

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 (4/41)	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
Change in Numbers				
EYFS – 4/41 Y3 – 9/64 Y6 – 15/69				

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?
To ensure all children achieve good progress and outcomes in reading.	<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>	16	<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>
Review Term 1	<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 score 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>				
Review Term 2	<p>We have admitted further children in Y6 who are PP. As a consequence progress is now not likely to be above zero. It is also quite likely that there will be a difference in the attainment of DV and others. 2 children in EYFS are receiving regular additional support but they are unlikely to achieve GLD. At the end of KS1 all 5 PP children are predicted to achieve at least EXS (and one GDS). Reading and writing is the area where the number of PP children identified as requiring support is highest (18 in total). All have access to bespoke 1:1 or small group intervention as well as regular time to practise their reading as the greatest barrier for most is the lack of parental support in this area.</p>				
Review Term 3	<p>Progress for Y6 was below 0 but better than -1. Attainment for reading was 80% EXS + 13% GDS. In Y5 using the Nfer Summer paper 6/7 achieved a standardised score of 100+; this improved from 4/7 in the Autumn. In Y4 8/9 achieved 100+ in the Summer compared with 6/9 in the Autumn; Y3 6/10 achieved 100+ compared with 4 in Autumn. The outcomes in Y2 for PP children was disappointing with only 2/5 securing National but all made progress. There was 100% achieving phonics in Y2 and Y1.</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	EYFS 2 new PP children are struggling with this aspect but receiving additional support. Other 2 are doing well and on track. All others making good progress due to support other than 1 Y3 boy and 1 Y5 boy. 18 pupils identified as below ARE and requiring additional support.				
Review Term 3	In Y6 73% achieved national, 7% GDS; In Y2 only 40% 2/5 achieved the standard but all made good progress. All DV pupils not achieving national expectations are in receipt of small group or individual intervention.				

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	2 new PP EYFS children are struggling despite additional support. One Y3 girl and a Y3 boy not making sufficient progress and one Y5 boy. Evidence of progress for all others.				
Review Term 3	In Y6 DV pupils achieved well securing positive progress and 87% EXS and 20% GDS. All pupils made progress in their standardised scores from Autumn to Summer but the group will need support for Y6. All Y4 pupils achieved a standardised score of 100+ in the summer compared with 5/9 in the Autumn. In the Autumn term, 3 Y3 pupils scored 80 and below but this reduced to only 1 in the summer. All pupils in Y2 achieved EXS in maths.				

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	3 different children now access counselling on a weekly basis. Other access support from the learning mentor as needed. 16 children are seen as vulnerable due to home situation or emotional upset.				
Review Term 3	Regular counselling through our independent counsellor has been provided for any child identified as struggling emotionally which has supported the development of positive learning attitudes. The outcome, particularly for the KS2 children has been positive where a number of the children have identified that they are happy to discontinue the support and feel ready to move on independently.				

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	14 PP children currently have attendance below our target of 96.5%; 7 of these are below 95%; 3 are below 90% which classes them as persistent absentees. Attendance for this group is improving and is improving for the whole school cohort due to the impact of the EWO				
Review Term 3	Absence for DV pupils is below national (5.5%) at 3.8%; PA for DV is also below the national (15.7%) at 4.7%. School strategies have ensured that attendance for all groups is good.				

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	Teachers are favouring whole class strategies as memory and concentration support as this has been identified as a key skill for secure comprehension.				
Review Term 3	The outcomes for DV children at the academy at the end of the year suggest that these strategies have have a positive impact particularly in reading where memory and concentration has a huge impact on comprehension.				