

Widewell Primary Academy Pupil Premium Strategy statement 2019-20

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school has chosen to support qualifying pupils in a number of ways to ensure that academic and pastoral needs are addressed.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The PPG per pupil for 2019 to 2020 is as follows:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals £1320
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2300
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence £300

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

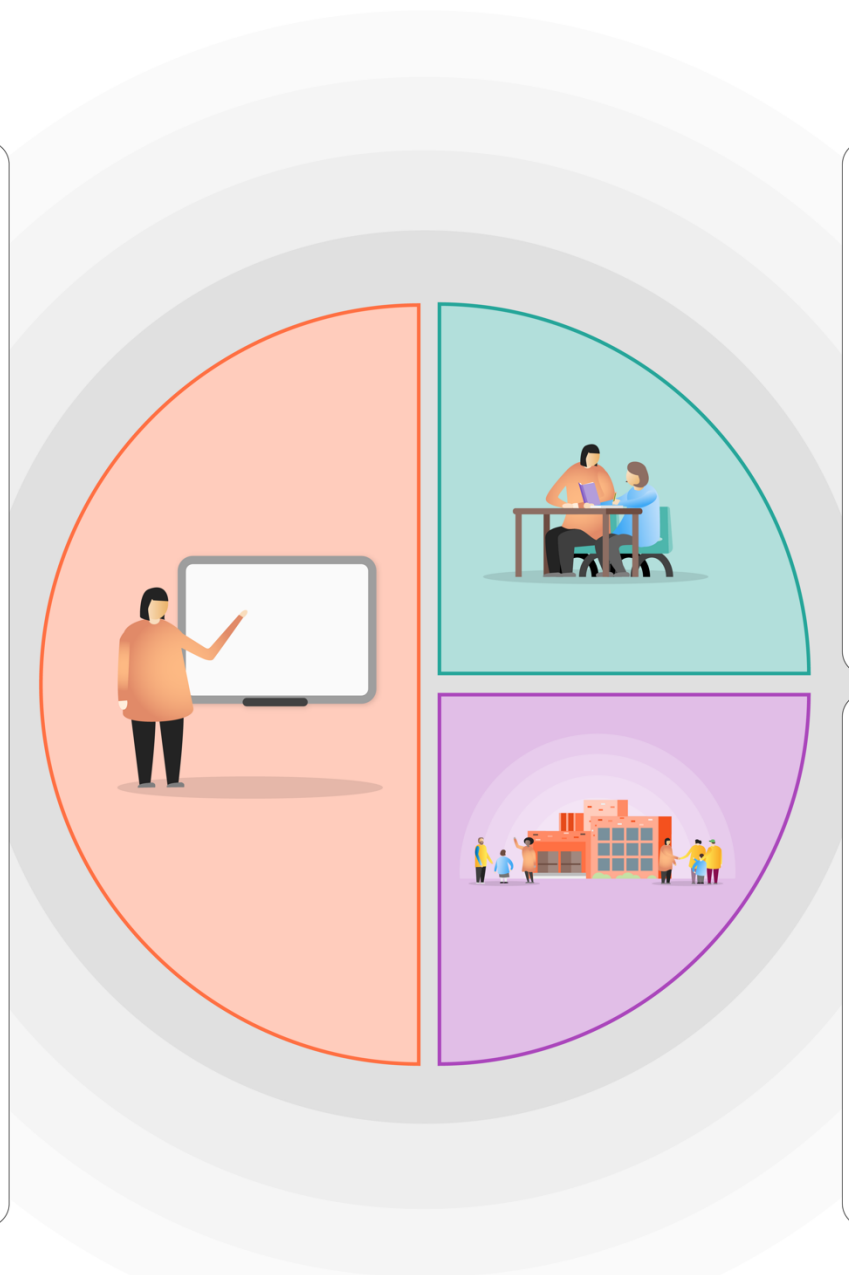
The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.

The school is committed to "closing the gap" for every pupil. It is important to recognize that the school regards all pupils irrespective of backgrounds as individuals and targets and reviews the progress of all pupils termly. In some year groups the number of pupil premium pupils is so small that we need to be cautious about drawing inferences from any findings, i.e. one or two pupils' achievement has a disproportionate impact on the data.

PUPIL PREMIUM TIERED MODEL

1 Teaching

- a. Maths No Problem used for consistency in Y1 – Y6
- b. Maths Mastery project – embedding teaching for mastery in Y2, Y3
- c. Read Write Inc – new resources and targeted groups
- d. Ilsham Phonics programme – training, consultation and advice
- e. Accelerated Reader used Y2 – Y6
- f. PTSA Oracy project engagement across the school
- g. Whole class and paired class reading
- h. Behaviour Recovery implementation
- i. Conferencing with individuals and small groups
- j. Middle leadership professional development for writing, reading and science
- k. Support for NQT and RQT through MAT training course
- l. Subject led INSET



2 Targeted academic support

- a. Precision teaching for individual pupils
- b. Read Write Inc in KS2 as well as the infants
- c. Speechlink
- d. NFER assessments
- e. Library development to support reading engagement
- f. Individual reading support
- g. Pre-teaching used to promote 'keep up' not 'catch up'
- h. Maths and English sessions for parents

3 Wider strategies

- a. ELSA support for individuals and siblings
- b. Nurture support for individuals and pairs
- c. Access to Breakfast Club
- d. Parent Support Adviser 10 hrs per week
- e. Improved learning environment
- f. Food provision from DCSA, Hope Baptist
- g. Reduced cost of uniform, trips etc
- h. Free fruit at break time for KS2 PP pupils

1. Summary information					
School	Widewell Primary Academy				
Academic Year	18/19	Total PP budget 2018/19	£45600	Date of most recent PP Review	24 May 19
Total number of pupils	210	Number of pupils eligible for PP	33	Date for next review of this strategy	May 2020

2. KS2 Attainment		2018/2019	
	Pupils eligible for PP (6)	All Pupils National Averages	
% achieving in reading, writing and maths	67%	64%	
% achieving in reading	67%	75%	
% achieving in writing	67%	78%	
% achieving in maths	67%	76%	
KS1 Attainment			
	Pupils eligible for PP (6)	All Pupils National Averages	
% achieving in reading	17%	75%	
% achieving in writing	17%	69%	
% achieving in maths	17%	76%	
Y1 Phonics			
	Pupils eligible for PP (4)	All Pupils National Averages	
% achieving 32 or higher	75%	82%	

EYFS		
	<i>Pupils eligible for PP (2)</i>	<i>All Pupils National Averages</i>
% achieving GLD	100%	Not yet known
Y1 Attainment		
	<i>Pupils eligible for PP (4)</i>	
% achieving in reading	50%	
% achieving in writing	50%	
% achieving in maths	50%	
Y3 Attainment		
	<i>Pupils eligible for PP (5)</i>	
% achieving in reading	0%	
% achieving in writing	0%	
% achieving in maths	60%	
Y4 Attainment		
	<i>Pupils eligible for PP (8)</i>	
% achieving in reading	38%	
% achieving in writing	50%	
% achieving in maths	50%	
Y5 Attainment		
	<i>Pupils eligible for PP (5)</i>	
% achieving in reading	60%	
% achieving in writing	60%	
% achieving in maths	80%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP pupils in many year groups have multiple issues and additional needs requiring specific support (academic and medical) in school
B.	Poor language and social skills on entry in EYFS
C.	Pupils' mental health and well-being
D.	PP pupils not achieving ARE in reading, writing and maths
E.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Parental expectations, engagement and commitment

4. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved standards in maths by improving quality first teaching	Maths No Problem used consistently from Y1 to Y6	Government recommendation for the scheme and already improving outcomes for children	Maths subject leader will monitor delivery and coach where necessary	BH	End of each term in pupil progress meetings
	Engagement with the Maths Mastery project	Upskilling teachers and spreading best practice to ensure quality first teaching			
Improved standards in reading by improving	Engagement with the Ilsham Reading Project	Eligibility for engagement with the project which includes an audit, regular	Reading leader will monitor delivery and coach staff as necessary	TH	End of each term in pupil progress meetings

phonics and reading comprehension	and use of Accelerated Reader	monitoring/coaching and advice from a reading lead. AR provides regular feedback to pupils to guide their reading choices when they finish Read, Write Inc. It also provides additional assessment information for teachers so pupils falling behind can be supported.			
	Whole class and paired class reading sessions	Regular reading sessions for all children with older children being seen as reading role models regardless of their reading ability. Younger children get to read and listen to a story from their partner, promoting a love of reading.	Reading lead will complete pupil voice audit		Annual pupil voice feedback
Improved oracy skills for children	Teacher training	Teacher subject knowledge in this area is improving and needs to be consolidated	English leader will monitor and coach as necessary	SC	Learning walk observations show evidence of secure subject knowledge and oracy skills improving
Reading, writing and science outcomes improve	Teacher training	Development of middle leadership improvement projects to devolve leadership across the school	Monitor actions and improvements of the projects Feedback from learning walks and project days	CP SC/HG/TH	Termly meetings
Implementation of Behaviour Recovery system across the school	Staff are trained in Behaviour Recovery and this is implemented around the school.	Training from MAST shows this approach has been proven to work with children exhibiting challenging behaviour	SENCO monitor implementation and take feedback from staff and pupils	VW	Termly feedback
Foundation subjects are well taught and engaging	Teacher training	To ensure teachers are confident and pupils skills are built upon each year	INSET planner shows coverage and subject team monitors show skills development and progress	CP & subject leads	Termly
Total budgeted cost					£30000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils in KS2 have a good phonic knowledge which they use to decode unknown words	Precision teaching	Proven to make a difference in improving children's knowledge	SENCO will monitor and coach as necessary	VW	Termly
	RWI sessions	A proven scheme with a clear structured approach to learning	Reading leader will monitor delivery and coach staff as necessary	TH	End of each term in pupil progress meetings
Children practice their reading skills regularly regardless of how often they read at home	Individual reading support	One to one tailored reading sessions with individual children to ensure comprehension and fluency	Termly monitoring	TH	End of each term in pupil progress meetings
	Developing the library into a better learning space for KS2 pupils	The library currently looks attractive to younger pupils but does not engage older pupils and therefore does not currently promote a love of reading across the school	Reading leader to monitor pupil voice before, during and after the library refurbishment	TH	Jul 2020
Data is consistent and reliable across the school	NFER tests each term	MAT decision to use the tests for all pupils	Assessment co-ordinator to monitor test administration. English and maths leaders to moderate results across the school	BH/SC	Termly
Children can access all lessons	Pre-teaching	Children can better access quality first teaching rather than need interventions	SLT to monitor pre-teaching sessions and coach where necessary	CP/BH/VW	Half termly
Total budgeted cost					£10000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are present in school regardless of family circumstances	ELSA support Nurture support Access to Breakfast Club PSA Food provision and free fruit Reduced cost of uniform, trips etc	All of these strategies mean that children are more likely to come to school having had something to eat, having a decent standard of uniform and knowing they have people in school they trust and can talk to if necessary.	SENCO monitor ELSA and nurture support CP to monitor access to Breakfast club/clubs PSA monitor access to food and fruit provision Admin team monitor access to reduced cost uniform/trips etc	VW CP PSA KE	Termly
Children are taught in spaces suitable for learning	Improvement of the learning environment	KS1 pupils were being taught in corridors and the new room is more conducive to a better learning environment. It now needs to be properly furnished for RWI/pre-teaching/one to one sessions	SENCO monitor use of the room Reading leader to monitor reading resources	VW/TH	Termly
Total budgeted cost					£5600

5. Review of expenditure 2018/19

Previous Academic Year

Intervention	Budget	Intention	Outcome
Purchase of School Pupil Tracker (53.8 % total Cost)	£441	To analyse data for groups of pupils, ensure at least expected progress is being made and identify pupils needing interventions	ID of cohort, group, individual progress and attainment. Personalised curriculum and ID of interventions.
PSA x 3 days To support children and their families. To create a nurture room to help children emotionally as well as developmentally. (100%)	£11,213	Targeted pupils make accelerated progress as their social and emotional needs are addressed	More pupils are working to their potential as they are settled and resilient
To support children and their families. To create a nurture room to help children emotionally as well as developmentally.(100% cost)	£3,920	To target pupils and their families when additional support is required eg at times of deployment / with the impact of reduced benefits	More pupils are working to their potential as they are settled and resilient
Targeted Intervention in small groups which includes:	£14,148	Progress is measured from the beginning to the end of the interventions.	Pupils make at least expected progress or better over the time of the intervention and beyond
S&L screening (75% salary)	£8,861	S&L difficulties diminish as early help is given and follow up advice is given to staff and families	Pupils with S&L difficulties are identified as soon as they come into school and early intervention given leading to better progress for the pupils
Targeted pupils and their families gain access to professional guidance and support to develop individual competencies. (MAST 50%)	£1,469	Number of parents and pupils needing continued PSA support lessens. Pupils involved make good progress	Support is targeted and effective: attendance improves; behaviour is good; good progress is made in lessons; parent support needs

Specialist learning resources	£7500	All pupils' progress is accurately monitored and reliable outcomes can be predicted. New pupils can be assessed on entry and working at an appropriate level from the start. Accurate standardised data can be quickly passed to new schools.	Accurate data provides evidence for timely interventions and pre-teaching activities to help pupils keep up rather than catch up.
Breakfast and after school club staff salaries (% of), subsidising school trips, clubs, uniform etc	£5500	Increased level of attendance from PP children, reduced lateness, pupil engagement	Improved attendance and reduced lateness data
Percentage of PP/SC pupils in clubs to be used for funding coaches and cost of iPads for club use	£6000	Increased level of attendance from PP children, pupil engagement. Increase in self-esteem.	Improved attendance at school as children's wider interests are being catered for
Attendance at MKC Heroes activities with TA support. After school session with service children once a term JC/AP to liaise	£370	Service children have additional opportunities specifically targeted to their needs	Service children settle well into the school community and recognise their needs are being met
Proportion of 50k building works to build intervention room	£10000	Pupils' progress is better than previously throughout the time of the intervention	Pupils engage better with interventions and small group work as their learning environment is improved