

Pupil premium strategy statement

1. Summary information					
School	Waddington Redwood Primary Academy				
Academic Year	2018/19	Total PP budget	£72640	Date of most recent PP Review	Jul 18
Total number of pupils	254	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Dec 18

Pupil Premium

At Waddington Redwood Primary Academy, we want all our children to achieve well. We do this by providing high quality classroom teaching, supplemented by interventions to support vulnerable learners as and when required.

Key Facts

Pupil Premium is allocated to children from families in the following circumstances:

- Children who are currently known to be eligible for Free School Meals (FSM),
- Pupils who have been eligible for FSM at any point in the last 6 years (Disadvantaged),
- Children who have been adopted from local authority care and
- Children who have been looked after continuously for more than six months.

A **Service Premium** is also in place for children whose parents are currently serving in the armed forces. This premium is designed to address the emotional and social well-being of these pupils.

How does the school use the Premium to meet the needs of pupils?

It is for schools to decide how the Pupil Premium is spent and at Waddington Redwood, we consider the individual needs of pupils when looking at and planning the type of provision required. We have published below our Pupil Premium Strategy for 2018-19. This will inform you about the amount that we are allocated, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We have also included a report on our allocation for 2017-18 including how it was spent and the impact on eligible pupils and other pupils. Our key objective in using the Pupil Premium is to ensure that all children meet at least national levels of expectation.

1. Current attainment 2017-18			
	All Pupils	All Premium Pupils	National Average – All Pupils
% of EYFS children reaching a GLD (Good level of Development)	82%	100%	72%
% of Y1 meeting the expected standard in the Y1 phonics screening check	77%	88%	83%
% of pupils achieving age related expectations in Reading at the end of KS1	69%	79%	75%
% of pupils achieving age related expectations in Writing at the end of KS1	59%	57%	70%
% of pupils achieving age related expectations in Maths at the end of KS1	72%	86%	76%
% of pupils achieving age related expectations in Reading at the end of KS2	73%	58%	75%
% of pupils achieving age related expectations in Writing at the end of KS2	78%	58%	78%
% of pupils achieving age related expectations in Maths at the end of KS2	65%	50%	75%
% of pupils achieving age related expectation in Reading, Writing and Maths at the end of KS2	63%	50%	64%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Social and emotional development that affects learning of children eligible for the PP.	
B.	Gaps in learning for PP children	
C.	Low level of entry of PP children, particularly in communication and language.	
D.	Low attainment for PP pupils, especially in writing	
External barriers		
E.	Attendance and punctuality rates	
F.	Access to life experience e.g. trips, residential visits, clubs	
3. Desired outcomes		Success criteria
A.	Ensure that adequate provision is in place for the social and emotional needs for PP, particularly those with SEN.	Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children. Fewer behaviour incidents recorded for PP children who need social and emotional support.
B.	Identified gaps in learning addressed	Intervention is having a positive impact on the achievement of PP children.
C.	Improve language skill of pupils eligible for the PP	PP children in the reception class make rapid progress and achieve a good level of development.
D.	Improved attainment for pupils eligible for the PP in writing	Work scrutinies and lesson observations will show PP pupils making good progress in writing. Attainment of PP pupils at the end of the key stage in writing is in line or better than all pupils nationally.
E.	Increase attendance rates for pupils eligible for the PP	Increase individual attendance to 97% or more on targeted PP pupils.
F.	Raise aspirations for children in receipt of the PP	PP children have access to clubs and cultural experiences.

4. 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					
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?
B. Identified gaps in learning addressed	High quality training in effective teaching strategies in Maths and Reading for teaching assistants. Targeted intervention in reading, writing and grammar.	Evidence says that teaching assistants are more effective when highly trained and deployed on targeted short term intervention. Three TAs have already been trained on an evidence based intervention programme in maths. This will continue for 2018-19. In addition, the same staff have also received training in a catch up literacy programme and will be working with children from Y3 to Y6 to close the gaps.	TA observations. Tracking report on the impact of the interventions. Data tracking of pupils in the intervention groups. Discussion with class teacher during termly meetings.	SENDCO	Termly
C. Improve language skill of pupils eligible for the PP.	Intervention from a specialist teaching and language assistant.	Early intervention particularly in speech and language is an effective strategy to improve outcomes for young children. The EEF toolkit suggests that effective feedback is a successful way to improve attainment.	Language assessments. Tracking of pupils in communication and language.	SENDCO	Termly

D. Improved attainment for pupils eligible for the PP in writing	Improve First Quality Teaching (FQT) in writing by implementing Talk 4 Writing training for all staff.	The EEF Attainment Gap Report 2018 states the following: <i>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i>	Use INSET training in Dec 18 and Apr 19 to train on T4W strategies to improve outcomes for fiction and non-fiction writing. Observations will show that teaching strategies are being used effectively. Pupil survey. Tracking of data.	English Lead	Termly
D. Improved attainment for pupils eligible for the PP in writing	An additional teacher in KS2 to provide (FQT)	Reducing class sizes in KS2 so that high quality feedback can be delivered more quickly and effectively to children. The EEF Attainment Gap Report 2018 states: <i>The Pupil Premium is a valuable focus for closing the attainment gap – but it is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, but particularly the most disadvantaged.</i>	Monitor the quality of teaching Monitor the quality of feedback Pupil survey Tracking of data	Headteacher	Half-termly
Total budgeted cost					£42,655

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?
A.Ensure that adequate provision is in place for the social and emotional needs of PP children, particularly those with SEN.	Support targeted PP pupils on an individual basis with coaching and mentoring to enable them to access first quality teaching. Pastoral and counselling support.	Children cannot learn unless they are in a state of readiness. Social and emotional needs are complex and for some PP children, particularly those with SEN difficulties, this is a barrier to learning. Staff need to understand these complex issues and put strategies in place to support this development so that children's mental health is supported enabling children to thrive and learn. In some cases, PP children need extra support to ensure that they are in a ready state to access first quality teaching in the classroom.	Pastoral support staff to support identified pupils. Small social groups to support children. Resources for groups for craftwork. Observations and feedback to staff from the SENDCO to ensure adequate provision is in place for PP children with social and emotional needs. 1:1 support for pupils with challenging behaviour.	SENDCO	Termly
F. Raise aspirations for children in receipt of the PP	Provide uniform and access to school trips/events/extra-curricular activities.	Self-esteem and confidence play a major part in developing resilience. Ensuring that children are well presented and have access to the learning that surrounds school visits/trips/events is vital. Ofsted says that a school has to be inclusive of people (parents/carers) who do not have as much money as others.	All PP children received free items of uniform at the beginning of the academic year. A reduction to PP children for trips/events etc. Access to extra-curricular activities on offer. Provision map will indicate what support has been received.	SENDCO	Termly

Total budgeted cost £9140

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?
E. Increase attendance rates for pupils eligible for the PP	Additional hours allocated to administration to ensure the regular monitoring of attendance with a focus on the attendance of the PP children. Services of Educational Welfare Officer (EWO).	We know that attainment for all pupils can be improved with good attendance. NfER briefing for school leaders identifies addressing attendance as a key step to raising attainment.	Termly reports from the administration team with attendance data and strategies that have been put in place to improve attendance.	Lead behaviour and Pastoral Care Worker	Termly
Total budgeted cost					£20800

B. Review of expenditure				
Previous Academic Year		2017-18		
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Higher rates of progress and attainment across the school for children eligible for the PP.	<p>High quality training in effective teaching strategies in Maths for Teaching Assistants.</p> <p>Targeted intervention in reading, writing and grammar.</p> <p>Targeted support in KS1 for phonics.</p> <p>Targeted support in maths, reading and spelling for Y4 children led by an experienced teacher.</p>	<p>Objective met:</p> <p><u>Attainment 2017-18</u></p> <p>See data at the beginning of this report</p> <p><u>Progress 2017-18</u></p> <p>100% of PP children in reception class achieved a GLD.</p> <p>75% of PP children achieved the standard of the phonics screening test in comparison to 70% nationally.</p> <p>In years 1 to 6, 98% of PP children made progress in reading, writing, maths and GPAS.</p> <p>In year 4, PP children made expected progress in all subjects except for maths where their progress was slightly less than their peers (-0.08 diff).</p>	<p>The school has engaged in the LTT Mobilise Project on Effective Use of Teaching Assistants. Teaching Assistants have been focused on working with small, targeted groups of children as recommended by the EEF. This has proved to be more effective and when combined with an evidence based intervention programme such as Catch Up Maths, then the outcomes have shown that the majority of children made rapid progress.</p> <p>The school will continue to use this strategy by introducing Catch Up Literacy as a method to accelerate progress in reading.</p> <p>The targeted intervention in Y4 was successful but expensive. Next year, we will look at a more cost effective option.</p>	
Improve language skills of pupils eligible for the PP.	Specialist teaching and language assistant provided early intervention work in language and communication to targeted children.	<p>Objective met:</p> <p>All children in receipt of PP achieved the Early Learning Goal in Communication and Language.</p>	Early intervention and specialist support ensure that children make good progress in the early years. This will continue for 2018-19.	

<p>Ensure that adequate provision is in place for the social and emotional needs of PP, particularly those with SEN.</p>	<p>Solution focused training for staff in supporting PP children with social and emotional needs.</p> <p>Support targeted PP pupils on an individual basis to enable them to access first quality teaching.</p> <p>Pastoral and counselling support.</p> <p>Provide uniform and access to school trips/events/extra-curricular activities.</p>	<p>Objective met:</p> <p>All PP children who expressed an interest were able to access all school trips and attend the residential visits in years 4 and 6. Rewards for improved attendance were given and for children who achieved targeted milestones. PP children attended after-school clubs. Uniform was offered to all families in receipt of PP.</p> <p>The impact of pastoral support was evidenced through reduced behaviour incidents and improved attendance.</p>	<p>As an inclusive school, we recognise that some families are not able to afford some of the extra provision that is available in school. Therefore, ensuring that children are well presented and have access to all learning opportunities both in school and outside of school will remain a priority for PP funding.</p> <p>We feel that we provide high quality social and emotional support for all our children and we prioritise children's mental health and well-being through our Academy Development Plan. Solution focused coaching is being successfully implemented across the school. As well as support for individuals, PP funding is able to support a weekly 'Chat Room' facility and a 'Forces Group'. We feel that this support needs to continue in light of the pressures that children face in modern day society.</p>	
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<p>Increase attendance rates for pupils eligible for the PP</p>	<p>Additional hours allocated to administration and learning support to ensure the regular monitoring of attendance with a focus on the attendance of the PP children.</p> <p>Services for Educational Welfare Officer (EWO).</p>	<p>Objective met:</p> <p>Whole school attendance was 96.65%</p> <p>PP attendance 96.65%</p>	<p>The school understands that at times families can face challenges which impact on their children's attendance at school. By dedicating PP funding to this area, the school can track and put strategies in place to support families in this area.</p> <p>In 2017-18, the school restructured staffing to create a post with responsibility for Pupil Attendance. Attendance has been actively managed with attendance for PP children the same as attendance for all children. These rates of attendance are in line with the national average. This has been a successful strategy and it will continue in 2018-19.</p>	
TOTAL INCOME				£78,603 (including carry forward)
TOTAL COST				£68,440
CARRY FORWARD				£10,163