**Pupil Premium Strategy Statement 2020 – 2021 First draft**

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| **Summary information** | | | | | |
| **School** | **Wrenthorpe Academy** | | | | |
| **Academic Year** | 20/21 | **Total PP budget (inc PP+)** | **£38,465** | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 310 | Number of pupils eligible for PP = 19  Number of pupils eligible for PP+ = 7  Number of pupils eligible for Forces = 1 | | **Date for next internal review of this strategy** | Jan 2021 |

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| **% Attainment DATA EYFS (2019)** | | | | | |
| **Total number of pupils** | **45** | **Number of pupils eligible for PP = 3** | ***Pupils eligible for PP***  ***(SCHOOL = 3 pupils)*** | *All Pupils*  *SCHOOL* | *Pupils not eligible for PP (national average)* |
| **% achieving GLD** | | | **3/3 = 100%** | 80% | 72% |
| **% achieving all learning goals** | | | **3/3 = 100%** | 80% | 70% |
| **% achieving all prime areas of learning** | | | **3/3 = 100%** | 91% | 90% |
| **% achieving all specific areas of learning** | | | **3/3 = 100%** | 80% | 74% |

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| **% Attainment DATA Year 1 and Year 2 Phonics (2019)** | | | | | | |
| **% achieving the expected standard at Y1** | | |  | ***Pupils eligible for PP***  ***(School = 6 pupils)*** | *All pupils*  *SCHOOL* | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | 47 | **Number of pupils eligible for PP = 6** | | **3/6 = 50%** | 89% | 85% |
| **% achieving the expected standard at Y2** | | | | ***Pupils eligible for PP***  ***(School = 2 pupils)*** |  | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | **45** | **Number of pupils eligible for PP** | **2** | **2/2 = 100%** | 98% | 94% |

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| **% Attainment DATA KS1 (2019)** | | | | | |
| **Total number of pupils** | **45** | **Number of pupils eligible for PP = 2** | ***Pupils eligible for PP***  ***(School = 2 pupils)*** | *All pupils*  *SCHOOL* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | | **0/2 = 0%** | 73% | ? % |
| **Progress score in reading** | | | **0/2 = 0%** | 78% | 79% |
| **Progress score in writing** | | | **0/2 = 0%** | 73% | 74% |
| **Progress score in maths** | | | **0/2 = 0%** | 78% | 80% |

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| **% Attainment DATA KS2 (2019)** | | | | | |
| **Total number of pupils** | 45 | **Number of pupils eligible for PP = 8** | ***Pupils eligible for PP***  **(School = 8 pupils)** | *All pupils*  *SCHOOL* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | | **6/8 = 75%** | 73% | 70% |
| **Progress score in reading** | | | **-0.9** | -0.2 | 0.3% |
| **Progress score in writing** | | | **-2.0** | 1.3 | 0.2% |
| **Progress score in maths** | | | **-2.9** | 0.0 | 0.3% |

**Targets 2020/2021**

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|  | **No of children** | **Reading** | | **Writing** | | **Maths** | | **RWM** | |
|  |  | EXP | GD | EXP | GD | EXP | GD | EXP | GD |
| **Reception** | 4 | Good Level of Development = 75% | | | | | | | |
| **Year 1** | 1 | 100% |  | 100% |  | 100% |  | 100% |  |
| **Year 2** | 4 | 100% | 50% | 100% | 50% | 100% | 50% | 100% | 50% |
| **Year 3** | 4 | 25% | 25% | 25% | 25% | 25% | 25% | 25% | 25% |
| **Year 4** | 3 | 0% |  | 0% |  | 0% |  | 0% |  |
| **Year 5** | 5 | 60% | 20% | 60% | 20% | 60% | 20% | 60% | 20% |
| **Year 6** | 10 | 70% | 10% | 70% | 10% | 70% | 10% | 70% | 10% |

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| **Quality First Teaching** **BUDGET SPEND = £18,900** | | | |
| **Rational:**  **Research shows (EEF) that children learn best when they have access to high quality learning experiences within their own classroom.**  **S Higgins (DfE) ‘Developing Great Teaching’ reports that teachers who are always developing, who are self-critical and regularly improve their practice have the most impact on pupil outcomes.** | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **A** | **Goal**  High quality staff are retained and staff are upskilled to ensure children receive high quality teaching, and staff receive high quality support and mentoring. | HT | Middle Leader Training = £1,000  Upskill TA to Level 3 training £2,000  **TOTAL = £3,000** |
| **B** | **Goal**  Teachers receive high quality CPD from a variety of sources (in school, Trust and professional providers) in order to consistently improve practise to ensure children receive quality first teaching. | HT | Geography INSET = £2,500  Curriculum Training (Outdoor Learning) = £1,000  Maths Mastery = £3,000  **TOTAL = £6,500** |
| **C** | **Goal**  There is a rigorous system for monitoring and support of teaching and learning by the SLT (including regular book looks, data analysis and classroom drop-ins) and teachers are able to share good practise and mentor and support through observation. | HT and SLT | Class cover to release SLT for monitoring (total 12 full days a year)  = £2,400  Class cover to release staff to observe good practise in classrooms = £4,000  **TOTAL = £6,400** |
| **D** | **Goal**  Children enjoy learning as Curriculum Implementation is supported by quality outdoor learning experiences and engaging enabling reading environments. | HT | Developing the Outdoors = £2,000  Purchase of additional books to add to new library = £2,000  **TOTAL = £3,000** |
| **Targeted Academic Support BUDGET SPEND = £12,000** | | | |
| **Rational:**  **Research indicates (EEF) that when data is used to identified need successfully and tightly focussed improvement activities are put in place, this impacts positively on improving pupil outcomes.** | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **E** | **Goal**  Children in EYFS and Year 3 to receive a good start to their education as they have increased access to the quality first teaching from the class teacher, through the use of additional class support. | HT | EYFS - additional TA every afternoon = £8,000  KS2 Additional TA 3 mornings per week = £4,000  **TOTAL = £12,000** |
| **Wider Strategies BUDGET SPEND = £6,000** | | | |
| **Rational:**  **S Higgins (DfE Successful Schools) reports that in order for children to improve their outcomes they must not be disadvantaged by the lack of income which will enable them to access the wider school curriculum offer.** | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **F** | **Goal**  All children will attend additional curriculum experiences to broaden their experiences. | HT | Class Trips = £2,000  Y6 Residential = £1,500  **TOTAL = £3,500** |
| **H** | **Goal**  Families will be supported by the School Attendance Officer to encourage and support good school attendance. | DHT  Trust EWO | **TOTAL = £2,500** |
|  |  | **TOTAL SPEND** |  |

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| **Improving Quality First Teaching** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | **Implementation Activities** | | | **Implementation Outcomes** | | **Pupil Outcomes** |
| Highly skilled staff need to be retained and further developed to continue to impact on school improvement.  Staff require regular monitoring in order to sharpen day to day good practise.  TAs need additional training to develop their skills to enable effective classroom support.  Staff need to receive high quality CPD in order to continue to improve their implementation of the curriculum.  Children need to be immersed practically in the School Curriculum in environments which enthuse and engage in order to impact on improved pupil outcomes. | HT and DHT will support in further developing UKS2 leader who is capable of applying for DHT position.  HT and DHT will support SLT to enable them to provide rigorous and consistent monitoring.  HT to identify two suitable candidates to engage with training.  Staff will receive good quality CPD from within school, the Trust and external providers.  Children will have planned opportunities to work for full days in the improved outdoor environment and be exposed to good quality provision inside school which engages their interest in reading for pleasure. | UKS2 Leader will attend Aspiring Leaders course – 2 days face to face and in school tasks.  KS1 and LKS2 Leader will take part in the Mastery Maths Program led by Outwood Academy  A well planned monitoring calendar is established so that leaders have clear focus for their work – HT and DHT monitor regularly across the year.  Two TAs take part in training with Trust to further develop skills from L2 to L3.  CPD will be given to all staff around:   * Raising Attainment in Geography – delivered by TT Education * History CDP – for History Leader * Reading, Writing and Maths CPD – delivered Trust Leads * Training in Outdoor Learning   During staff and phase meetings staff will complete monitoring exercises and to communicate next steps to colleagues for improvement to maintain momentum. | | | | Short term  Staff will be accepting of peer and SLT mentoring and appreciate the benefits of collaborative working with colleagues to ensure consistency for children.  CPD is having a positive impact on TAs in improving their support children.  Teachers will have increased confidence in their delivery of the curriculum. | **Short term**. Pupils will have higher expectations in terms of the quality of the work they produce.  Staff and Pupils will gain a greater understanding of how to effectively implement the curriculum and are able to feedback to children to move learning on.  **Medium term-** The quality of pupil’s work will improve as a result of well-planned lessons and effective feedback from staff.  Pupil’s expectations of themselves and their motivation to create good work will increase as they become more confident and have greater engagement in lessons.  Pupil’s ability to collaborate and communicate effectively will improve as they become more confident through the widening range of experiences they receive and the active learning that they participate in.  **Long term-** Outcomes for pupils will increase as measured by an increase in the average standardised score. |
| **Targeted Academic Support** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | | **Implementation Outcomes** | | **Pupil Outcomes** |
| **Reception (4 children)**  Reception children entered school on average 54% ARE demonstrating a lack of exposure to learning opportunities during lockdown.  **KS1 (5 children)**  No barriers to learning.  **LKS2 (7 children)**  Limited home support.  Low starting points on entry.  Poor attendance.  Lack of focus.  **UKS 2 (15 children)**  Low starting points in KS1  Some poor attendance | Additional TA to improve the teacher pupil ratio and focus on specific gaps in learning for identified children.  Two adults in each class enables greater opportunities for extension work where required.  Two adults in each class to reduce teacher/pupil ratio and maximise learning opportunities.  HLTA to focus on Y6 identified interventions (through QLA) one afternoon a week.  Additional adult support allows the teacher to increase focus on develeoping writing with identified Y3 children  HLTA to focus on Y6 identified interventions through QLA one afternoon a week | | Children to receive specific support in order to be able to access the teaching within the main activity.  Eg: Circle time activities  Targeted children (7 children) receive additional RWI intervention on 1:1 basis based on regular assessment.  Additional adult in the setting enables RWI groups to be taught with a better teacher pupil ratio (four groups rather than three).  Additional adult in the setting enables Maths groups to be taught with a better teacher pupil ratio (four groups rather than three).  Identified children receive individual or small group support with fine motor skills.  Year 1 high attainers who complete RWI early have the opportunity develop mastery by taking part in the Year 2 reading sessions.  Teacher plans focussed extension groups delivered by HLTA/TA  Lexia programme to support and develop spelling and reading for all Y3 and identified additional Y4 children.  Children who failed Y2 phonics to receive additional Phonics work 3 x a week  Writing  Three Y3 children to receive support with:  Autumn term - Letter formation and vocabulary  Spring term – Sentence construction  Summer term – writing at greater length for a sustained period.  Y3 pupils (PKS) to access maths catch-up with consolidation of Y2 expectations due to very poor attendance  SENDCo to provide additional guided reading support and 1:1 where required  HLTA to focus on authorial intent and higher order inference skills with Y6 – group of children who will be assessed regularly.  HLTA to work directly to develop editing and improving skills.  Maths  Class teacher uses formative assessment to address gaps in learning through daily SDI groups.  Pupils who are not working at ARE will receive targeted support after QLA has been used to identify specific areas.  QLA reveals whole school focus needed on geometry and arithmetic. | | | Short term  Pupils are better able to access learning and display an enthusiasm and interest.  Children feel they are supported in their learning.  Long term  Improved independence.  Acceleration in progress made and diminishing the difference between PP and all other children. | **Short term**. Pupils will have higher expectations in terms of the quality of the work they produce.  **Medium term-** The quality of pupil’s work will improve as a result of effective support and feedback.  Pupil’s expectations of themselves and their motivation will increase as they become more confident.  Pupil’s ability to collaborate and communicate effectively will improve as they become more confident with accessing learning.  Long term  Outcomes for pupils will increase. |
| **Wider Strategies** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | **Implementation Activities** | | | **Implementation Outcomes** | | **Pupil Outcomes** |
| Due to lack of income pupils may miss out on additional curriculum activities which broaden their experience and impact on improved vocabulary, well-being and confidence.  Pupils who do not attend school are not able to access the education on offer and access quality first teaching. | Full cost of school trips and residential visit is paid.  Full cost of Music Lessons are paid.  Full cost of After School Clubs paid.  Weekly meetings between School Attendance Officer (DHT) and EWO to closely monitor attendance for all and PP pupils in particular. | All children will attend additional curriculum offers.  All children will be offered free attendance at any after school clubs which incur a cost (eg: use of ACES)  Early identification where attendance may be becoming a barrier to learning. Actions to be planned and taken:   * Letters to parents/carers * Meetings/phone calls with parents/cares/EWO and DHT * Home visits (EWO and SLT) * Follow up support for parents/carers by EWO and DHT   Rewards systems (see policy) are implemented to promote regular attendance and punctuality. | | | | Short term:  Pupils will have additional opportunities which will impact on developing speaking and listening skills and extending vocabulary.  Pupils will have the opportunity to develop a wider friendship group promoting their well-being.  Pupils and parents will respond well to rewards and analysis of attendance figures will show an improving picture.  Long term:  As a result of wider opportunities provided there is an improvement in pupil outcomes and their school attendance. | **Short term:**  Pupils attend regularly and on time.  Pupils take part in additional curriculum activities.  **Medium term:**  Attendance increases which impacts on children being in school regularly to take advantage of the education on offer within and beyond the classroom.  **Long term:**  Pupil outcomes are improved so that Pupil Premium children attainment is at least in-line with the national average. |
| **Review Progress** | | | | | | | |
| **Autumn 2020** | | | | **Spring 2021** | | | |

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| **Review of Expenditure 2020/21 IMPACT Summer 2021** | | | |
| **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** |
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| **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** |
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| **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** |
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