

Pupil Premium Strategy for Website

Name of Academy Weelsby

Academic Year 2017-8

NOR	341 +28 part-time Nursery
Number and percentage of pupils eligible for PP funding	188/341 55%
Academy Deprivation Index	0.55 (top 20%)
Nominated member of EAB	Mark Rushby
EAB PP Review dates	TBC
Total Budget allocation	£235 620

Outcomes of Previous Academic year

Year 6

	All	Disadvantaged
Number in cohort	<u>38</u>	<u>26</u>

Reading	2016	2017	%Increase/decrease*	2017 National
EXS (all)	33%	29%	-4%	72
EXS (DV)	32%	27%	-5%	72
EXS (other)	38%	33%	-5%	72
GD (all)	12%	5%	-7%	19
GD(DV)	12%	8%	-4%	25
GD (other)	13%	0	-13%	23

Writing	2016	2017	%Increase/decrease*	2017 National
EXS (all)	48%	53%	+5%	76
EXS (DV)	44%	46%	+2%	79
EXS (other)	63%	67%	+4%	79
GD (all)	6%	5%	-1%	18
GD(DV)	4%	4%	=	18
GD (other)	13%	8%	-5%	18

Maths	2016	2017	%Increase/decrease*	2017 National
EXS (all)	36%	32%	-4%	75
EXS (DV)	32%	27%	-5%	76
EXS (other)	50%	42%	-8%	76
GD (all)	6%	3%	-3%	23
GD(DV)	4%	4%	=	20
GD (other)	13%	0	-13%	20

Combined	2016	2017	%Increase/decrease*	2017 National
EXS (all)	24%	16%	-8%	61
EXS (DV)	24%	15%	-9%	60
EXS (other)	25%	25%	=	60
GD (all)	3%	3%	=	9
GD(DV)	0%	4%	+4%	7
GD (other)	13%	0	-13%	7

- Outcomes at the end of Key Stage 2 were significantly below national average at 16% combined; 29% Reading; 32% Maths; 53% Writing and 53% GPs. Progress measures were poor in Reading (-5.2) and Maths (-5.5) and -2.5 in Writing. The gap between disadvantaged and all pupils was greater in Writing (7%) and Maths (5%) but the gap between pupil premium children and all pupils nationally was huge.

Year 2

	All	Disadvantaged
Number in cohort	47	25

Reading	2016	2017	%Increase/decrease*	2017 National
EXS (all)	65%	31%	-34%	76
EXS (DV)	67%	38%	-29%	63
EXS (other)	63%	23%	-40%	79
GD (all)	20%	0%	-20%	25
GD(DV)	15%	0%	-15%	14
GD (other)	26%	0%	-26%	28

Writing	2016	2017	%Increase/decrease*	2017 National
EXS (all)	64%	43%	-21%	68
EXS (DV)	70%	42%	-28%	54
EXS (other)	68%	41%	-27%	72
GD (all)	13%	2%	-11%	16
GD(DV)	7%	4%	-3%	15
GD (other)	21%	0%	-21%	15

Maths	2016	2017	%Increase/decrease*	2017 National
EXS (all)	67%	34%	-33%	75
EXS (DV)	67%	38%	-29%	62
EXS (other)	68%	32%	-36%	79

GD (all)	15%	0%	-15%	21
GD(DV)	11%	0%	-11%	20
GD (other)	21%	0%	-21%	20

- In Year 2 outcomes were significantly below national: Reading 32%; Writing 43% and Maths 34%. Disadvantaged pupils achieved slightly better than other pupils in all subjects.

Year 1 Phonics

	All	Disadvantaged
Number in cohort	49	18

	2016	2017	%Increase/decrease*	2017 National
WA (all)	77%	53%	-24%	81
WA (DV)	75%	44%	-31%	70
WA (other)	79%	58%	-21%	83

- Year 1 phonics results were significantly below national at 53% with an 11% difference between all pupils and disadvantaged.

EYFS

	All	Disadvantaged
Number in cohort	45	15

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	2016	2017	%Increase/decrease*	2017 National
GLD (all)	57%	62% 28/45	+5%	71
GLD (DV)	38%	60% 9/15	+22%	55
GLD (other)	61%	63% 19/30	+2%	72

- In Foundation Stage 62% achieved a good level of development. There was no significant difference between other pupils and disadvantaged within the academy (60% disadvantaged compared to 63% other pupils) however there was still a 12% gap between disadvantaged and all pupils nationally.
- Attendance of pupil premium children was in line with other pupils at the end of 2016-17. (94.3 % compared to 94.2%). There were 30 disadvantaged PA pupils compared to 60 in the academy overall.
- Exclusions of disadvantaged pupils were high at the beginning of 2016-17 with the majority of excluded pupils being pupil premium. Term 1 – 15, 11 PP; Term 2 -21, 21 PP; Term 3- 15, 14 PP; Term 4-1, 1 PP; Term 5-2, both PP and Term 5-2, both PP.
- Of the 47 SEND pupils 35 of these are pupil premium.
- 32 disadvantaged pupils are CIN and 15 are open to Single assessment.

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	17%			
Specific intervention need Objective number 2,3,4,7,8				
Y1	18 (38%)	7	8	2
Specific intervention need Objective number 2,3,4,5,7,8				

Y2	24 (50%)	8	6	10
Specific intervention need Objective number 2,3,4,5,7,8				
Y3	26 (57%)	11	4	8
Specific intervention need Objective number 2,3,4,5,7,8				
Y4	26 (57%)	10	13	3
Specific intervention need Objective number 2,3,4,5,7,8				
Y5	31 (73%)	16	12	3
Specific intervention need Objective number 2,3,4,5,7,8				
Y6	29 (70%)	7	18	4
Specific intervention need Objective number 2,3,4,5,6,7,8				

Action plan

Objective 1 Speech and Language Years: EYs, Y1, Y2 and Y4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Speech and Language	Employ speech therapist 6 hours one day each week- Assessments Support for parents Staff training/support Working with individual pupils	£360 x40- £14400	12 at once (currently 7 Pupil Premium)	Lisa McCall (SENCO)	Teachers report increased confidence in oracy and clarity in communication, improved concentration and relationships Improved attainment
EEF reports that oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.					
Review Term 1	<p>Speech and Language Therapy. 13 children have been targeted.</p> <p>There has been a focus variously on :</p> <ul style="list-style-type: none"> • Length of sentences used; • Therapy tasks; • Sound pronunciation; • Word level response; • Understanding of tense; • Sentence construction; • Plurals; • Cv and VC; 				

	<ul style="list-style-type: none"> • Speaking with fluency; • Syllabic structure; • Age appropriate vocabulary; • Description. <p>All 13 will continue to receive this support.</p>				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 2 To provide social, emotional and behavioural support throughout the academy.	Fortis 3x2 hours weekly	£16797	12	Lisa McCall (SENCO)	Reduction in exclusions Reduction in incidents with specific pupils Improved progress of vulnerable pupils Behaviour improves throughout the academy. Positive transition from FS1 to FS2.
	Learning Mentors/Pastoral lead	£78409	169		
	Reward shop	£1000			
	Provide toast for all pupils in Year 1-6	£1000			
	Additional staffing in Reception to aid transition-15 hours weekly	£6000			

The EEF states that Social and Emotional learning has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.

The EEF states that reducing challenging behaviour can have a direct and lasting impact on pupils' learning.

Review Term 1

FORTIS :

10 children have been targeted :
Significant improvements in behaviour x 3
Improvements in self-esteem/ self-worth x 8
Improvement in attendance x 1
Improvement in accessing normal lessons x 10
Serious family issues addressed : all 10 children

Number of children who have been discharged x 3
New children accessing this service x 3

BEHAVIOUR :

Fixed term exclusions September 2016 → December 2016 : ALL : 6.17% PP : 13.16%

Fixed term exclusions September 2017 → December 2017 : ALL : 2.47% PP : 5.26%

Review Term 2

Record any new actions in a different colour

Review Term 3	Record any new actions in a different colour																																	
Objective 3 Improve attendance and punctuality	2 x Education Welfare 1x 9 hours weekly 1x4 hours weekly 40x £10 reward vouchers	£11954 £400	All pupils	Executive Principal/Head of Academy	Attendance at least 96%. Reduction in PA pupils compared to 2016-17. Reduction in lates compared to 2016-17.																													
Review Term 1	<table border="1" data-bbox="448 810 1787 1031"> <thead> <tr> <th></th> <th>Previous year Sept → Dec</th> <th colspan="2">All pupils</th> <th>Previous year Sept → Dec</th> <th colspan="2">Disadvantaged</th> </tr> <tr> <th></th> <th>Actual</th> <th>Target</th> <th>Actual</th> <th>Actual</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>91.6%</td> <td>95%</td> <td>94.7%</td> <td>93.5%</td> <td>95%</td> <td>94.6%</td> </tr> <tr> <td>Persistent Absence</td> <td>30.0%</td> <td></td> <td>16.8%</td> <td>21.8%</td> <td></td> <td>15.1%</td> </tr> </tbody> </table> <p data-bbox="448 1070 1594 1136">This clearly provides value for money. To be continued. Good attendance must be maintained. Significant reduction in persistent absence.</p>							Previous year Sept → Dec	All pupils		Previous year Sept → Dec	Disadvantaged			Actual	Target	Actual	Actual	Target	Actual	Attendance	91.6%	95%	94.7%	93.5%	95%	94.6%	Persistent Absence	30.0%		16.8%	21.8%		15.1%
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EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.

EEF states that early years and pre-school intervention is beneficial.

EEF states moderate impact for moderate cost :

“small group tuition is effective and, as a rule of thumb, the smaller the group the better.”

The EEF states that reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year.

Review Term 1

The in-academy gap between disadvantaged and other/national other remains a focus for the academy.

It is difficult to compare July results with December results for years 3,4,5 because different tests were used :

July : PIRA

December : NfER – these were considerably more difficult.

We shall continue with our extensive interventions using the updated data to target our children. Teachers now complete a “Pupil on a Page” document in addition to the RAG document and the Provision Map which keep the children’s achievement and progress firmly in the teachers’ minds and informs all of their teaching and ensures the appropriate focus on pupils’ areas for improvement/development.

Year group	Of the children achieving ARE, how many are PP? December. READING
6	60%
5	40%
4	33%
3	80%

	2	33%			
	1	N/A			
Review Term					
Review Term 3					
Objective 5 To improve the teaching and outcomes of Maths, with a particular focus on basic skills	Years 6 pupils to access Third Space learning -1 x 1 hour session weekly Mathletics –Year 1-6 3 year contract Purchase additional resources	Third Space Learning £11 598 Mathletics £1723 Numicon £1500 Director of	11 All pupils All pupils	Maths Leader	Lesson observations, walkthroughs, work scrutiny show that teaching of basic Maths skills is good. Vast majority of pupils working at ARE At least 50% of pupils accessing Mathletics at home Accelerated progress of pupils who access Third Space

Review Term 1

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Year group	Of the children achieving ARE, how many are PP? December.
6	50%
5	63%
4	43%
3	44%
2	50%
1	N/A

Review Term 2

Review Term 3

Objective 6 To improve teaching in Year 6 to ensure the best possible outcomes and enable children to reach their full potential	10 hours additional teacher to deliver interventions in small groups (Autumn Term) 16 hours additional teacher to deliver interventions in small groups. (Spring Term) Learning director 2 days each week. EP (Autumn Term) and HoA (Spring Term) both teach Y6 in small groups for 2 hours per week.	£ £	42	Executive Principal	Outcomes at the end of KS2 are in line with FFT 5 in all subjects. Teaching in Year 6 is at least good. Evidence of accelerated progress
EEF states moderate impact for moderate cost : “small group tuition is effective and, as a rule of thumb, the smaller the group the better.”					

Review Term 1	<p>There has been targeted intervention in place for Y6 since October using afternoon sessions. This increased to include every child in Y6 from 4th January. The number in each Y6 class has been reduced for every morning session with one or two extra teachers variously removing targeted children as appropriate. Intervention now takes place every afternoon and on 2 evenings per week. From February half term onwards, this will be increased as appropriate.</p>																																							
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<p>Objective 7 SEND To raise achievement of SEND pupils throughout the academy.</p>	<p>SEND consultant to provide advice to staff and parents, complete assessments. Additional Educational Psychologist hours</p>	<p>£5000</p>	<p>47</p>	<p>Lisa McCall (SENCO)</p>	<p>SEND pupils make accelerated progress</p>
<p>Review Term 1</p>	<p>9 pupils seen by consultants, all relevant class teachers /parents have received information as to how the children are supported. Recommendations provided to the teachers regarding appropriate work. All children have made progress with 4 children making significant progress.</p>				
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 8 To increase pupils' knowledge, experience and engagement in learning by providing a range of visits.	169 pupils x £100 to contribute to visits	£16900	169	Office staff	All pupils attend visits Positive feedback from pupils Improved behaviour for learning
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The EFF states that adventure learning interventions consistently show positive benefits on academic learning. Many of our pupils have limited opportunities for trips and holidays.

Review Term 1

Number of visits	Percentage attendance all pupils	Percentage attendance pupil premium
Year 5/6	96%	96%
Year 4	100%	82%
Years 3 and 4	94%	100%
Year 3	100%	100%
Year 2	98%	100%
Reception	91%	76%
Reception	95%	76%
Nursery	74%	100%

Plus KS2 Reward trip.

Trips and Visits are for the children in this academy and will continue.

Review Term 2	Number of visits	Percentage attendance all pupils	Percentage attendance pupil premium
Review Term 3	Number of visits	Percentage attendance all pupils	Percentage attendance pupil premium

Additional Use of Funding (Whole Academy)

Objective 9 - Subsidising of breakfast club open to everyone with a targeted approach to ensure children entitled to PP attend. £1360 per year.

Objective 10 - Rewards for home learning and other rewards. £3000.

The EFF states that there is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small. At Weelsby, most home learning focuses on Reading which is beneficial.

Objective 11 – Provision of uniform : as required.

