

## Pupil Premium Strategy

### Pupil Premium Strategy Statement

Name of Academy: WYBERS WOOD ACADEMY

Academic Year: 2017-18

NOR	388
Number and percentage of pupils eligible for PP funding	37 / 9.5%
Academy Deprivation Index	School 0.15 / National 0.21
Nominated member of EAB	Mrs Margaret Peacock
EAB PP Review dates	Autumn Term 2; Spring Term 2; Summer Term 2
Total Budget allocation	£56 404

Outcomes of Previous Academic year 2016-17

	All Pupils	Disadvantaged	Other
EYs (GLD)	72%	100%	74%
Key Stage 1 Reading	80%	100%	79%
Key Stage 1 Writing	80%	80%	81%
Key Stage 1 Maths	82%	100%	80%
Key stage 2 Reading	72%	55%	75%
Key stage 2 Writing	90%	82%	92%
Key stage 2 Maths	84%	73%	83%

Pupil premium numbers are quite low with some groups 1 pupils = 50% up to 1 pupil = 10%

## What does the data suggest for priorities for the next academic year?

**Reading at KS2:** Attainment and progress was lower for disadvantaged than others and was below national. Therefore:

- Be forensic in the tracking of individual disadvantaged pupils throughout KS2 as progress in Y6 has been good
- Provide bespoke interventions for disadvantaged pupils who have identified gaps in their reading skills and knowledge in KS2
- Purchase appropriate resources to promote reading skills & knowledge in KS2

**Writing at KS2:** All pupils and groups made excellent progress and attainment was high by the end of the key stage. Therefore:

- Continue to provide interventions, writing opportunities for 2017-18 as we did for 2016-17

**Maths at KS2:** Attainment and progress for disadvantaged pupils was broadly in-line with national and just below others in the academy. Therefore:

- Be forensic in the tracking of individual disadvantaged pupils throughout KS2 as progress in Y6 has been good
- Provide bespoke interventions for disadvantaged pupils who have identified gaps in their mathematical skills and knowledge earlier in KS2
- Continue with the interventions and support provided in Y6 during the academic year 2016-17 as this has been successful

**Reading, Writing, Maths, Phonics and EYFS:** Data shows no discernible gaps between disadvantaged and other pupils in any area. Therefore:

- Continue to track carefully and use interventions identified as being successful
- Ensure adequate additional adult support is available to support intervention programmes

**Extra-curricular & Sports Participation:** Analysis of pupils' participation in the wider curriculum shows all groups are well represented. Therefore:

- Continue to provide 'virtual bank' to provide all disadvantaged pupils to participate in residentials, trips, peripatetic music lessons, drama performances etc.
- Increase level of tracking of participation in such events & activities; encourage any individuals whose participation levels are low.