

North Wootton Academy Pupil Premium Strategy Statement

1. Summary information					
School	North Wootton Community School				
Academic Year	2017/18	Total PP budget for 2017/18	£39,480	Date of most recent PP Review	12/17
Total number of pupils (October 2017 census)	315	Number of pupils eligible for PP	28 10.4%	Date for next internal review of this strategy	03/18

2. Current attainment		
End of KS2 Results – July 2017	NWA Pupil Premium Data KS2 July 2017	National Pupil Premium Data KS2 July 2017
% achieving expected standard or above in reading, writing & maths	50%	47%
% achieving expected standard or above in reading / progress	75% / -0.4	60% / -0.7
% achieving expected standard or above in writing / progress	50% / 0.5	65% / 0.3
% achieving expected standard or above in maths / progress	50% / -3.0	63% / -0.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading – although attainment is above national data at the end of 2017 and better than national progress, progress scores are still below non PP pupils. Writing – attainment below national data at the end of 2017, although progress is better than national. Maths – attainment and progress well below national data – maths remains a key focus for PP pupils to improve achievement.
B.	More pupils transferring in from other local schools with high level of need and below expected attainment. Difficulty in verifying end of KS1 results.
C.	Mixed age classes do not suit the needs of the pupils / curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Budget challenges. Low PP funding means it can be harder to provide targeted support for eligible pupils.
E.	Low aspiration of some parents of PP pupils, including attendance issues.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Attainment and progress to be above national figures for PP pupils and gaps between PP and non PP pupils to be diminished in all year groups.	Pupils receive intervention to enable them to catch up to ARE and ensure at least expected progress is achieved. Pupil progress meetings identify vulnerable children quickly and targeted intervention prioritised, especially with pupils transferring from other schools.
B.	Maintain class sizes at no more than 30. Above 30 becomes a barrier to learning for all pupils.	Ensure class sizes are 30 or less. Teach core subjects in discrete year groups where able.
C.	Ensure funding is maximised to ensure teaching and support staff deployed to support PP pupils.	Monitor impact of TA staff and ensure accelerated progress and attainment is achieved through targeted intervention.
D.	Ensure impact from intervention TAs measured and evaluated to show increase in progress and attainment.	No gap between all pupils and PP. Data in line or above national averages.

5. Planned expenditure					
Academic year		2017/18			
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					
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?
Ensure all teaching is at least good for all PP pupils. Senior leaders to challenge monitor and support teaching at all levels.	HLTA staff to provide release cover for Subject Leaders. 1 session per week, per Subject Leader.	Not enough PP children making expected standards in R/W/M. Middle attaining PP children less likely to meet targets compared with low and higher attaining pupils.	Senior leaders to support/challenge/monitor. Pupil progress meetings with all teachers termly. Subject leaders to QA data half termly.	JW/JG	Ongoing review.
Total budgeted cost					£5,000
<i>Cost of HLTA support to release subject / senior leaders.</i>					

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?
Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils.	Employ Intervention TAs to work with individual and small groups of children.	TAs to provide focussed and targeted support to lead to improvements in attainment and progress.	DHT responsible for ensuring support is focussed and targeted and impact is measured to show improvements.	JG	Ongoing review.
Run Booster after school clubs for targeted children in Y6 for English and Maths.	JG/LC/BB to run after school club one night per week each.	Children selected to attend to work on targeted support in English and Maths.	JG to monitor attendance and gather assessments to show impact.	JG	Ongoing review. No cost as clubs run by teachers.
Total budgeted cost					£30,000
<p><i>Equivalent of 2.5 FTE Intervention Staff employed to deliver individual and small group intervention. RA / JG / KH / SP / AH / GL (6 x £5,000 expenditure = £30,000).</i></p>					
iii. Other approaches					
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?
To provide additional opportunities for pupils through after school clubs and residential visits.	Funding provided.	Enable pupils to take part in a range of activities to improve confidence and team building.	Pupils more motivated to learn and able to improve confidence through sports and other activities.	Club providers etc.	Review usage and take up to provide opportunities equal to non PP pupils.
Total budgeted cost					£7,500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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)	Cost
To ensure that there is no gap in progress and attainment for PP pupils compared with all pupils.	Training and staff meeting focus on how to improve outcomes and measure impact.	<p>EYFS (3) – 33% achieved GLD.</p> <p>Y1 (1) – although target met as LA, achieved below expected standard for R/W/M.</p> <p>Y2 (6) – 5/6 met target in R/W but only 2/6 in M. 3/6 worked at expected standard in R/W/M at end of year.</p> <p>Y3 (6) – 4/6 met target in R/W. 6/6 in M. 6/6 working at expected standard in R/W and 5/6 in M.</p> <p>Y4 (4) – 3/4 met target in R/W. 2/4 in M. 3/4 working at expected standard in R/W/M.</p> <p>Y5 (5) – 4/5 met target in R/W. 5/5 in M. 2/5 working at expected standard in R. 3/5 in W/M.</p> <p>Y6 (5) – 3/5 working at expected standard in R. 5/5 in W. 2/5 in M.</p>	<p>Staff to continue to embed lessons learned from Inset training and staff meetings.</p> <p>Senior leaders to monitor impact through lesson observations, book scrutinies and data analysis.</p> <p>DT to hold termly pupil progress meetings.</p> <p>Assessment system was not consistently used to capture markbook analysis – range of objectives more targeted to enable teachers to focus on reduced number to lead to more accurate recording. Subject leaders to quality assure data.</p>	£5,000
ii. Targeted support				
Desired outcome	Chosen action / approach	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)	Cost

Intervention TAs contracted to deliver focussed targeted support.	TAs to work with individual and small groups of children to increase progress and attainment.	<p>EYFS (3) – 33% achieved GLD.</p> <p>Y1 (1) – although target met as LA, achieved below expected standard for R/W/M.</p> <p>Y2 (6) – 5/6 met target in R/W but only 2/6 in M. 3/6 worked at expected standard in R/W/M at end of year.</p> <p>Y3 (6) – 4/6 met target in R/W. 6/6 in M. 6/6 working at expected standard in R/W and 5/6 in M.</p> <p>Y4 (4) – 3/4 met target in R/W. 2/4 in M. 3/4 working at expected standard in R/W/M.</p> <p>Y5 (5) – 4/5 met target in R/W. 5/5 in M. 2/5 working at expected standard in R. 3/5 in W/M.</p> <p>Y6 (5) – 3/5 working at expected standard in R. 5/5 in W. 2/5 in M.</p>	<p>TAs to follow a more targeted programme of intervention support specifically implemented for individual / groups of children.</p> <p>JG to manage and lead TA staff to ensure impact and pupils make progress and attainment in line with, or above the rate for all pupils.</p>	£30,000
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iii. Other approaches

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)	Cost
To provide additional opportunities for pupils through after school clubs and residential visits.	Funding provided.	Enable pupils to take part in a range of activities to improve confidence and team building.	Pupils more motivated to learn and able to improve confidence through sports and other activities.	£5,000

7. Additional details if required.