

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|------------------------|----------------------------------|---|--|---------------|
| School | Washingborough Academy | | | | |
| Academic Year | 2019-20 | Total PP budget | 68640 | Date of most recent PP Review | February 2019 |
| Total number of pupils | 268 | Number of pupils eligible for PP | 46 FSM6 19 SC (not included in data) | Date for next internal review of this strategy | January 2020 |

| 2. Attainment 2019 | | | | |
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| | <i>Pupils eligible for PP (your school 2018)</i> | <i>Pupils eligible for PP (your school 2019)</i> | <i>Pupil eligible for PP (national 2018)</i> | <i>Pupils not eligible for PP (national 2018)</i> |
| KS2 cohort 31 , Pupil Premium cohort 7 | | | | |
| % KS2 making expected standard or above in reading | 75% | 86% | Not available | Not available |
| % KS2 making expected standard or above in GPaS/writing | 75% | 57% | Not available | Not available |
| % KS2 making expected standard or above in maths | 58.3% | 71% | Not available | Not available |
| % KS2 making expected standard or above in reading, GPaS/writing and maths | 58.3% | 57% | 51% | 70% |
| KS1 cohort 42, Pupil Premium cohort 6 | | | | |
| % KS1 making expected standard or above in reading | 80% | 67% | 60% | 78% |
| % KS1 making expected standard or above in GPaS/writing | 80% | 67% | 53% | 73% |
| % KS1 making expected standard or above in maths | 60% | 83% | 61% | 79% |
| Year 1 Phonics Check, cohort 36 , Pupils Premium cohort 5 | | | | |
| % Year 1 Phonics percentages attaining expected standard | 86% | 80% | 82% (Whole Cohort) | 82% (Whole cohort) |
| ELG, cohort 34 , Pupils Premium cohort 3 | | | | |
| Percentage of pupils achieving a good level of development | 60% | 67% | 57% | 74% |
| Percentage of pupils achieving at least expected in Reading | 60% | 100% | Not available | Not available |
| Percentage of pupils achieving at least expected in Writing | 60% | 67% | Not available | Not available |

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| Percentage of pupils achieving at least expected in Number | 80% | 67% | Not available | Not available |
| Percentage of pupils achieving at least expected in Shape, space and measures | 80% | 67% | Not available | Not available |

Attendance

| Attendance <i>All school figures include Nursery children.</i> | 2016-2017 | 2017-2018 | 2018-2019 | National average for primary schools 2017 |
|---|------------------|------------------|------------------|--|
| Whole school attendance | 96% | 96% | 96% | 96% |
| Pupil Premium cohort attendance | 95% | 95% | 94% | 93% |
| Non-Pupil Premium attendance | 96% | 96% | 97% | 96% |

In July 2019, 5 children eligible for the Pupil Premium had an attendance rate of less than 90%. Over the year, these children have been identified and monitored in accordance with the attendance policy.

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | <ul style="list-style-type: none"> Children's fluency in reading impacts on their comprehension skills. This, in turn, impacts on attainment in writing. | |
| B. | <ul style="list-style-type: none"> In KS2, children are continuing to develop their fast application of mathematical and mental mathematics skills. | |
| C. | <ul style="list-style-type: none"> In Year 1, attainment in phonics for disadvantaged children is below that of non-disadvantaged. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | <ul style="list-style-type: none"> Attendance, particularly for Persistent Absenteeism pupils. Lack of wider experiences/stimulus outside normal home and school routines | |
| 3. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| A. | Improve attainment in literacy at the end of KS1 for disadvantaged children. | <p>A1 Disadvantaged children to achieve expected standard or higher in GPAS/writing at the end of KS1 in line with national averages.</p> <p>A2 Children eligible for PP to access focussed intervention programs regularly with specifically allocated LSA.</p> <p>A3 Effective communication with parents/careers of children eligible for PP to ensure learning is supported at home.</p> |
| B. | Improve attainment in literacy at the end of KS2 for disadvantaged children. | <p>B1 Disadvantaged children to achieve expected standard or higher in GPAS/writing at the end of KS2 in line with national averages.</p> <p>B2 Children eligible for PP to access focussed intervention programs regularly with specifically allocated LSA.</p> <p>B3 Effective communication with parents/careers of children eligible for PP to ensure learning is supported at home.</p> |
| C. | Close the gap in attainment in Year 1 phonics screening check for disadvantaged children. | <p>C1 Close the gap in phonics screening check outcomes. 2019 WA disadvantaged was 80%, WA others was 90%.</p> <p>C2 Children eligible for PP to access focussed intervention programs regularly with specifically allocated LSA.</p> <p>C3 Effective communication with parents/careers of children eligible for PP to ensure learning is supported at home.</p> |
| D. | Develop learning opportunities and enhancement of their experiences within education and the wider world. | <p>D1 Children eligible for PP are able to access new technology, range of experiences and follow specific areas of learning. Many of these opportunities will enrich existing provision including support for school trips, and extra-curricular activities such as music or sports.</p> |

| 4. Planned expenditure | | | | | |
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| Academic year | | 2018-2019 | | | |
| 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 first 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? |
| Improve attainment in literacy at the end of KS1 and KS2 for disadvantaged children. | Quality first teaching: Utilise talk partners during literacy lessons. Fine motor interventions as necessary. KS2 – Part time teacher employed to support children as necessary. Individualised LSA intervention. | Collaborative learning, effective feedback and partner work are key elements of the school's approach to literacy. Real life outcomes give children a focus for their writing and lead to quality outcomes. | Track attainment throughout the year. PP children's specific gaps in learning to be targeted. Weekly interventions from specifically employed teacher. Discussion at weekly team meetings. Focus on writing at Pupil Progress meetings throughout the year. | Class Teachers PP lead | Termly during assessment tracking at Pupil Progress Meetings |
| Close the gap in attainment in Year 1 phonics screening check for disadvantaged children. | Quality first teaching. Focused phonics interventions. Communication with home and send resources home to support. | The RWI phonics scheme has supported children at WA to achieve well in phonics. Disadvantaged Year 1 children have attained well when compared with national outcomes, but less well compared to WA others. | Track attainment on a termly basis. Monitor RWI groups over the year. Monitor at weekly team meetings. | Class teachers PP Lead | Termly during RWI assessments and phonics screening checks. |
| 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? |

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| Improve fine motor skills of pupils eligible for PP. | Daily fine motor intervention Parental engagement | There is evidence from teachers and LSAs that a number of children eligible for the PP do not record answers accurately due to poor fine motor. This often leads to frustration. | Regular book scrutinies. Termly case studies. | PP Lead Class Teacher SENCO | Termly during assessment tracking at Pupil Progress Meetings |
| Address social and emotional difficulties of some PP children. | Specialised LSA support as necessary Referral to external agencies as necessary Parental engagement | Social and emotional learning is proven to have a positive impact on children's attainment. | Termly case studies. Parent consultations. Regular conversations between SENCO and PP Lead. | PP Lead Class Teacher SENCO | Termly during assessment tracking at Pupil Progress Meetings |

| iii. Other approaches | | | | | |
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| 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? |
| Continue to improve attendance, with a focus on reducing persistent absenteeism. | See attendance policy. | Attendance at school is vital to allow all children to succeed. | Attendance Lead to monitor attendance regularly. Class teachers to work with Attendance Lead and parent/carers | Attendance Lead PP Lead Class teachers | Termly review of attendance |
| Ensure children eligible for PP have access to wider experiences/stimulus outside normal home and school routines. | Subsidising the cost of school visits. | Ensuring everybody has access to a wide range of experiences will support all children to develop resilience and share common experiences with their peers. | 100% of Pupil Premium pupils to attend all educational visits. Record of visits made by PP pupils. | PP Lead | Ongoing basis |
| All wear school uniform | Subsidising the cost of school uniform. | Ensure all children are able to conform to the school's uniform policy. | Keep record of children supported. | PP Lead | Ongoing basis |
| Meeting the needs of individual pupils | Learning resources, to be decided throughout the year | Throughout the year needs will become evident; these will be identified and responded to as necessary. | Track assessment throughout the year Track attendance Review provision and adjust as appropriate. | PP Lead Class teacher | Ongoing basis |

| 5. Review | | | |
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| Previous Academic Year | | 2018-2019 | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) |
| Improve the attainment of PP children in maths at the end of KS1 and KS2. | Individualised LSA intervention. Quality first teaching: year group maths teaching with LSA in class. Utilise maths partners and group work in every lesson. Include effective feedback. | Over the year, there has been a whole school focus on mathematics and the gap between disadvantaged children and 'others' has reduced. Maths outcomes KS1 - 84% (Disadvantaged) 80% (WA Others) KS2 71% (Disadvantaged) 80% (WA Others). However, internal assessment shows that in Years 3, 4 and 5 there is a gap in attainment. | There is evidence that the school's approach to maths is allowing all children to make progress. We will continue with the strategy. |
| Develop fine motor of PP children across KS1 and KS2 to support children to record their answers accurately. | Children eligible for PP to access focussed intervention programs regularly with specifically allocated LSA. Effective communication with parents/carers of children eligible for PP to ensure learning is supported at home. | The increase in attainment in maths demonstrates that children's ability to record their answers has not limited their attainment. However, it does continue to be a focus to ensure fine motor continues to improve. | This target continues to be relevant and fine motor interventions will continue as and when necessary. |

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| <p>Address social and emotional difficulties of some PP children.</p> | <p>A designated LSA to have specific responsibility for supporting children as necessary.</p> | <p>There has been a regularly reviewed programme of support for children requiring extra support to allow every child to attain.</p> | <p>The need for this continued support will be reviewed regularly. All staff are due to be trained in 'Trauma based Practice' Training in September 2019.</p> |
| <p>Provide wider learning and enhancement opportunities for all Pupil Premium children.</p> | <p>Provide funds for children eligible for FSM/EVER6 funding to attend educational visits.</p> | <p>All children eligible for the Pupil Premium attended educational visits.</p> | <p>This support will continue to be offered to families as necessary.</p> |
| <p>Continue to improve attendance, with a focus on reducing persistent absenteeism.</p> | <p>See attendance policy.</p> | <p>Attendance at school is vital to allow all children to succeed.</p> | <p>Support will continue as per the Attendance Policy.</p> |