | Maths  Non PP | | Autumn | 55% | 50% | 63% | | Spring | 67% | 50% | 88% | | Summer | 73% | 80% | 88% |     **Year 6**   |  |  |  |  | | --- | --- | --- | --- | |  | Reading cohort | Reading Pupil premium | Reading Non PP | | Autumn | 58% | 54% | 75% | | Spring | 58% | 54% | 75% | | Summer |  |  |  | | | | | | | | | |  | | Writing cohort | | Writing Pupil premium | | writing  Non PP | | | Autumn | | 58% | | 54% | | 75% | | |  | Spring | | 58% | | 53% | | 75% | | | Summer | |  | |  | |  | | |  | |  | |  | |  | | |  | | Maths cohort | | Maths Pupil premium | | Maths  Non PP | | | Autumn | | 58% | | 54% | | 75% | | | Spring | | 47% | | 40% | | 75% | | | Summer | |  | |  | |  | | |

# Further information (optional)

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| All pupil at Widnes Academy have access to a curriculum offer that includes a wide range of activities and experiences. This includes visits, visitors to school, participation in sporting and creative activities alongside local community events. All of this support the school’s commitment to developing pupils who can contribute to wider society. Ofsted in March 2023 during the inspection reported;  ***Pupils appreciate the wide variety of extra-curricular activities on offer, such as circus skills, choir and dodgeball clubs. Many pupils go on regular residential visits from Year 2, which helps them to develop their independence. Pupils are eager to contribute to their school by taking on special responsibilities, such as being anti-bullying ambassadors and school councillors.***  Our Pastoral lead has ensured that the social and emotional needs of children are supported, and these has helped to break down any barriers to learning these children may have.  Behaviour continues to be a strength of the school with the most recent (March 2023) Ofsted report stating:  ***The atmosphere in school is calm and supportive. Pupils show respect in their interactions with staff and each other.*** |