

Pupil Premium Impact Assessment

Name of Academy: WYBERS WOOD

Academic Year: 2017 - 18

NOR	392
Number and percentage of pupils eligible for PP funding	7.9% (31 pupils)
Academy Deprivation Index	0.14
Nominated member of EAB	Mrs Margaret Peacock
EAB PP Review dates	4 th October; February; May
Total Budget allocation	£56 760

Outcomes of Previous Academic year (2016-17)

EYs (GLD)	72% (100% disadvantaged & 71% others)
Key Stage 1 Reading	80% (100% disadvantaged & 79% others)
Key Stage 1 Writing	80% (80% disadvantaged & 81% others)
Key Stage 1 Maths	82% (100% disadvantaged & 80% others)
Key stage 2 Reading	72% (55% *disadvantaged & 75% others)
Key stage 2 Writing	90% (82% *disadvantaged & 92% others)
Key stage 2 Maths	84% (73% *disadvantaged & 83% other)

*Disadvantaged outcomes affected by 10% following admission of Y6 pupil only a couple of months before SATS who also took a holiday during this time. Reading would still have been 10% below others (equivalent of one disadvantaged pupil); the remainder would be in line with others

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

1. Reading - particularly for KS2 – this is the second year reading outcomes have been lower than predictions for Y6 and lower than FFT20 target. Reading is lower than maths and writing in KS1. PP pupils performance lower than others
2. Maths – fluency & basic skills on entering Y6. Understanding of number needs to be secure in all year groups so children are ready for the next stage in their learning.
3. GPS – basic skills on entering Y6
4. EYFS GLD – in line with national but outcomes in other key areas suggest we should be above. Initial impressions are that this cohort should have outperformed the previous cohort. We are confident that assessment for this academic year was accurate. Greater focus needed for appropriate and timely interventions
5. Progress for SEN & Lower Attaining Pupils from KS1 to KS2
6. Attendance to continue to be above national with PAs reducing
7. Improving parental engagement

	% Eligible	% LAP	% MAP	% HAP
Early Years	0% (0/54 children)			
Specific intervention need Objective number: 4, 1, 2, 6		Maturity Emotional/Home issues SEND Medical/physical Fine motor Attendance Speech & Language (EAL)	Speech and Language Fine motor Emotional/Home issues Medical Understanding of number	
Y1	3% (2/66 children)		1 child	1 child
Specific intervention need Pre-teaching to build confidence Additional phonics for blending Groups for letter/number formation Basic skills interventions Speed reading RIC Shared reading Nurture groups Objective number: 1, 2, 3		Number formation Lack of independence Lack of knowledge of all set 1 sounds Common exception words. Handwriting Blending	Lack of independence Handwriting Common exception words.	Lack of independence & resourcefulness Not prepared to chase the challenge Common exception words Handwriting Reading ability for more independent work
Y2	4.8% (3/62 children)	2 children		1 child
Specific intervention need Pre-teaching to build confidence Groups for letter/number formation Basic skills interventions Speed reading RIC Shared reading Nurture groups Objective number: 1, 2, 3		Lacking fluency in decoding reading affecting access to maths Sounding out ends of words Lack of concentration on task. Dyslexia – blending segmenting and processing. Maturity Handwriting – lots of reversals	Listening skills; behaviour choices Lack of concentration on task Slow to finish any task.	Handwriting – fine motor skills are generally poor Visual impairment & support equipment not working properly.

Y3	7.1% (4/56 children)	1 child	2 children	1 child
Specific intervention need Pre-teaching to improve confidence & access Growth Mindset Strategies Improving pace, resilience & independence Strategies for recording Speed reading RIC Shared reading Objective number: 1, 2, 3, 5		Reliant on adult support to achieve – lack of independence. Lack self-confidence – don't believe they can get it right even though they are capable. Rely too much on peer support – will sit back and let other children do the work.	Self-confidence for that extra challenge – are afraid to take the next step in their learning.	Complacency. Lack of effort – they don't feel like they have to participate because they think they can already do it. Some will do the bare minimum. Overconfident – make silly mistakes and rush, don't read carefully.
Y4	11.6% (5/43 children)	2 children	2 children	1 child
Specific intervention need Pre-teaching to improve confidence & access Growth Mindset Strategies Improving pace, resilience & independence Strategies for recording Engaging mastery tasks Speed reading RIC Shared reading Objective number: 1, 2, 3, 5		Lack of confidence and independence. They need to be reassured constantly. Heavily rely on adult support. Struggle with presenting work in their books. Struggle with processing questions – particularly in maths. Very insecure with their learning – they are afraid to make mistakes.	Let the HA children overpower them – children are quite hesitant with their learning. Lack of confidence and independence. They need to be reassured constantly.	Appropriate challenge so that children do not get disengaged with their learning.
Y5	14% (9/64 children)	2 children	6 children	1 child

<p>Specific intervention need Pre-teaching to improve confidence & access Activities to improve pace, resilience & independence Develop effective strategies for recording Parental engagement Challenge Attendance/Lates Speed reading RIC Shared reading Objective number: 1, 2, 3, 5, 6</p>		Concentration Low motivation Pace of work PLP/SEN lacking home support	lacks confidence Home support Pace - writing	Attendance lates
<p>Y6</p>	17.4% (8/46 children)	1 child	7 children	
<p>Specific intervention need Pre-teaching to improve confidence & access Activities to improve pace, resilience & independence Develop effective strategies for recording Parental engagement Challenge Attendance/Lates Speed Reading/shared reading RIC Comprehension intervention VIPERS Objective number: 1, 2, 3, 5, 6</p>		attendance issues Home support memory issues Pace Confidence & resilience	Home support confidence low Maths- gaps in knowledge Motivation emotional issues/friendship problems late attendance Reading-resilience, fluency, comprehension	

Planned Use of Funding (Whole Academy)

Use of Funding		Costing	Impact
SEN HLTA support engaged in KS1 and for EYFS	To provide early intervention for pupils identified as falling behind their peers	21530	74% EYFS achieved GLD 95% Y2 pupils achieved standard 93% of Y1 pupils achieved standard SEN Pupils demonstrated strong progress in their phonics knowledge
£200 (x31) virtual money for Pupil Premium Families	To provide the opportunity to allocate funds as per individual needs.	6200	All PP children who wish to participate in music, sports, trips etc are able to do so
Lucy Clark Learning Mentor	1-1/group emotional/behavioural/academic support to pupils and families.	2349	4 families supported to Early Help etc. Significant improvements seen for the children in school both in their confidence and their outcomes
Michaela Waters Learning Mentor	1-1/group emotional/behavioural/academic support to pupils and families. Supporting the administration of Lexia	1896	Regular support for 2 Y6 pupils experiencing significant home issues. Both achieved EXS combined when neither predicted based on practice tests.
Speech therapist	Weekly input/advice to staff, working with individual pupils and their parents for pupils with speech/language issues.	7100	Improvements in confidence Improvements in outcomes against initial predictions for EYFS & phonics
Purchase of Mathletics & Spellodrome Licence	To provide opportunities for pupils to practise their maths & spelling skills in school and at home. Weekly competition & celebration. A correlation has been found in the academy between usage and progress.	2955	Opportunities for pupils to practice their skills in the home without requiring the support of parents. Increased outcomes & confidence
Reward activities through the academic year including cups	Promote high standards and reward effort. Promote positive attitudes to	500	Majority of pupils buy in to our key values and expectations.

	learning, attendance and high morale.		
Appointment of EWO to support the academy's drive for high attendance	Support from NS to target persistent absentees and follow up any absence issues 2/4 hours weekly	1447	Attendance for the academic year was 96.48% which is above national and nearly on our target of 96.5%. Over 50 fixed penalty notices were issues due to the number of parents taking term time holidays
Milk Provision at lunchtime	Providing milk for pupils at lunchtime	500	Children enjoy this. Improved nutrition
Lexia	Lexia has proved to be an effective intervention during previous academic years. More pupils can now access this and can do so at home.	1969	Lexia tracking shows that a number of children made accelerated progress whilst on the programme
Purchase of additional reading resources for engagement in home reading	To provide children with modern and engaging texts to support reading skills development	4814	Improved engagement KS2 reading 85% EXS 39% GDS both well above national
Continue to supplement additional reading materials to support struggling readers & early readers	To provide a breadth of books that children will want to read even when they find it difficult	500	Phonics outcomes Reading at KS1 67% EXS 22% GDS
Third Space Learning online maths tuition (3 terms)	TSL is effective in developing confidence. Pupils engaged with this last year.	5000	75% PP pupils achieved EXS maths Progress for PP -0.3 in maths

Action Plan

	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Outcomes in Reading Years: Whole School	Purchase modern engaging books for all abilities	4814	390	JS	Progress & attainment in reading high in all areas ARE in line or + PAGs
	LEXIA	1969	100	JT	

	SEN HLTA Learning Mentor support	4300 500	180 LC/MW	SG / JT	Positive pupil voice High engagement Closing gaps for all
Objective 2 Maths fluency & basic skills Years: Whole School	Mathletics SEN HLTA Learning Mentor support	1500 4300 500	275 50 LC/MW	LP/CTs JT LC/SLT	Progress & attainment in maths high in all areas ARE in line or + PAGs Positive pupil voice High engagement Closing gaps for all
Objective 3 GPS fluency & basic skills Years: Whole School	Spellodrome LEXIA SEN HLTA Learning Mentor Support	1500 1969 4300 500	275 100 50 50	JS/CTs JT SG / JT LC/MW/SLT	Progress & attainment in GPS high in all areas ARE in line or + PAGs Positive pupil voice High engagement Closing gaps for all
Objective 4 Outcomes in EYs Years: EYFS	SEN HLTA Aspirational reward system Engaging books to promote reading Learning Mentor Support to ensure children are ready to learn	4300 100 500 500	55 55 55 12	SG/JT SLT SG/JS LC/MW/SLT	GLD higher than national. Progress evident on CEM Children confident & KS1 ready at end of year
Objective 5 Progress for SEN & Lower Attaining Pupils Years: 3, 4, 5 & 6	Lexia Mathletics Spellodrome SEN HLTA Learning Mentor (MW) TA support for interventions	2000 1000 1000 4300 500 10 per hour	100 275 275 50 50 150	JT LP/CTs JS/CTs SG/JT SG/JT/SLT CTs	Progress for SEN & Lower Attaining pupils will accelerate and be at least as good as MA & HA pupils

Objective 6 Attendance & Lates Years: Whole School	EWO Learning Mentor Pastoral Support	2894 2000	50 50	NS / SLT LC / SLT	Attendance to remain above national. PAs & Lates to reduce.
Objective 7 Improving Parental Engagement	Parent Workshops Open Events in school Improved reporting and target setting in KS2	Supply £180 Materials £500 £0	54 (Phonics) 392 (Maths) 110 UKS2	SM / LP JS / CW / UKS2 CTs	Parents are more active in supporting their children's leaning outside of school
Review Term 1	<p>Obj 1: In KS1 all pupils in line with PAG for reading; in KS2 - 1 pupil in Y6; 3 Pupils in Y5; 1 pupil in Y4; 0 pupils not in line with PAG.</p> <p>Obj 2: In KS1 all pupils in line with PAG for maths; in KS2 - 2 pupils in Y6; 2 Pupils in Y5; 0 pupils in Y4; 0 pupils not in line with PAG</p> <p>Obj 3: in Y6 2 pupils not in line with PAG for GPS</p> <p>Obj 4: EYFS children can evidence progress on tracker; phonics knowledge developing; learning behaviours good. No PPIs</p> <p>Obj 5: No PP SEN in Y6; K in Y5 SS82 Re; 3 Wr; SS 83 Ma; No PP SEN in other year groups</p> <p>Obj 6: Lates for Autumn Term 0.69% for whole school. 1 persistent late PPI has EWO involvement (21 lates – 3hrs 24 mins- to date)</p> <p>3 Y6 PAs (2 due to holidays). SAP held for 1; 0 Y5 PA (one has just achieved 90%+)</p> <p>Obj 7: Maths and phonics workshops held during Autumn Term. Maths well attended; phonics not.</p>				
Review Term 3	<p>Obj 1.: Y6 85% EXS 39% GDS Progress +2.4 Y2 55% EXS 19% GDS Phonics Y1 93% Y2 overall 95% Discrepancies between EYFS outcomes & KS1. 75% H & M EYFS 70% H & M end of Y1 but KS1 Reading outcomes 67%</p> <p>Obj 2: Y6 85% EXS 30% GDS Progress +1.5 Y2 70% EXS 13% GDS</p> <p>Obj 3: Y6 89% EXS 34% GDS Y2 EXS 57% GDS 13%</p> <p>Obj 4: GLD 74%</p> <p>Obj 5: Progress for low attainers in Y6 +6.2 Reading, +9.4 Writing, +3.6 maths – better than MA & HA.</p> <p>Obj 6: Whole school attendance 96.48% One family 3 children persistently late despite many interventions. Over 50 Fixed Penalty Notices issued for numerous term time holidays taken during the summer term.</p> <p>Obj 7: In school activities well attended. Many positive comments received. Beautiful homework projects submitted due to parents working with their children with their learning.</p>				

Fully achieved: almost at objective success; objective not achieved