

Pupil Premium Strategy 2018-19

The Pupil Premium Grant (PPG) is additional Government funding, implemented in 2012, to raise achievement amongst disadvantaged children. It is allocated to schools to help diminish the difference between children from low income families and other disadvantaged families and their peers.

The Pupil Premium is for pupils aged 4 and over, from Reception to Year 11, who are from low income families and are eligible for Free School Meals. Any child that has been registered for Free School Meals over the past six years is eligible to receive the funding (Ever6 FSM). Any children who are 'Looked After' are also eligible for the funding. 'Looked After' children attract a further £500 per year; this an additional source of funding which is for the school to use to support their needs in particular. Any children classed as an Ever5 Service Child (child of a member of the military forces or person in receipt of a military pension) are granted £300 for the school to use to support their needs. The Early Years Pupil Premium (EYPP) is an additional grant for qualifying 3 year olds. If you would like to check whether your child is eligible for any of the above funding you can find information at www.gov.uk or ask for advice in the school office.

At Woods Bank approximately 60% of our pupils are classed as disadvantaged and are in receipt of the Pupil Premium Grant this year. This is broken down in the table below.

	Ever6 FSM	Children Looked After (past or currently)	Ever5 Service Child	EYPP
Number of pupils	239 (62%)	2	0	15
Amount of funding per pupil per year	£1,320	£1,900	£300	53p per hour x 15 hours a week x 38 weeks a year = £302.10 per year
Total funding	£298,320	£3,800	£0	£4,531.50

Many of these pupils also have other 'needs' or may face other barriers to their learning. We analyse data forensically and take account of the demographic of the school and needs of the pupils and families we support.

Our school ethos is *attainment for all* children and through that ethos, backed by recognised educational research,¹ we have decided to use the vast majority of the funding on Wave 1 interventions which involves improving quality of teaching, delivering effective feedback on learning and improving pupil attitudes to learning. These have been proven to be the most cost effective use of the funding with the greatest impact.

To further close gaps we are developing our use of Wave 2 and Wave 3 strategies where children can be supported in small groups or on a one-to-one basis to improve in identified aspects of their learning. We are also developing and improving systems that support children and their families; whether that is by improving attendance, recognising and supporting mental health issues or increasing self-esteem depending on the individual circumstances of the child and family.

Strategic leaders in school have a designated role to drive improvements in our use of the Pupil Premium Grant with a focus on diminishing the difference for our disadvantaged pupils compared to other pupils nationally.

Each year we publish how we spend the money and also the impact it has had on these disadvantaged children.

Impact of 2017-18 Pupil Premium Spending

EYFS

Children meeting the good level of development (GLD) at the end of Reception 2017-2018	
% Disadvantaged children achieving the GLD at Woods Bank (based on Free School Meals) 2018	56%
% Other children achieving the GLD nationally (based on Non- Free School Meals) 2018	72%

- There is a difference of 15% between disadvantaged and all pupils nationally.
- The difference in 2017 between disadvantaged and all pupils nationally was 29%.
- Impact of the HLTA designated for speaking and listening support, and the interventions WELLCOMM and Early Talk Boost.
- Letters and Sounds has been introduced for the teaching of phonics in EYFS.

Phonics - Year 1 and Year 2

Children meeting the expected level in phonics at the end of Year 1 2017-2018	
% Disadvantaged children at Woods Bank 2018	57%
% Other children nationally 2018	83%

- There is a difference of 24% between disadvantaged and all pupils nationally.
- Letters and sounds is being introduced to improve the teaching of phonics across the key stage.
- Disadvantaged children made progress across the year-see separate document
- 1:1 phonics implemented for the children who did not achieve the expected standard at the end of Year 1

Children meeting the expected level in phonics at the end of Year 2 2017-2018 (cumulative)	
% Disadvantaged children at Woods Bank 2018	88%
% Other children nationally 2017	93% (2017)

- There is an 5% difference between disadvantaged pupils in school and other pupils in school, compared to a 8% difference in 2017.
- Intervention (1:1 phonics) implemented for the children still not achieving the expected standard at the end of Year 2

End of Key Stage 1 - Year 2

The below statistics show what pupils have achieved under the new expected standard when being taught and assessed against the higher standards expected under the new curriculum. These should not be compared to the results achieved under the previous system and the standard that was expected under that system.

Attainment at Key Stage 1 (children at age related expectation ARE) 2017-2018			
	Reading	Writing	Mathematics
% Disadvantaged children at Woods Bank Academy (ARE or better) 2018	58%	57%	61%
% Other children nationally (ARE or better) 2018	75%	67%	67%

- There is a difference to diminish for disadvantaged pupils in school compared to all pupils nationally (-18% in reading, -11% in writing, -14% in maths)

Attainment at Key Stage 1 (children achieving greater depth in the expected standard) 2017-2018			
	Reading	Writing	Mathematics
% Disadvantaged children at Woods Bank Academy achieving greater depth 2017	3%	3%	3%
% Other children nationally achieving greater depth 2018	26%	16%	18%

- Fewer disadvantaged pupils in school achieve greater depth within the expected standard than all children and other children nationally in reading, writing and maths individually

- The school needs to diminish the difference for more able disadvantaged learners in school compared to other pupils in school and nationally.

End of Key Stage 2 - Year 6

The below statistics show what pupils have achieved under the new expected standard when being taught and assessed against the higher standards expected under the new curriculum. These should not be compared to the results achieved under the previous system and the standard that was expected under that system. Note - comparisons to national disadvantaged and national other data is not yet available.

Attainment at Key Stage 2 (children at age related expectation ARE) 2017-2018				
	All subjects	Reading	Writing	Mathematics
% Year 6 Disadvantaged children at Woods Bank Academy (ARE or better 2018)	47%	58%	61%	61%
% Year 6 children other children nationally (ARE or better 2018)	64%	75%	78%	76%

- Fewer disadvantaged pupils in school achieve the expected standard than other children in school in reading, writing and maths individually and in all three subjects.
- The difference -14 Reading, -15 Writing and -14 maths compared to all children nationally
- Improvement in combined from 31%, reading from 46%, and maths from 49% in 2017

The school needs to diminish the difference for disadvantaged learners in school compared to other pupils in school and nationally.

Attainment at Key Stage 2 (children achieving greater depth within the expected standard) 2017-2018				
	All subjects	Reading	Writing	Mathematics
% Disadvantaged children at Woods Bank Academy achieving greater depth 2018	3%	11%	3%	11%
% Other children nationally achieving greater depth 2018	10%	28%	20%	24%

- Most able disadvantaged children do not achieve greater depth within the expected standard in reading and maths (this is the same for all pupils and other pupils in school).

The school needs to diminish the difference for more able disadvantaged learners in school compared to all pupils and other pupils in school in writing.

The school needs to increase the achievement of more able learners in reading and maths so that they achieve greater depth at the expected level.

Current Barriers to Learning

What barriers to learning have we identified?	What are we doing to address these barriers in 2018-2019?
<ul style="list-style-type: none"> ● Attendance 	<ul style="list-style-type: none"> ● Continued deployment of parent support advisor in attendance role: <ul style="list-style-type: none"> ○ First day calling ○ Home-visits ○ Children collected from home in emergency situations ● Prizes and rewards for 100% attendance - weekly and termly. ● Breakfast club to support families ● After school club to support families
<ul style="list-style-type: none"> ● Learning behaviours and Growth Mindset (EYFS CoEL) ● Behaviour and mental health/emotional wellbeing ● Low self esteem and aspirations 	<ul style="list-style-type: none"> ● Continue development of Growth Mindset across the school ● Mentoring for identified pupils ● School council and pupil voice (house point system) ● Extra-curricular activities to build experience and confidence ● Feedback on learning & policies for peer and self-assessment ● Parent support advisor engagement with families ● Reading perception and enjoyment of reading through incentives (including Kindles) ● Development of environment - library and outside areas
<ul style="list-style-type: none"> ● Low attainment at starting points 	<ul style="list-style-type: none"> ● Quality first teaching ● Feedback on learning-on the spot ● Staff continued professional development ● Leaders in coaching and mentoring roles (triads) ● Deployment of HLTAs and TAs ● Interventions for identified groups ● Pupil progress procedures ● Smaller teaching groups where need is identified ● Better Reading Partnership Programme ● 1:1 phonic tuition ● Curriculum Developments - Prospectus (wider curriculum) ● Daily 'catch up' sessions
<ul style="list-style-type: none"> ● Speech and language 	<ul style="list-style-type: none"> ● Dedicated HLTA to support speech and language provision ● 5 minute boxes-SENCO to facilitate and TAs to administer ● EYFS focus on early language development through deployment of HLTA in Nursery ● WELLCOMM screening tool and programme ● Early Talk Boost

Priorities for 2018-2019

Based on our analysis of last year's data, during this academic we will be using pupil premium funding to address the following priorities:

How will we spend the PPG in 2018-2019?	Why are we spending the PPG in this way?
<p>In EYFS we will spend the EYPP (for 3 year olds) and PPG (for 4 and 5 year olds) on:</p> <ul style="list-style-type: none"> Continued deployment of HLTA to deliver the WELLCOMM tool & the Early Talk Boost programme. Training of TAs in reception to deliver WELLCOMM tool Deployment of HLTA directly to nursery in order to maximise impact of expertise on as many pupils as possible and to up skill other practitioners in EYFS in adult interactions with pupils. <p>EYPPG Approx: £5,000</p>	<ul style="list-style-type: none"> The school still needs to work on diminishing the difference between disadvantaged pupils in school and other pupils nationally. The difference (compared to 2017 national data) is currently 15% and targeting pupils communication and language skills has a high impact on progress for a very low cost (EEF Early Years Toolkit). The school also needs to work on the percentage of disadvantaged pupils who exceed the GLD at the end of the reception year.
<p>Phonics:</p> <ul style="list-style-type: none"> Further training for teachers and TAs in skilful teaching of phonics through the letters and sounds programme Improve learning environments and use of resources for teaching of phonics. All teachers and TAs will have a phonics display where they teach the children. TA time allocated for 1:1 phonic tuition Phonics after school club delivered in spring term. Phonic intervention in Year 3 for the children who still haven't passed the phonic screening test in Year 2 Children are now taught in targeted small groups daily for 45 minutes. Space and time for teaching phonics is safeguarded. <p>PPG Approx: £12,000</p>	<p><u>Year 1 Phonics Screening Check</u></p> <ul style="list-style-type: none"> The school still needs to work on the difference between disadvantaged pupils in school compared to other pupils nationally. The difference is currently 24%. <p><u>Year 2 Phonics Screening Check</u></p> <ul style="list-style-type: none"> The school still needs to work on the difference between disadvantaged pupils in school compared to other pupils in school. The difference is currently 5% . <p>The development of phonics teaching has a moderate impact of pupil achievement for a very low cost (EEF Toolkit)</p>
<p>KS1 & KS2:</p> <ul style="list-style-type: none"> Develop the teaching of writing through a writing learning journey Develop teacher and TA subject knowledge through CPD Employment of a 3rd teacher in Year 6 so children are taught in smaller targeted groups. Reading and writing to be taught separately. In reading sessions children to be taught the different reading domains The teaching of writing to be delivered through a high quality text TA time allocated for intervention based work in reading, writing and maths Ensure that pupils have quality feedback on their learning in English and Maths through staff training and monitoring. Continue with Better Reading Partnership programme Y1-Y6 3x 10 week programme across the year in each year group. <p>PPG Approx: £175,000</p>	<p><u>Year 2 (end of Key Stage 1)</u></p> <ul style="list-style-type: none"> The school needs to diminish the difference for more able disadvantaged learners in school compared to other pupils in school and nationally in reading, writing and maths. The school needs to increase the percentage of disadvantaged children making more than expected progress in reading, writing and maths by the end of KS1 in order to diminish the difference. <p>Small group tuition has a moderate impact on achievement for a moderate cost. Developing reading strategies has a moderate impact for a very low cost. Feedback on learning has a very high impact on achievement for a very low cost. (EEF Toolkit).</p> <p><u>Year 6 (end of Key Stage 2)</u></p> <ul style="list-style-type: none"> The school needs to diminish the difference for disadvantaged learners in school compared to

	<p>other pupils in school and nationally in reading, writing and maths - this includes middle ability learners and lower ability learners who are not on track to meet the expected standard or ARE for their year group.</p> <ul style="list-style-type: none"> ● The school needs to diminish the difference for more able disadvantaged learners in school compared to all pupils and other pupils in school in writing. ● The school needs to increase the achievement of more able learners in reading and maths so that they achieve greater depth at the expected level. <p>Small group tuition has a moderate impact on achievement for a moderate cost. Developing reading strategies has a moderate impact for a very low cost. Feedback on learning has a very high impact on achievement for a very low cost. (EEF Toolkit). Digital technology has a moderate impact on pupil achievement for a moderate cost.</p>
<p>Whole school strategies:</p> <ul style="list-style-type: none"> ● Continue to fund the parent support worker to engage with parents on attendance, early help, emotional and mental health. ● Continue to fund a TA to deliver mentoring to identified pupils. ● Continue to develop parental engagement in reading through the implementation of reading initiatives and incentives in each key stage and use of library for school and community reading opportunities. <p>PPG Approx: £100,000</p>	<ul style="list-style-type: none"> ● The school needs to maintain the attendance of disadvantaged pupils so that it remains in line with all children and other children in school. Parental involvement has a moderate impact for a moderate cost (EEF Toolkit). ● The school needs to continue to engage disadvantaged children in positive learning behaviours in order to improve achievement for this group in comparison with other pupils nationally. Metacognition and self-regulation strategies have a high impact for a very low cost (EEF Toolkit). ● The school needs to improve reading outcomes for disadvantaged pupils, particularly at the end of EYFS and the end of KS2. Parental involvement has a moderate impact for a moderate cost (EEF Toolkit).

The school's next Pupil Premium Review is scheduled for: October 2019

A detailed overview of how the Pupil Premium Grant will be allocated in order to address these priorities can be found in the school's academy development plan for pupil premium 2018-2019 on this website.