

Pupil Premium Impact Assessment

Pupil Premium Strategy

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	38	26

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

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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

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	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

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GD (other)	21%	0%	-21%	20
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- 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 EEF reports moderate impact for low cost.	Employ speech therapist 6 hours one day each week- Assessments Support for parents Staff training/support Working with individual pupils	£360 x40- £14400	12 (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. 12 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; 				

	<ul style="list-style-type: none"> • CV and VC; • Speaking with fluency; • Syllabic structure; • Age appropriate vocabulary; • Description. <p>All 12 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				
<p>Objective 2 To provide social, emotional and behavioural support throughout the academy.</p> <p>The EEF states that Social and Emotional learning has an identifiable and significant impact</p>	<p>Fortis 3x2 hours weekly</p> <p>Learning Mentors/Pastoral lead</p> <p>Reward shop</p> <p>Provide toast for all pupils in Year 1-6</p> <p>Additional staffing in Reception to aid</p>	<p>£16797</p> <p>£78409</p> <p>£1000</p> <p>£1000</p> <p>£6000</p>	<p>12</p> <p>169</p>	<p>Lisa McCall (SENCO)</p>	<p>Reduction in exclusions</p> <p>Reduction in incidents with specific pupils</p> <p>Improved progress of vulnerable pupils</p> <p>Behaviour improves throughout the academy.</p> <p>Positive transition from FS1 to FS2.</p>

<p>on attitudes to learning, social relationships in school, and attainment itself.</p> <p>The EEF states that reducing challenging behaviour can have a direct and lasting impact on pupils' learning.</p>	<p>transition-15 hours weekly</p> <p>Behaviour Policy re-launched January 2018.</p>	<p>Minimal for resources.</p>		<p>GY/CG/DM/SLT</p>	
<p>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.</p> <p>The EEF states that reducing challenging behaviour can have a direct and lasting impact on pupils' learning.</p>					
<p>Review Term 1</p>	<p>FORTIS :</p> <p>10 children have been targeted :</p> <p>Significant improvements in behaviour x 3</p> <p>Improvements in self-esteem/ self-worth x 8</p> <p>Improvement in attendance x 1</p> <p>Improvement in accessing normal lessons x 10</p> <p>Serious family issues addressed : all 10 children</p> <p>Number of children who have been discharged x 3</p>				

	<p>New children accessing this service x 3</p> <p>BEHAVIOUR :</p> <p>Fixed term exclusions September 2016 → December 2016 : ALL : 6.17% PP : 13.16%</p> <p>Fixed term exclusions September 2017 → December 2017 : ALL : 2.47% PP : 5.26%</p>				
Review Term 2	<p>Record any new actions in a different colour</p>				
Review Term 3	<p>Record any new actions in a different colour</p>				
<p>Objective 3 Improve attendance and punctuality</p>	<p>2 x Education Welfare 1x 9 hours weekly 1x4 hours weekly</p> <p>40x £10 reward vouchers</p>	<p>£11954</p> <p>£400</p>	<p>All pupils</p>	<p>Executive Principal/Head of Academy</p>	<p>Attendance at least 96%. Reduction in PA pupils compared to 2016-17. Reduction in lates compared to 2016-17.</p>

Review Term 1		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% NA
<p>This clearly provides value for money. To be continued. Good attendance must be maintained. Significant reduction in persistent absence.</p>							
Review Term 2		Previous year	All pupils		Previous year	Disadvantaged	
		Actual	Target	Actual		Target	Actual
	Attendance	90.7	95%			95%	
Review Term 3		Previous year	All pupils		Previous year	Disadvantaged	
		Actual	Target	Actual		Target	Actual
	Attendance	90.7	95%			95%	

Objective 4 To improve the teaching and outcomes in reading and phonics.	Completely refurbish the library and purchase new books in order to raise the profile of reading. Library refurbished with new books purchased.	Library refurb £4436 Books £7000 Library furniture £11000	All pupils	Katie Lane	Phonics outcomes at the end of Year 1 & 2 at least in line with national. At least 75% of pupils read at home regularly. All pupils in key stage 1 read at least daily. Observation of phonics lessons indicate that teaching is at least good.
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<p><u>Library refurbishment completed for January 2018</u></p> <p><u>R,W,I training did not start until January 2018</u></p>	<p>Improve the delivery of Read, Write Inc through training and resources.</p> <p>Training started for all staff on R, W, I – January 2nd.</p> <p>Additional support staff to support teaching of reading/phonics</p>	<p>All R, W, I resources purchased.</p> <p>£3984-27</p>			
<p>EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.</p> <p>EEF states that early years and pre-school intervention is beneficial.</p> <p>EEF states moderate impact for moderate cost : “small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>The EEF states that reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year.</p>					
<p>Review Term 1</p>	<p>The in-academy gap between disadvantaged and other/national other remains a focus for the academy.</p> <p>It is difficult to compare July results with December results for years 3,4,5 because different tests were used :</p> <p>July : PIRA</p> <p>December : NfER – these were considerably more difficult.</p> <p>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.</p>				

Year group	No. of pupils	July Reading ARE	December Reading ARE	Gap
6 All	41	1 (2%)	10 (24%)	
PP	28	0 (0%)	6 (21%)	
Other	13	1 (2%)	4 (31%)	10%
5 All	49	9 (18%)	5 (10%)	
PP	37	7 (19%)	2 (5%)	
Other	12	2 (4%)	2 (4%)	1%
4 All	41	14 (34%)	9 (22%)	
PP	28		3 (11%)	
Other	13		6 (46%)	35%
3 All	43	14 (33%)	5 (12%)	
PP	28	10 (36%)	4 (14%)	
Other	15	4 (27%)	1 (7%)	7%
2 All	47	N/A	6 (13%)	
PP	27	N/A	2 (7%)	
Other	20	N/A	4 (20%)	13%
1 All	48	N/A	3 (6%)	
PP	22	N/A	1 (5%)	
Other	26	N/A	2 (8%)	3%

Year group	No. of pupils	Reading Age % Autumn 1	Reading Age % Autumn 2	Comprehension Age % Autumn 1	Comp Age Aut 2
6 All	41	35%	63%	35%	53%
PP	25				

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	5	All	49	50%	52%	59%	57%																					
		PP	37																									
	4	All	41	64%	66%	75%	73%																					
		PP	28																									
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		PP	28																									
	2	All	47	36%	47%	28%	51%																					
		PP	27																									
	1	All	48																									
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1 All	48	N/A	9/49 (8%)																									
PP	22	N/A	6/18 (33%)																									
Review Term 2																												

<p>Review Term 3</p>					
<p>Objective 5 To improve the teaching and outcomes of Maths, with a particular focus on basic skills</p>	<p>Years 6 pupils to access Third Space learning -1 x 1 hour session weekly</p> <p>Mathletics –Year 1-6 3 year contract Purchase additional resources</p> <p>Maths interventions in place for Year 6 (Autumn Term)</p> <p>Maths interventions in place for Year 6 and 5 (Spring Term)</p>	<p>Third Space Learning £11 598 Mathletics £1723 Numicon £1500 Additional teacher :</p>	<p>11 All pupils</p>	<p>Maths Leader</p>	<p>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</p>

Review Term 1

The in-academy gap between disadvantaged and other remains a priority for the academy
 It is difficult to compare July results with December results for years 3,4,5 because different tests were used :
 July : PUMA.
 December : Nfer – these were considerably more difficult.
 We shall continue with our extensive interventions using the updated data to target our children.

		No. of pupils	July Maths	December Maths	Gap
Year 6	All	41	0 (0%)	12 (29%)	
	PP	28	0 (0%)	6 (21%)	
	Other	13	0 (0%)	6 (46%)	25%
Year 5	All	49	12 (24%)	8 (16%)	
	PP	37	8 (22%)	5 (14%)	
	Other	12	4 (33%)	3 (25%)	11%
Year 4	All	41	18 (44%)	7 (17%)	
	PP	28		3 (11%)	
	Other	13		4 (31%)	20%
Year 3	All	43	11 (26%)	18 (42%)	
	PP	28	5 (18%)	8 (29%)	
	Other	15	6 (21%)	10 (67%)	38%
Year 2	All	47	N/A	6 (13%)	
	PP	27	N/A	3 (11%)	
	Other	20	N/A	3 (15%)	4%
Year 1	All	48	N/A	2 (4%)	
	PP	22	N/A	2 (9%)	5%
	Other	26		0 (0%)	

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Review Term 2					
Review Term 3					
Objective 6 To reduce the size of teaching groups in Year 6 to ensure the best possible outcomes and enable children to reach their potential. Year 5 to benefit later on.	10 hours additional teaching to deliver interventions : Reading and Maths (Autumn Term) 16 hours additional teaching to deliver interventions : Reading, Maths and Writing (Spring Term) Learning director 2 days each week	£3700 £16700 £22000 2 hours per week 2 hours per week	35 42 6 4 4	Executive Principal	Outcomes at the end of KS2 are in line with FFT 20 in all subjects. Teaching in Year 6 is at least good. Evidence of accelerated progress

	Additional interventions (EP) (Autumn Term) Additional interventions (EP + HoA) (Spring and Summer Terms)	4 hours per week	8																				
<p>EEF states moderate impact for moderate cost : "small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>																							
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> <table border="1" data-bbox="376 1169 842 1426"> <thead> <tr> <th>Subject</th> <th>Base-line (July)</th> <th>December</th> </tr> </thead> <tbody> <tr> <td>Reading All</td> <td>1 (2%)</td> <td>10 (24%)</td> </tr> <tr> <td>PP</td> <td>0 (0%)</td> <td>6 (24%)</td> </tr> <tr> <td>Writing All</td> <td>0 (0%)</td> <td>6 (15%)</td> </tr> <tr> <td>PP</td> <td>0 (0%)</td> <td>3 (11%)</td> </tr> <tr> <td>Maths All</td> <td>0 (0%)</td> <td>12 (29%)</td> </tr> </tbody> </table>					Subject	Base-line (July)	December	Reading All	1 (2%)	10 (24%)	PP	0 (0%)	6 (24%)	Writing All	0 (0%)	6 (15%)	PP	0 (0%)	3 (11%)	Maths All	0 (0%)	12 (29%)
Subject	Base-line (July)	December																					
Reading All	1 (2%)	10 (24%)																					
PP	0 (0%)	6 (24%)																					
Writing All	0 (0%)	6 (15%)																					
PP	0 (0%)	3 (11%)																					
Maths All	0 (0%)	12 (29%)																					

	PP	0 (0%)	6 (24%)		
Review Term 2	Subject	Base-line (July)	December	February	
	Reading All	1 (2%)	10 (24%)		
	PP	0 (0%)	6 (24%)		
	Writing All	0 (0%)	6 (15%)		
	PP	0 (0%)	3 (11%)		
	Maths All	0 (0%)	12 (29%)		
	PP	0 (0%)	6 (24%)		
Review Term 3	Subject	Base-line (July)	December	February	July
	Reading All	1 (2%)	10 (24%)		
	PP	0 (0%)	6 (24%)		
	Writing All	0 (0%)	6 (15%)		
	PP	0 (0%)	3 (11%)		
	Maths All	0 (0%)	12 (29%)		
	PP	0 (0%)	6 (24%)		

Objective 7 SEND To raise achievement of SEND pupils throughout the academy.	SEND consultant to provide advice to staff and parents, complete assessments. Additional Educational Psychologist hours	£5000	47	Lisa McCall (SENCO)	SEND pupils make accelerated progress
Review Term 1	<p>9 pupils seen by consultants, all relevant class teachers /parents have received information as to how the children are supported.</p> <p>Recommendations provided to the teachers regarding appropriate work.</p> <p>All children have made progress with 4 children making significant progress.</p>				
Review Term 2					

Review Term 3					
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
<p>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.</p>					

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, attending booster sessions and related treats. £3,000

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.