

# Pupil premium strategy statement – Wallscourt Farm Academy 2018-19

1. Summary information					
School	Wallscourt Farm Academy				
Academic Year	2018-19	Total PP budget	£70,053	Date of most recent PP Review	9/17
Total number of pupils	342	Number of pupils eligible for PP	Ever 6 – 62 FSM 54	Date for next internal review of this strategy	1/19

2. Current attainment – 2018 July outcomes		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils</i>
% of PPI pupils achieving Good Level of Development in EYFS (GLD Gaps have closed over time 2015-16 – EYFS – PPI gap 22%, 2016-17 – PPI Gap= 5%, 2017-18- PP outperformed non-PP)	80%	76%
% of PPI pupils passing the Year 1 phonics check	89%	90%
% achieving KS1 ARE	Reading 40%, Writing 10% and Maths 40%	Reading 76%, Writing 62% and Maths 74%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech, language and communication needs
B.	Parental engagement including home learning
C.	Range of additional learning needs including SEMH needs

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for PPI group including safeguarding needs

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Gaps are identified and targeted teaching and interventions leads to gaps closing.  In EYFS, with a focus on the GLD areas of learning-	- EYFS, KS1 and 2 Data will show pupils making expected or accelerated progress.

<b>B.</b>	PPI pupils in KS1 in line with ALL pupils nationally – Phonics - Phonics – PP 89%, Non PP 90% and ARE PP – R-40%, W- 10%, M-40%	2017 phonics showed dip for PPI 60% PP 90% Non PP
<b>C.</b>	Attendance of PPI group improves during 2018-19 to be closer to National – 94.7% PP- 96% All	PPI attendance to increase to 96%
<b>D.</b>	PPI pupils in KS2 make progress in line with their peers	Progress data indicates gap closing – see Black box data analysis/dashboard

## 5. Planned expenditure

**Academic year**

**2018-19**

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 of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equity and excellence for all Diminish disadvantage	Support and Intervention groups as part of Quality First Teaching - Teaching partners – EYFS, KS1 and KS2	Range of specific provision- small groups and 1:1 See provision maps for further info. Sutton- Early Years + KS1 and KS2 intervention + 6 months- Meta cognition- + 8 months Collaborative learning + 5 months Phonics + 4 months	Ongoing monitoring and review through whole school monitoring- SLT, AIP Teams, AC, Exec Principal – learning walks, data scrutiny, PM reviews	SK/HMc D	Termly through AIP review and AC/Dashboard reporting  Academy Review meetings
Equity and excellence for all. Diminish disadvantage.	Additional PPA/Release through Lead Arts teaching to release class teachers for 1:1/small group PPI			SK ES HR	
<b>Total budgeted cost</b>					<b>£20,000</b>

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?
Increase PPI achievement to be in line with National.	PiXL therapies + 1:1/small group sessions. £10000- Significant increase for 2018-19	See Sutton Trust and Ofsted PP reports + TSC case studies PiXL Case studies	Regular monitoring Data cycle takes into account progress and ARE	IMcL – RSL/ PiXL ES and HR	Termly through AIP RA year Group meetings fortnightly 3 x Pupil Progress PM x 3 FLC x 2 + Report
Disadvantaged attendance is 94.9% which is below national.	Attendance EWS support	Attendance Officer employed to support with the following: - Target 'broken weeks' absentees and discuss impact with families - Monitor lateness - Support families with children who have persistent absence • Raise profile of attendance (attendance parties) • Weekly reports written by attendance lead to be shared with Principal Team. • Review timetables and start of day procedures • Attendance regularly communicated with parents via newsletters. • Information about attendance and lateness to be displayed prominently around the school. • Provide wrap around care on a case-by-case basis so that children can	Daily, weekly and termly monitoring of attendance.  Attendance of PPI group analysed through blackbox analysis.  Coding and patterns in attendance part of scrutiny with EWS.	SK	Termly full attendance analysis
Support basic skills	Reading Recovery - <b>£15,000</b> PPI contribution	See RR research database Reading Recovery and ECAR development- Year 1- Support for Basic skills- additional to 1:1 reading % increase in reading age	Linked to AIP focus ECAR monitoring through IDEC	AC and AIP team + SLT	Termly – ECAR data collection
Replace regular home learning	@BRP - £2000	See ECAR data and Sutton Trust toolkit	Linked to AIP focus ECAR monitoring through IDEC	AC	Termly – ECAR data collection

Improve SLCN to impact across curriculum	Talk S&L - £6000	Evidence base regarding SLCN barriers from EYFS language screening onwards	Employ specialist S&LT and develop capacity through specific CPD and mentoring	HMCD	Termly – through SENCo monitoring
<b>Total budgeted cost</b>					<b>£33,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Whole school Thrive approach to support PPI pupils with SEND including SEMH	Thrive - £15,000 contribution	See Thrive data and research CLF Thrive approach SEND information and access to learning across the curriculum.	Regular Thrive supervision sessions Ongoing monitoring – Senco and SLT Thrive network and CPD	CM SW AM	Termly through AIP AIP Inclusion Team Regular SENCo monitoring/support.
To ensure vulnerable pupils have enrichment opportunities	Enrichment - £3000 contributions	Sutton Trust + 2 months Out of hours provision – breakfast provided for pupils in need. Enrichment opportunities at the end of school day- Sports and other enrichment provision- PP funding to ensure equality of access	Part of whole school – <b>WFA 50 Curriculum Overview</b> – planned to ensure a range and balance of enrichment opportunities + out of hours clubs Additional music 1:1/Group sessions	CB SK HR	Termly through AIP Ongoing Curriculum review End of year report-music – quantitative and qualitative data.
Improve attendance through offering OOH breakfast club and enrichment as required.	OOH - £2000	Sutton Trust + 2 months Out of hours provision – breakfast provided for pupils in need. Enrichment opportunities at the end of school day- Sports and other enrichment provision- PP funding to ensure equality of	Monitoring through attendance procedures. Review update and impact.	CB	Termly – Attendance monitoring with Education Welfare support  Termly through AIP
<b>Total budgeted cost</b>					<b>£20,000</b>

**Overall Total Budgeted Costs - £73,000**

**Review of expenditure for 2017-18 – to be completed Autumn 2018.**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Equity and equity for all Diminish disadvantage	Support and Intervention groups as part of Quality First Teaching - Teaching partners – EYFS, KS1 and KS2	There is evidence that the gap is closing in some year groups. The children in Reception who are PP outperformed those who are non-PP. In Year 1 Phonics, the PP children were in line with attainment for non PP and this is the case across Reading, writing and maths.  Gaps exist in other year groups	Class teachers to lead 1:1/Small group PPI sessions  Link to Arts lead roles – ES/HR to provide qualified teacher to do interventions  PiXL – Raising standards lead appointed and plan is to hold fortnightly meetings to look at raising attainment  Year 5 Teaching Partner  New whole school tracker – with PPI filter + ACE (Adverse Childhood Experiences) barrier analysis and linked provision tool.	£15,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase PPI achievement to be in line with National	PPI lead worker - KS1 £5678	See above	JS moving to Learning Partner role.  Class teachers to lead 1:1/Small group PPI sessions	£5678

Replace regular home learning	BRP	PP children were prioritised for both Reading Recovery and BRP.	This will continue	£1500
Improve SLCN to impact across curriculum	Talk S&L + language screening for all children.	HMCD Early intervention- screening- building on EY project.	This will continue next year as Early Intervention Language screening informed teaching and ensured that the curriculum addressed any gaps in vocabulary and language structures.	£5000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Whole school Thrive approach to support PPI pupils with SEND including SEMH	Thrive contribution	We now have two Thrive practitioners who support children with SEMH. There are clear assessments at the beginning and end of blocks of intervention showing that children have made progress in key areas and are able to access learning back in the Learning Zones.	This will continue.  Our aim is to expand the Thrive Family links so that families have more information about how to support the learning at home.	£3000
To ensure vulnerable pupils have enrichment opportunities	Enrichment - contributions	PP children were given fully funded places in Enrichment Clubs and prioritised for some clubs. This meant that 70% of our PP children accessed extracurricular activities	Next year, we will expand the offer to include musical instrument lessons and will aim for 100% of PPI children accessing at least one enrichment activity over the year.	£1000
Improve attendance through offering OOH breakfast club and enrichment as required.	OOH	See above	Cancelled Future Stars – provision- Sports  Mentoring- move to Thrive sessions	£2000