

Wybers Wood Academy - Pupil Premium Strategy 2018-19

NOR	395
Number of pupils eligible for PP funding	40
Percentage of pupils eligible for PP funding	10.13%
Total Budget allocation	£59 400
Academy Deprivation Index	0.16
Nominated member of EAB	Margaret Peacock
EAB PP Review dates	November 2018 March 2019 July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	74%	n/a	74%
Year 1 Phonics	93%	3/3 – 100%	92%
Key Stage 1 Reading	67%	3/4 – 75%	67%%
Key Stage 1 Writing	68%	3/4 – 75%	67%%
Key Stage 1 Maths	78%	3/4 – 50%	79%%
Key stage 2 Reading	85%	7/8 – 88%	84%
Key stage 2 Writing	93%	8/8 – 100%	92%
Key stage 2 Maths	85%	6/8 – 75%	87%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

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

EYFS

No PP children in EYFS last year. One pupil now on FSM, from start of Y1, did not achieve GLD.

KS1

Data suggests that we need to focus on maths for PP in KS1. All PP children passed the phonics screening test (100%) which compared favourably to the National average for PP which was 71%.

In key stage one, PP children scoring age related in reading, writing or maths was broadly in line with national PP averages of: reading 61%, writing 54% and maths 62% but the low numbers of pupils involved in this data means that future priorities need to be bespoke to the child.

KS2

Our scores for the PP children at the end of year 6 were very positive. We exceeded the national average in all areas. We scored 88% in reading with the national average being 63%, this is a +25% difference. In writing we achieved 100%; the national average was 67%, giving us a +33% difference. In maths we attained 75%, national average was 62%, giving us a +13% difference. Our combined score was 78%, a +29% difference from the national average which was 49%.

Behaviour and Attendance

Behaviour issues in school remain low with our concerns in this area with infant boys during unstructured play. Support in negotiating issues and resolving amicably plus turn taking has been & will continue to be provided by the learning mentors. Expected behaviours and social/emotional difficulties remain a focus. We aim to get all our children confident and ready to learn. We help through nurture groups where we support with anger, anxiety, friendships and worries.

Attendance is always a focus. At the end of the academic year 2017-18 attendance for PP children was below all children – 95.9% compared to 96.48%. PA for WWA was above national for all pupils. Attendance is closely monitored for all groups.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	2.4% 1/41	0	0	1 = 2.4%
Specific intervention need No specific concerns raised				No concerns raised. Continue to provide quality first teaching
Objective number				
Y1	1.7% 1/58	1 = 1.7%	0	0
Specific intervention need		1a, b, c, 3 Lexia		
Objective number 1a, b, c 3				
Y2	7.2% 5/69	0	3 = 4.3%	2 = 2.8%
Specific intervention need			1a, b, c 3 Lexia	No concerns raised. Continue to provide quality first teaching
Objective number 1a, b, c 3				
Y3	11.3% 7/62	1 = 1.6%	5 = 8.1%	1 = 1.6%
Specific intervention need		1a,b,c, 2, 4 Lexia	1a,b,c, 3, 4	2
Objective number 1a, b, c, 2, 3, 4				

Y4	11.8% 7/59	0	5 = 8.5%	2 = 3.4%
Specific intervention need			1c, 3	2
Objective number 1a, b, c, 2, 3, 4				
Y5	17.5% 7/40	3 = 7.5%	4 = 10%	0
Specific intervention need		1a, b, c, 2, 3	1a, b, c, 2, 3, 4	
Objective number 1a, b, c, 2, 3, 4				
Y6	18.1% 12/66	3 = 4.5%	9 = 13.6%	1 = 1.5%
Specific intervention need		1a, b, c, 3, 4	1a, b, c, 2, 3, 4	2
Objective number 1a, b, c, 2, 3, 4				

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Provide emotional and social support for vulnerable pupils through nurture sessions to help raise achievement	£9.68 – 11.61 per hour	27	M Williams L Clark	27/27-100% - are able to seek support for their current pastoral issues as needed. Tracking shows good progress.
Provide emotional and social support for vulnerable pupils through counselling sessions to help raise achievement	£24 per hour	5	Steve Davies	5/5 pupils receive high level support and can then move to in school support
Virtual bank account to ensure that pupils access all lessons & have wider opportunities such as access to after school clubs, peripatetic music lessons or school trips to broaden experiences	£9000	40	Y Prest D Brown S Green C Walker	39/39-100% - children are accessing at least one club. 100% experience residential/school trips All have PE kits & educational equipment
Establish pupils have a calm and settled lunchtime, (especially children who find unstructured times of the day challenging) and are ready to learn in an afternoon	£9.68 – 11.61 per hour	4	M Williams L Clark	4/4-100% - are engaged in positive play with their peers

Objective 1a Years: EYFS 1-6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>To ensure all children achieve good progress and outcomes in reading.</p>	<p>Individual or small group, bespoke interventions during afternoons, assembly times etc.</p> <p>Lexia</p>	<p>£8.81 – 9.49 per hour Directed time for CTs</p> <p>Licence £1969</p>	<p>16</p>	<p>All class teachers All support staff SLT</p>	<p>Tracking of individual children will evidence good progress Gaps between PP attainment & others will lessen or be statistically insignificant</p>
<p>Review Term 1</p>	<p>DV in EYFS on track for GLD. Of the infant children, one is 2.1 for GDS, one 2.1 on RAG and the rest are 2.2 on RAG. All children are making good progress from their starting point at the beginning of the year. In LKS2 2 children have scored below 90 on the Nfer tests and are a 3 on the RAG; 6 scored above 100 and 3 above 110. 1 child is RAG rated 1 for GDS. The children who are RAG 3 for reading are receiving regular individual support resulting in them progressing in their reading book levels. In UKS2 only one child had a standardised scored below 90 on the Nfer Y5 and 4 were above 100; the latest SATs scaled scores for Y6 show only one child achieving below 90 who is SEND and all the rest above 95 with two achieving above 110. Progress for DV in reading is currently -2.4 but is predicted to be +1.6</p>				
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 1b Years: EYFS 1-6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To ensure all children achieve good progress and outcomes in writing.	Individual or small group, bespoke interventions during afternoons, assembly times etc.	£8.81 – 9.49 per hour Directed time for CTs	15	All class teachers All support staff SLT	Handwriting will be legible and appropriately sized with finger spaces. Tracking of individual children will evidence good progress Gaps between PP attainment & others will lessen or be statistically insignificant
Review Term 1	EYFS child is making good progress, can lack confidence but is on track for GLD. In KS1, one child is RAG rated 2.2 but all of the rest (in Y2) are rated 2.1 or 1. In LKS2,, 2 are RAG rated 3 and 5 RAG rated 1 or 2.1 The remainder are 2.2 In UKS2 two children are RAG rated 3, 8 are rated 1 or 2.1 and the remainder are 2.2. Progress is predicted to be +2.8 at the end of Y6 for this academic year.				
Review Term 2					
Review Term 3					

Objective 1c Years: EYFS 1-6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To ensure all children achieve good progress and outcomes in maths.	Individual or small group, bespoke interventions during afternoons, assembly times etc.	£8.81 – 9.49 per hour Directed time for CTs	16	All class teachers All support staff SLT	Tracking of individual children will evidence good progress Gaps between PP attainment & others will lessen or be statistically insignificant.
Review Term 1	EYFS pupil is well within completing the ELGs for maths. In KS1 3 of the children are RAG rated 1 or 2.1 and all have a scaled score of 100+. No child is RAG rated 3. In LKS2 two pupils, both of whom have a SS of <90, are RAG rated 3; eight are 1 or 2.1 with three pupils 1 or 2.1 for GDS. In UKS2 2 pupils are RAG rated 3 and both have a SS <90; 14 children are 1 or 2.1 and 2 Y6s predicted to achieve GDS. 6 Y6 pupils have exceeded a SS of 100. Current progress in Y6 for DV is -5.3 and predicted progress is -0.5				
Review Term 2					
Review Term 3					

Objective 2 Years: EYFS 1-6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To provide support for vulnerable pupils to help raise achievement and develop positive learning attitudes	1:1 or small group nurture groups will provide support for children with emotional, social and behaviour issues which are impacting on their access to learning and their progress. Counselling	£9.68 – 11.61 per hour £24	9 3	L Clark M Williams S Davies	Teachers report children are ready to learn; tracking evidences good progress
Review Term 1	3 children are in receipt of a 1:1 counselling session with a trained counsellor on a weekly basis which is enabling them to have a better focus in the classroom. Other children have spent time as need with the learning mentor and classroom practice is to develop confidence and positive attitudes at all times. Only the three pupils in receipt of the weekly counselling remain a concern that external factors are impacting on their attainment and progress.				
Review Term 2					
Review Term 3					

Objective 3 Years: EYFS 1-6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To challenge attendance falling below 93% through timely intervention from the EWO	Weekly review of attendance and patterns of attendance with EWO. Telephone calls, letters or meetings organised to ensure attendance improves	£1600	6	M Williams N Spray C Walker	Gap between attendance for PP children and others will reduce with both being >96%.
Review Term 1	Current absences for this academic year for all pupils is 2.8%. It is just slightly higher for DV at 3.2% DV attendance for the last month is slightly better at 2.7% Current Persistent Absence for all pupils is 3.9%; DV pupils is 5.9%. Both are significantly below national. PA for DV for the last month shows this will be an improving figure as it was 2.9 compared with 5.6% other.				
Review Term 2					
Review Term 3					

Objective 4 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To provide support and guidance for children who experience memory and concentration issues.	Run regular small group or individual sessions targeted at improving memory and concentration.	£11.61 per hour	3	J Troth	Teachers report improved concentration during class activities. Improved progress evident.
Review Term 1	Whole class strategies are being used as well as specific interventions to develop long term memory. For three of the children being able to remember things remains a concern and does impact on their progress. We will continue to focus on memory development				
Review Term 2					
Review Term 3					