

## Pupil Premium Strategy

**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 <sup>th</sup> October; February; May
Total Budget allocation	£56 760

### Outcomes of Previous Academic year

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; 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 performed 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

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	0% (0/54 children)			
<b>Specific intervention need</b> <b>Objective number:</b> 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	
<b>Y1</b>	3% (2/66 children)		1 child	1 child
<b>Specific intervention need</b> Pre-teaching to build confidence Additional phonics for blending Groups for letter/number formation Basic skills interventions Speed reading RIC Shared reading Nurture groups <b>Objective number:</b> 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
<b>Y2</b>	4.8% (3/62 children)	2 children		1 child
<b>Specific intervention need</b> Pre-teaching to build confidence Groups for letter/number formation Basic skills interventions Speed reading RIC Shared reading Nurture groups <b>Objective number:</b> 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.

<b>Y3</b>	7.1% (4/56 children)	1 child	2 children	1 child
<b>Specific intervention need</b> Pre-teaching to improve confidence & access Growth Mindset Strategies Improving pace, resilience & independence Strategies for recording Speed reading RIC Shared reading <b>Objective number:</b> 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.
<b>Y4</b>	11.6% (5/43 children)	2 children	2 children	1 child
<b>Specific intervention need</b> Pre-teaching to improve confidence & access Growth Mindset Strategies Improving pace, resilience & independence Strategies for recording Engaging mastery tasks Speed reading RIC Shared reading <b>Objective number:</b> 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.
<b>Y5</b>	14% (9/64 children)	2 children	6 children	1 child

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

### 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	
£200 (x31) virtual money for Pupil Premium Families	To provide the opportunity to allocate funds as per individual needs.	6200	
Lucy Clark Learning Mentor	1-1/group emotional/behavioural/academic support to pupils and families.	4000	
Michaela Waters Learning Mentor	1-1/group emotional/behavioural/academic support to pupils and families. Supporting the administration of Lexia	500	
Speech therapist	Weekly input/advice to staff, working with individual pupils and their parents for pupils with speech/language issues.	7100	
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.	2000	
Reward activities through the academic year including cups	Promote high standards and reward effort. Promote positive attitudes to learning, attendance and high morale.	500	

<b>Appointment of EWO to support the academy's drive for high attendance</b>	<b>Support from NS to target persistent absentees and follow up any absence issues half day a week.</b>	<b>3000</b>	
<b>Milk Provision at lunchtime</b>	<b>Providing milk for pupils at lunchtime</b>	<b>500</b>	
<b>Lexia</b>	<b>Lexia has proved to be an effective intervention during previous academic years. More pupils can now access this and can do so at home.</b>	<b>2000</b>	
<b>Purchase of additional reading resources for engagement in home reading</b>	<b>To provide children with modern and engaging texts to support reading skills development</b>	<b>3000</b>	
<b>Continue to supplement additional reading materials to support struggling readers &amp; early readers</b>	<b>To provide a breadth of books that children will want to read even when they find it difficult</b>	<b>500</b>	
<b>Third Space Learning online maths tuition (3 terms)</b>	<b>TSL is effective in developing confidence. Pupils engaged with this last year.</b>	<b>5100</b>	
<b>School Shop Resourcing and set up</b>	<b>Develop a rewards system that is aspirational for all</b>	<b>1000</b>	

## 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?
<b>Objective 1</b> <b>Outcomes in Reading</b> <b>Years: Whole School</b>	Purchase modern engaging books for all abilities	3000	390	JS	<b>Progress &amp; attainment in reading high in all areas</b> <b>ARE in line or + PAGs</b> <b>Positive pupil voice</b> <b>High engagement</b> <b>Closing gaps for all</b>
	LEXIA	2000	100	JT	
	SEN HLTA	4300	180	SG / JT	
	Learning Mentor support	500	LC/MW		
<b>Objective 2</b> <b>Maths fluency &amp; basic skills</b> <b>Years: Whole School</b>	Mathletics	1000	275	LP/CTs	<b>Progress &amp; attainment in maths high in all areas</b> <b>ARE in line or + PAGs</b> <b>Positive pupil voice</b> <b>High engagement</b> <b>Closing gaps for all</b>
	SEN HLTA	4300	50	JT	
	Learning Mentor support	500	LC/MW	LC/SLT	
<b>Objective 3</b> <b>GPS fluency &amp; basic skills</b> <b>Years: Whole School</b>	Spellodrome	1000	275	JS/CTs	<b>Progress &amp; attainment in GPS high in all areas</b> <b>ARE in line or + PAGs</b> <b>Positive pupil voice</b> <b>High engagement</b> <b>Closing gaps for all</b>
	LEXIA	2000	100	JT	
	SEN HLTA	4300	50	SG / JT	
	Learning Mentor Support	500	50	LC/MW/SLT	
<b>Objective 4</b> <b>Outcomes in EYs</b> <b>Years: EYFS</b>	SEN HLTA	4300	55	SG/JT	<b>GLD higher than national.</b> <b>Progress evident on CEM</b> <b>Children confident &amp; KS1 ready at end of year</b>
	Aspirational reward system	100	55	SLT	
	Engaging books to promote reading	500	55	SG/JS	
	Learning Mentor Support to ensure	500	12	LC/MW/SLT	

	<b>children are ready to learn</b>				
<b>Objective 5 Progress for SEN &amp; Lower Attaining Pupils Years: 3, 4, 5 &amp; 6</b>	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	<b>Progress for SEN &amp; Lower Attaining pupils will accelerate and be at least as good as MA &amp; HA pupils</b>
<b>Objective 6 Attendance &amp; Lates Years: Whole School</b>	EWO  Learning Mentor Pastoral Support	3000  2000	50  50	NS / SLT  LC / SLT	<b>Attendance to remain above national. PAs &amp; Lates to reduce.</b>
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				