

Pupil Premium Impact Assessment

Pupil Premium Impact & Evaluation Report Academic Year 2016-17

Context of Academy (2016)

Wybers Wood Academy serves a community at the edge of Grimsby with low levels of economic deprivation, – nearly half the national (School 0.14; National 0.24) - and unemployment. The majority of our pupils are British – 91.5% compared with 69.3% nationally. Only 11.5% of our pupils are eligible for school meals compared with the national of 25.2%. We believe a number of parents may not claim for FSM even though they are eligible and the real percentage of FSM eligibility is possibly higher than data indicates.

The level of special educational needs is below National: 5.8% of pupils were in receipt of SEN support compared with 12.1% nationally.

The school aims to overcome any barriers to achievement by providing quality learning experiences in a safe and welcoming environment, and by working with parents and carers to raise educational aspirations. The academy also provides high levels of support for children and their families through the pastoral care provided.

Objectives of Pupil Premium Spending

- To provide high quality teaching and learning experiences for all children to overcome educational disadvantage and deprivation.
- To close the attainment gap for vulnerable and disadvantaged pupils through targeted intervention and support.
- To provide an exciting curriculum which provides a wide range of “first hand” learning experiences accessed by every pupil to broaden our children’s knowledge and experience of the world around them.

- To provide a wide range of extra-curricular activities to broaden children's learning experiences and to foster and develop each child's interests and talents.
- Accelerate progress with the aim of all FSM pupils making good or better progress.
- Close the attainment of pupils compared to national data and non FSM pupils
- Achieve or exceed expected progress from KS1 (Key Stage 1) to KS2 (Key Stage 2).

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG received for Academic Year 2016/17

Total number of pupils on roll	382
Total number eligible for Pupil Premium Grant	35
Total PPG Grant received for Academic Year 2015/16	£56 404

Summary of Planned PPG Spending Academic Year 2016/17

- Additional highly qualified and experienced staff have been employed to provide targeted support to develop academic and emotional progress
- Monies will be provided to facilitate additional access to ICT and online programmes in every classroom, including KS1 & EYFS, so that it is readily available within all lessons
- Additional resources - focused on intervention groups to close the gaps for all pupils
- Online resources will continue to be provided to ensure engagement and achievement. The Academy will purchase an annual licence of Mathletics and Spellodrome to continue to facilitate engagement and competition in maths and spelling.

Plan of PPG Spending by item / project			
Item / Project	Cost	Objective	Outcomes
SEN HLTA support engaged in KS1 and for EYFS	21530	To provide early intervention for pupils identified as falling behind their peers	All pupils from EYFS & KS1 are fully prepared with the skills and knowledge necessary for the next stage in their education. Outcomes above national in all areas
£200 (x35) virtual money for Pupil Premium Families	7000	To provide the opportunity to allocate funds as per individual needs.	All pupils have gained access to trips, residential, uniform, clubs and extra curricular activities regardless of cost and to prevent any pupil feeling disadvantaged due to their circumstances.
Lucy Clark Learning Mentor	2349	1-1/group emotional/behavioural/academic support to pupils and families.	Case load at CAF level, CIN & CP increasing. Vulnerable children have had the opportunity to work on social, emotional and behavioural issues which can be a barrier to their learning. Behaviour incidents are very low.
Michaela Waters Learning Mentor	1896	1-1/group emotional/behavioural/academic support to pupils and families.	Emotional, Social & behavioural support has been provided. Vulnerable children have had the opportunity to work on social, emotional and behavioural issues which can be a barrier to their learning. Behaviour incidents are very low.
Speech therapist	7100	Weekly input/advice to staff, pupils and parents for pupils with speech/language issues.	All children identified with a need have had support and their progress can be evidenced.
Maths Specialist employed on School Direct to work in Y2 & Y6	3818	To provide specialist teaching in two key year groups and enable usual teachers to provide focused interventions	Gaps closed for children who are falling behind in Y6. Outcomes for disadvantaged broadly inline with national and close to others.
Purchase of Athletics & Spellodrome Licence	2000	To provide opportunities for pupils to practise their maths & spelling skills in school and at home	Gaps have been seen to close as pupils develop fluency and confidence. There is a direct correlation with usage and outcomes.
Reward activities through the academic year including engraved shields	524	Promote high standards and reward effort. Promote positive attitudes to learning, attendance and high morale.	High attendance rates have been maintained >96%

...*Changing lives*

Appointment of EWO to support the academy's drive for high attendance	2516	Support from NS to target persistent absentees and follow up any absence issues half day a week.	Attendance rates have been maintained above 96%; the number of persistent absentees is reducing due to careful tracking & vigilance
Theatre Production	100	Considerably reduced cost theatre production (75%) reduction	Promote understanding of drama and theatre; encourage high aspirations. WWA has also produced some excellent drama & public speaking events this year contributing to pupils' confidence and self-esteem.
Milk Provision at lunchtime	500	Providing milk for pupils at lunchtime	Supplementing nutritional value of lunch and ensuring pupils are ready for afternoon of learning. Pupil voice shows this is valued.
Lexia	1969	Lexia proved to be an effective intervention during the last academic year. More pupils can now access this and can do so at home.	Pupils are using the resource at home. Y1 pupils will have full access over all holidays. Phonics and reading results show improvements across all year groups but particularly 1 to 3.
Purchase of additional maths resources through maths inspire	4121	To provide children with textbooks and activities to challenge and support SDI	Improved outcomes in maths. Results at the end of KS1 have improved by 17% and in KS2 by 12%
Additional reading materials to support struggling readers & early readers	1000	To provide a breadth of books that children will want to read even when they find it difficult	Improved outcomes in reading. Results at the end of KS1 have improved by 17% and in KS2 by 18%
Total £	56 423		

Total PPG Received	£56 404
Total PPG Expenditure	£56 423
PPG Remaining	(-£19)