

## North Wootton Academy Pupil Premium Strategy statement 2018-19

1. Summary information					
<b>School</b>	North Wootton Academy				
<b>Academic Year</b>	2019	<b>Total PP budget</b>	£35,640	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	32	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Current attainment		
	<i>Pupils Overall in School</i>	<i>Pupils eligible for PP in school</i>
<b>% achieving GLD</b>	71%	
<b>% KS1 Reading, Writing, Mathematics Combined</b>	62%	25%
<b>% KS1 Reading</b>	80%	50%
<b>% KS1 Writing</b>	71%	25%
<b>% KS1 Reading</b>	76%	50%
<b>% KS2 Reading, Writing, Mathematics Combined</b>	70%	33%
<b>% KS2 Reading</b>	79%	33%
<b>% KS2 Writing</b>	85%	50%

<b>% KS2 Mathematics</b>	83%	50%
<b>KS2 Reading progress</b>	1.5	1.69
<b>KS2 Writing progress</b>	1.54	-1.79
<b>KS2 Mathematics progress</b>	1.4	2.05

### 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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| <b>A.</b> | Oral language skills in Reception and general vocabulary knowledge through the school are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary. |
| <b>B.</b> | Pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress.   |
| <b>C.</b> | Low aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected.  |
| <b>D.</b> | Four pupils are also on the SEND register   |

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

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| <b>E.</b> | Attendance rates for pupil premium eligible pupils were roughly in line with whole school rates, however, for some pupils in this cohort these were significantly lower |
| <b>F.</b> | Poor home learning environments affecting confidence of children.   |

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral and reading language skills throughout the school for pupils eligible for PP.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Pupils in Years 1-6 meet age related expectations or better in reading. To be measured by TA and Pixl tests and successful moderation practices.
<b>B.</b>	A greater achievement in early writing with pupils eligible for PP with this being sustained through the school	Pupils eligible for PP in Reception achieve age related expectations or better in writing and attain an age-appropriate knowledge of the phonics curriculum (spelling). Pupils achieve age related expectations or better in writing and GPS in each year group. To be measured by TA and Pixl tests and successful moderation practices.
<b>C.</b>	Improve mathematical understanding and attainment for all pupils eligible for PP.	Pupils eligible for PP in Reception achieve age related expectations or better in maths. Pupils achieve age related expectations or better in maths in each year group. To be measured by TA and Pixl tests and successful moderation practices.
<b>D.</b>	Higher rates of progress within all year groups for all pupils eligible for PP, with a focus on writing.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing. The percentage of PP pupils achieving RWM combined at the end of KS1 and KS2 to increase. To be measured by teacher assessments, Year 2 and Year 6 tests and successful moderation practices established across the multi-academy trust (MAT).

5. Planned expenditure					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</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>
Improved language skills throughout all year groups.  Improved VOCABULARY FOCUS in all English lessons.	Staff training on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks.	Our evidence for this is that, as documented in the EEF Teaching and Learning Toolkit, early years interventions aim to ensure that young children have educational experiences which prepare them for social and academic success.  It is proven that disadvantaged children benefit from high quality EYFS early language programmes (as supported by evidence in the EEF Toolkit).	High-quality provision with well-trained staff is essential. There are a number of new TA's in EYFS who will be trained by EB/JG/LC.	Assistant Principal/EB	Jan 2019  Mrs Wordsmith Social Journey

	<p>TalkBoost for children presenting with lowermiddle language skills – strategies to be implemented in circle time class sessions.</p> <p>Mrs Wordsmith for KS1 and KS2:</p> <ul style="list-style-type: none"> <li>- The Social Journey (EYFS/KS1)</li> <li>- Storyteller's Illustrated Dictionary (UKS2)</li> <li>- The Narrative Journey KS1</li> </ul> <p>Acquisition of high quality reading books to supplement and improve our existing range. Project X books have been chosen to develop motivation for reading, develop phonics and comprehension skills for struggling readers, particularly boys who it known are not reading as frequently at home.</p> <p>Purchase of Razkids online reading accounts for 70 students to further engage reading and support pupils with language in the household.</p>	<p>Research shows that young children develop deeper social and emotional intelligence with the right vocabulary. Children will develop skills across five key competencies: self-awareness, resilience, creativity, communication and community. Children's overall vocabulary increased on average by 50% with Mrs Wordsmith (National Literacy Trust)</p> <p>It has been shown that children who have a broader vocabulary range become better readers and writers. High quality reading texts are crucial to a child's vocabulary acquisition and development of reading. These books have been chosen to enthuse children using exciting modern stories.</p>	<p>For children assessed too low for TalkBoost intervention/support in class will take place eg small group sessions, guided reading, 1-1 book discussions</p> <p>Teacher formative assessment to be used in reading sessions also results of summative tests. Writing will be assessed against writing criteria and writing exemplification materials. TA of debating sessions.</p> <p>Children's reading will be tracked as will scores in tests and book recommendations. EXS level will be set at 60% with 80% of children attaining this, inc PP pupils.</p> <p>Online reading will be tracked through the Razkids structure</p>	<p>Class teachers</p>	<p><b>£49</b></p> <p>Storyteller's Illustrated Dictionary <b>£29 x 6</b></p> <p>The Narrative Journey <b>£125 x 3 = £375</b></p> <p>TA training <b>£800</b></p> <p>Project X books <b>£350</b></p> <p>Razkids <b>£75</b></p>
<b>Total budgeted cost</b>					<b>£1823</b>

<p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.</p> <p>Improved progress for across key stage 2 for core subjects</p>	<p>Quality first teaching – all staff aware of and held to account for PP pupils. PP children will have an IEP.</p> <p>Staff training on high quality feedback.</p> <p>Release of core subject / PP leaders to monitor teaching and progress of PP pupils.</p> <p>All pupils be empowered to take ownership of their learning through collaborative tasks.</p> <p>Reading Club – linked to 'Shadows' Carnegie Medal/Kate Greenaway Book Awards</p> <p>Learning Journals to develop a growth mindset.</p>	<p>Clear curriculum teaching guidelines and monitoring of the implementation and tracking of success.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school in all subjects. All pupils will be challenged with constant verbal feedback</p> <p>All staff/subject leaders need to be aware how well their subject is being taught within school in order that standards are kept consistently high and progress is evident.</p> <p>Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned. Research has shown that structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>Reading Club to enthuse children in reading and enable children to discuss stories in detail.</p> <p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom.</p>	<p>Tracking and quality assurance of the curriculum objectives. School and PIXL tests will be analysed.</p> <p>Pupil premium attainment will be monitored.</p> <p>Book reviews and learning walks. Progression in books. Professional development sessions to improve practice.</p> <p>Book reviews will be held every 2 weeks in SMT and subject leaders will do regular book scrutinies. HLTA to release subject leaders.</p> <p>T's/TA's to be trained and reminded of good practice. It is important that for this approach to be effective and beneficial all pupils are participating. It is particularly important for lower achieving pupils to talk and articulate their thinking. Monitoring will be implemented.</p> <p>Participation will be monitored. Books to be easily accessed and promoted in classroom and assemblies.</p> <p>T / TA training in the benefits of metacognition strategies and how they can be used within the classroom. Journals to be introduced to enable children to reflect upon and take ownership of their learning.</p>	<p>English lead</p> <p>Core subject leads</p>	<p>Training £1000</p> <p>Scrutiny review £850</p> <p>Core Subject leader release 1 session a month £457 x 3 = £1371</p> <p>Books for awards need to be purchased £200</p>
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**Total budgeted cost**

£3421

**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?
<p>Improve outcomes for PP pupils to ensure no gap in progress and attainment compared to all pupils.</p>	<p>JG/LC/BB/SB to run after school clubs one night per week</p> <p>Yr 6 after school booster clubs for middle-lower attaining pupils in Reading, GPS and Maths</p>	<p>This is a cost-effective targeted approach that will be repeated as it proved effective in the previous academic year.</p> <p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p>	<p>Children will be selected on the basis of scores in tests and places offered. Participation will be encouraged. Scores in sessions and subsequently in class will be monitored.</p>	<p>JG/LC/Yr 6 staff</p>	<p>Jan 2019</p>
<p>Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils</p>	<p>Employ intervention TAs &amp; HLTA to work with individual and small groups of children. TA's to be given training additional training to ensure they are equip to deliver quality intervention</p> <p>Weekly small group sessions in writing for PP pupils with experienced teacher, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>The EEF Toolkit also suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Meet with PP parents to ensure are fully engaged with the school. EEF states that home links are important, especially in terms of reading, GPS homework and pre-reading/teaching of taught text.</p>	<p>Intervention Maps which are regularly updated and adjusted as necessary.</p> <p>Monthly training and review for PP pupils. LC to meet with teachers 1x half term formally and informally. LC to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.</p> <p>Purchasing Raz-kids on line subscription to encourage reading at home</p> <p>Intervention session Fri during assembly for all PP pupils and T.</p>	<p>Pupil Premium Coordinator</p>	<p>Jan 2019</p> <p>TA cover = 4 x £5,000 in EYFS/Yr 1 Yr 2; Yrs 3-4; Yrs 5-6 <b>TOTAL £20,000</b></p> <p>HLTA 1:1 targeted supported <b>£5,263</b></p> <p>LC cover = <b>£1,053</b></p>

			<p>LC will meet with PP children to ascertain individual achievements and potential barriers.</p> <p>Writing in KS2 will be led by JG (2x thirty minute writing with 6 and Year 4 and 5 on a rotation every other week)</p> <p>Writing in Yr 1 – 3 will be led by LC every Thursday.</p> <p>Any stuck child will have HTLA working in a 1:2 setting through personalised checklist in grammar, maths and reading.</p> <p>Children will be accountable and rewarded for their effort. Children will have a clear checklist of what they need to improve – IEP.</p>		Raz Kids £75
<b>Total budgeted cost</b>					£26,391
<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>
Ensure attendance rates are consistently high.	HT to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. In the	Attendance will be consistently monitored and links with parents will be made.	HT / Pupil Premium Coordinator	Jan 2019 but ongoing

		academic year 2017-18 attendance rates for PP children were high and this needs to be maintained.			
Children have access to all educational opportunities	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	Children benefit socially, emotionally and academically from extra-curricular opportunities and family circumstances should not prohibit these from happening.	Funding will be monitored.	HT	Spring 2019  Trips: £1450 Activities:£950
Children to take ownership of learning through per tutoring scheme.	Implement a peer tutoring scheme	The EEF states that children who take on responsibility for their aspects of teaching and evaluating their success has a positive impact. There is evidence that low-attaining and those with SEND's make the biggest gains. Peer tutoring is beneficial to embed learning.	Professional development of staff will be carried out to ensure sessions are of the highest standard. Cross-age matches will be made and discussed with relevant teachers. Initial and end of programme assessments will be made to ascertain progress.	LC/class teachers	Jan 2019
Children to widen aspirations in regard to higher education	Participate in Children's University	In 2016, the proportion of disadvantaged pupils attending university fell for the first time in a decade from the already disproportionately low number of 22%. Equally, the proportion of PP pupils attending external extra-curricular activities was low compared to our non-disadvantaged pupils.	BB has been appointed Children's University Coordinator. Internal Club Providers will be invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation. One member of the office staff will be assigned with managing the process.	BB	Jan 2019  Membership: £700
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hour of dedicated 'Strive' pastoral support based on play therapy	The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.	Extend the school's Thrive practitioner's training to a wider range of mental health training. Principal to review pastoral progress on a termly basis.	MP/Principal	Jan 2019  £877



Run booster after school clubs for targeted children in Year 6 for Reading and Maths	JG/LC/BB to run after school clubs one night per week	After trialling last year, this approach appeared to have a direct impact on improved progress	This is a cost-effective targeted approach that will be repeated and extended this year.	Jan 2019  £0
<b>Total budgeted cost</b>				<b>£3,977</b>

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

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
Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.	HTLA staff to provide release cover for subject leaders. 1 session per week, per subject.	High: in relation to observed lessons 90% of teaching was judged to be at least good with elements of outstanding Medium: in terms of impact upon pupils eligible for PP achievement, this did not result in sufficient achievement or progress in writing	Support was not sufficiently targeted towards impacting upon designated pupils as opposed to the achievement of the children overall. Whilst elements of this will be repeated this year, a greater targeting of pupils with PP eligibility will be planned including direct intervention work with pupils.	£5000

#### ii. Targeted support

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
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	Medium-Low: as noted above in places this has had an impact in some areas with pupils eligible for PP making above average progress in Mathematics and Reading at KS2. However, writing progress was not effective enough.	The work of teaching assistants was not reviewed and adjusted frequently enough and more training is needed to ensure the quality particularly in regard to development of writing within the school. In addition, more action is needed to ensure pupils eligible for PP have more targeted support on language earlier in the school.	£30,000 Equivalent to 2.5 FTE intervention staff 6 x £5000 TAs

Run booster after school clubs for targeted children in Year 6 for Reading and Maths	JG/LC/BB to run after school clubs one night per week	High: As noted above Reading and Mathematics showed above average progress in respect to KS2 examinations.	This is a cost-effective targeted approach that will be repeated and extended this year.	£0
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To provide additional opportunities for pupils through after school clubs and residential	Funding provided	Medium-low: In term of educational clubs the impact was high adding a broader curriculum for designated pupils. However, a significant percentage of this funding allocation was allocated to general wrap around care for a small minority of pupils. Impact of this is difficult to measure and not seen as cost effective.	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	£ 1500 for extra-curricular clubs. £ 8500 for wrap-around care. £ 1456 for residential visits/trips