

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Washingborough Academy | | | | |
| Academic Year | 2018-19 | Total PP budget | £75,520 | Date of most recent PP Review | November 2017 |
| Total number of pupils | 284 | Number of pupils eligible for PP | 77 (69 ex. FS1) (57 FSM/EVER6) 20 (SC/EVERSC) | Date for next internal review of this strategy | January 2019 |

| 2. Attainment 2018 | | | |
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| | <i>Pupils eligible for PP (your school 2017)</i> | <i>Pupils eligible for PP (your school 2018)</i> | <i>Pupils not eligible for PP (2017 national average)</i> |
| KS2 cohort 40, Pupil Premium cohort 12 | | | |
| % KS2 making expected standard or above in reading | 75% | 75% | Not available |
| % KS2 making expected standard or above in GPaS/writing | 75% | 75% | Not available |
| % KS2 making expected standard or above in maths | 50% | 58.3% | Not available |
| % KS2 making expected standard or above in reading, GPaS/writing and maths | 50% | 58.3% | 75% |
| KS1 cohort 34, Pupil Premium cohort 5 | | | |
| % KS1 making expected standard or above in reading | 85% | 80% | 78% |
| % KS1 making expected standard or above in GPaS/writing | 54% | 80% | 71% |
| % KS1 making expected standard or above in maths | 62% | 60% | 78% |
| Year 1 Phonics Check, cohort 36 , Pupils Premium cohort 7 | | | |
| % Year 1 Phonics percentages attaining expected standard | 67% | 86% | 81% (Whole cohort) |
| ELG, cohort 30 , Pupils Premium cohort 10 | | | |
| Percentage of pupils achieving a good level of development | 67% | 80% | National figures used are for FSM, not whole PP cohort 73% |
| Percentage of pupils achieving at least expected in Reading | 67% | 80% | National figures used are for non-FSM, not whole PP cohort 79% |

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| Percentage of pupils achieving at least expected in Writing | 67% | 80% | National figures used are for non-FSM, not whole PP cohort 76% |
| Percentage of pupils achieving at least expected in Number | 100% | 90% | National figures used are for non-FSM, not whole PP cohort 81% |
| Percentage of pupils achieving at least expected in Shape, space and measures | 67% | 90% | National figures used are for non-FSM, not whole PP cohort 84% |

Attendance

| Attendance <small>All school figures include Nursery children.</small> | 2016-2017 | 2017-2018 | National average for primary schools 2017 |
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| Whole school attendance | 96% | 96% | 96% |
| Pupil Premium cohort attendance | 95% | 95% | <small>National figures used are for FSM, not whole PP cohort</small> 93% |
| Non-Pupil Premium attendance | 96% | 96% | <small>National figures used are for non-FSM, not whole PP cohort</small> 96% |
| Whole school persistent absence (PA) | 9% | 8% | 8% |
| Pupil Premium cohort persistent absence | 13% | 12% | Not available |
| Non-Pupil Premium persistent attendance | 6 % | 7% | Not available |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | <p>Ensure that gaps in learning are closed, so that pupils eligible for the Pupil Premium can access the curriculum effectively and make progress with their learning, specifically focussing on:</p> <ul style="list-style-type: none"> • Poor fine motor/handwriting, which is making it difficult to record and communicate learning, slowing all forms of written work. This makes it much harder for pupils to complete learning tasks than their peers and includes recording answers in maths. • Lack of wider experiences/stimulus outside normal home and school routines hindering resilience and the development of creative ideas/experiences to draw on when writing. • Difficulty with the fast application of mathematical knowledge and mental maths skills in KS1 and KS2. |
| B. | <ul style="list-style-type: none"> • Ensure wide ranging opportunities are available to all children in order to raise aspirations. |
| C. | <ul style="list-style-type: none"> • A number of children eligible for the pupil premium have difficulty with communication and managing emotions. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | <ul style="list-style-type: none"> • Attendance, particularly for Persistent Absenteeism pupils. • Lack of wider experiences/stimulus outside normal home and school routines |
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4. Desired outcomes

| | Desired outcomes and how they will be measured | Success criteria |
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| A. | Improve the attainment of children eligible for the PP in maths at the end of KS1. | <p>A1 Children eligible for PP to achieve expected standard or higher in maths 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 the attainment of children eligible for the PP in maths at the end of KS2. | <p>B1 Children eligible for PP to achieve expected standard or higher in maths 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. | Develop fine motor of PP children across KS1 and KS2 to support children to record their answers accurately. | <p>C1 Children eligible for PP to access focussed intervention programs regularly with specifically allocated LSA.</p> |

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| | | C2 Effective communication with parents/careers of children eligible for PP to ensure learning is supported at home. |
| D. | Developed learning opportunities and enhancement of their experiences within education and the wider world. | 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, extra-curricular activities such as music or sports. |

| 5. 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 the attainment of PP children in maths at the end of KS1 and KS2. | <p>Individualised LSA intervention.</p> <p>Quality first teaching: year group maths teaching with LSA in class. Utilise maths partners and group work in every lesson. Include effective feedback.</p> <p>Employment of an LSA to provide phonics intervention across the school.</p> | Collaborative learning, effective feedback and mastery learning are key elements of the school's approach to maths, all of which are judged to have a positive impact on attainment. | <p>Track attainment throughout the year.</p> <p>PP children's specific gaps in learning to be targeted.</p> <p>For while year group teaching, LSA to work alongside class teacher and be involved in planning and feedback.</p> <p>Discussion at weekly team meetings.</p> <p>Focus on maths at Pupil Progress meetings throughout the year.</p> | <p>Class Teachers</p> <p>PP lead</p> | Termly during assessment tracking at Pupil Progress Meetings |
| Total budgeted cost | | | | | |
| 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 all children have access to a wide range of experiences will allow. | 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 |

| 6. Review of expenditure | | | |
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| Previous Academic Year | | 2017-2018 | |
| 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 maths outcomes for Pupil Premium children when compared with National Others (including FS2). | Quality first teaching Individualised intervention | The school continues a specific focus on maths provision for all children, including those eligible for the PP. | Weekly Beat That activities will continue. After review, CLIC Maths as maths starter has not been continued. Rather, throughout the year, staff training has been focussed on implementing a new approach to mathematics teaching. A resources audit has taken place and new resources have been ordered where necessary. Teachers and LSAs will continue to plan and deliver maths in line with the new approach to maths. |
| Improve writing outcomes for Pupil Premium children when compared with National Others. | Quality first teaching Individualised intervention | Writing outcomes at the end of KS1 have improved for children eligible for the PP. (80%) Writing outcomes have remained stable for children eligible for PP at the end of KS2. (75%) | The school will continue with the current strategy, including providing quality first teaching, individualised and personalised interventions and ensuring children have real life writing experiences, to inspire and provide context. |
| Increase engagement with phonics at home and improve outcomes for Pupil Premium children. | Daily RWI delivery. RWI interventions. | 86% of children eligible for PP passed the phonics screening check at the end of Year One (6/7). | The school's approach to phonics has been successful and achievements have improved. The school will continue with: Targeted phonics interventions Peered reading scheme Parent's training event RWI reading book scheme |

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| <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>The current approach has allowed all children who are eligible for the PP to attend educational visits. This approach will continue in future.</p> |
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