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| 1. **Summary information** | | | | | |
| **School** | **Wrenthorpe Academy** | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | £65,260 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 317 | **Number of pupils eligible for PP** | 46 pupils  **(14.5%)**  (54 at census) | **Date for next internal review of this strategy** | Jan 2019 |

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| 1. **Barriers to future attainment - FOR SOME pupils eligible for PP, including those PP children who are high ability.** | | | |
| **Barriers to be addressed:** *in school, such as poor oral language skills AND outside school, such as low attendance.* | | | |
|  | | Poor learning behaviour (for some) impacting on lack of focus during learning opportunities. | |
|  | | Low starting point (Baseline Reception Assessment) for many. | |
| **C.** | | Low income families - potential impact on lack of involvement in planned enrichment activities which require a contribution: class trips, residential visits & after school clubs. | |
| **D.** | | Persistent absence and lateness - impacting on missed learning and/or disrupted learning and missed opportunities to make/join social friendship groups. | |
| **E.** | | Welfare concerns (for example some children are involved or have been involved with Social Services) - impacting on poor emotional/mental health. This often leads to a chaotic home life impacting on poor attendance at school and a lack of learning opportunities. | |
| **F.** | | Lack of parental engagement and support for some – no home reading, no homework support, poor attendance at school events: class assemblies and Inspire mornings. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | All pupils will make good progress from their starting points. | | Standardised scores, spelling tests, evidence in books and teacher assessment at the end of each term will demonstrate progress from starting points. |
|  | Children will engage positively in their learning | | Children will make good progress in lessons. |
|  | Pupils attendance and punctuality will improve. | | The upward trend in absence in the group will be reversed. |
|  | Pupils will attend all class trips and the Yr6 residential visit. | | All pupils will benefit from attending all planned enhancement activities. |
|  | By Year Six the percentage of PP children attaining RWM will be in line with non-disadvantaged pupils nationally. | | The attainment of PP children compared with non-disadvantaged pupils nationally will not show a significant gap by the end of Year Six. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018 - 2019** | | | | |
| 1. **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?** |
| All PP children will receive quality first teaching that is at least good with much that is outstanding.  All PP children will make sufficient progress from their starting points and some will make accelerated progress. | See school improvement plan for full details of measures to further improve teaching and learning, for example:   * subject leader led CPD for all staff * peer coaching * Trust English lead and Maths lead to support teaching and learning for all across school * Joint planning and collaborative working * Collaborative approach to moderation of work * Regular drop ins with formal feedback * WhiteRoseMaths training for all staff leading to improved maths lessons for all pupils. | Children who receive good quality teaching in schools that are OFSTED rated good or better out-perform others. | SLT – observation, drop-ins.  Book scrutiny.  Discussions with pupils.  Use OTrack to scrutinise pupil data at Pupil Progress meetings – discuss, challenge and offer advice and help to teachers where pupils are not making progress. | HT | Jan 2019  April 2019  July 2019 |
| Pupils across school will be taught in smaller groups. | Additional teachers will be utilised to reduce the pupil teacher ratio in.  TAs will be allocated additional hours to support planned interventions by the teacher. | Children who receive good quality teaching in schools that are OFSTED rated good or better out-perform others.  Lower pupil teacher ratios allow pupils to receive more support and guidance from the teacher. | SLT – observation, drop-ins.  Book scrutiny.  Discussions with pupils.  Use OTrack to scrutinise pupil data at Pupil Progress meetings – discuss planned PP interventions and check on progress. | HT | Jan 2019  April 2019  July 2019 |
| **Total budgeted cost:**  Support from Trust (6% core offer)  See below for additional teacher, TA and resources costings.  **Additional Teachers and TAs – see costing below** | | | | | |
| 1. **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?** |
| **Reception**  All PP pupils will make accelerated progress from their starting point.  Target: 100% (3 out of 3 PP pupils) will achieve GLD. | EYFS staff establish good links with prior educational settings and parents to enable smooth transition.  Gaps are identified in prime areas of EYFS profile within the first 2 weeks in the setting and appropriate provision provided. Detailed analysis of child’s needs is formulated during baseline assessment and shared with all staff.  Teachers ensure that the social and emotional needs of the children are met: purchase of specific equipment to meet child’s needs. eg: set up Social Skills groups.  Teachers plan additional individualised interventions (reading, writing and maths) for PP children to take place each week. | Children who are emotionally mature make more progress at school.  Children who have established solid friendships with other children and supportive trusting relationships with adults make better progress at school.  Children who receive high quality teaching (from teacher) in a small group make accelerated progress. | Regular Pupil Progress Meetings with teachers.  Staff will discuss and receive feedback from parents.  Drop-ins to observe the setting.  Book/work scrutiny. | EYFS Lead | HT and AHT  End of each term review and evaluate impact:  Jan 2019  April 2019  July 2019 |
| **Year 1 and 2**  All PP pupils will make accelerated progress from their starting points  .  Targets:  Year 1 (6 pupils) 33% Year 2 (4 pupils) 25%  will achieve ARE in Reading, Writing and Maths | Teachers ensure that the social and emotional needs of the children are met: purchase of specific equipment to meet child’s needs, set up social skills groups as required.  Teachers plan additional individualised interventions (reading, writing and maths) for PP children to take place each week.  Additional teacher to work two mornings each week alongside class teachers to improve the teacher/pupil ratio and therefore improve the access to quality first teaching.  Focus will be practical Maths and GD support. | Children who are emotionally mature make more progress at school.  Children who have established solid friendships with other children and supportive trusting relationships with adults make better progress at school.  Children who receive high quality teaching in a small groups (from Teacher) make accelerated progress. | Regular Pupil Progress Meetings with teachers.  Staff will discuss and receive feedback from parents.  Drop-ins to observe the setting.  Book/work scrutiny. | KS1 Lead | HT and AHT  End of each term review and evaluate impact.  Jan 2019  April 2019  July 2019 |
| **Year 3 and 4**  All PP pupils will make accelerated progress from their starting points.  Targets:  Year 3 (5 pupils) 40%  Year 4 (10 pupils) 70% will achieve ARE in Reading, Writing and Maths | Teachers ensure that the social and emotional needs of the children are met. Teachers set up social groups led by TAs where needed.  Teachers plan additional individualised interventions (reading, writing and maths) for PP children to take place each week.  Additional TA to work alongside Y3 and Yr4 staff to support teaching and learning. | Children who are emotionally mature make more progress at school.  Children who have established solid friendships with other children and supportive trusting relationships with adults make better progress at school.  Children who receive high quality teaching in a small groups (from Teacher) make accelerated progress. | Regular Pupil Progress Meetings with teachers.  Staff will discuss and receive feedback from parents.  Drop-ins to observe the setting.  Book/work scrutiny. | AHT | HT and AHT  End of each term review and evaluate impact.  Jan 2019  April 2019  July 2019 |
| **Year 5 and 6**  All PP pupils will make accelerated progress from their starting points.  Targets:  Year 5 (9 pupils) 67%  Year 6 (9 pupils) 78%  will achieve ARE in Reading, Writing and Maths | Teachers ensure that the social and emotional needs of the children are met. Teachers set up social groups led by TAs where needed.  Teachers plan additional individualised interventions (reading, writing and maths) for PP children to take place each week.  Additional Teacher to work alongside Year 5 and 6 staff one morning each week to provide additional teaching, thereby decreasing the teacher/pupil ratio and quality first teaching opportunities. | Children who are emotionally mature make more progress at school.  Children who have established solid friendships with other children and supportive trusting relationships with adults make better progress at school.  Children who receive high quality teaching in a small group (from Teacher) make accelerated progress. | Regular Pupil Progress Meetings with teachers.  Staff will discuss and receive feedback from parents.  Drop-ins to observe the setting.  Book/work scrutiny. | AHT | HT and AHT  End of each term review and evaluate impact.  Jan 2019  April 2019  July 2019 |
| All teachers have the opportunity to work directly with the PP children in their class. | Additional teacher to plan and teach each class one afternoon over 4 weeks enabling the class teacher to remove identified groups for further more intensive support or challenge where needed. | Children who receive high quality teaching in a small group (from Teacher) make accelerated progress. | Regular Pupil Progress Meetings with teachers.  Staff will discuss and receive feedback from parents.  Drop-ins to observe the setting.  Book/work scrutiny. | HT and AHT | HT and AHT  End of each term review and evaluate impact. |
| **Total budgeted cost**  Cost of additional TA support = £43,122 (Rec TA, KS1 Ta and KS2 TA)  Cost of additional teacher support = £14,444 (2 days a week)  Maths Mastery Resources = £3,000 **TOTAL COST= £60,566** | | | | | |
| 1. **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?** |
| Improved attendance and punctuality. | AHT to work with EWO to monitor and improve:   * Support families through face to face meetings * Meet and greet in the morning * Letters to encourage and praise * Rewards systems in place * Home visits if required * Liaison with other support services if required * Use of CPOMS to monitor and record families of concern * Fine families who take holidays in term time | Children who achieve highly have good attendance and arrive at school on time. | * Monitoring and action planning weekly. * AHT is Attendance Officer and meets weekly with the Trust EWO | AHT  EWO | Half term.  Reports to Governors and Trust. |
| All pupils will benefit from accessing extended opportunities within the curriculum, access to daily milk and peripatetic music teachers. | School offer:   * Free school trips * Free residential visit in Year 6 * Free daily school milk * The opportunity to take up free music lessons | Children get an enhanced understanding of the curriculum by visiting and taking part in activities that broaden their experiences. | Good communication with parents to inform them of all opportunities.  Music Lead to monitor and encourage additional take up. | HT  Music Lead | Termly |
| **Total budgeted cost:**  EWO – Trust 6% core offer  MILK = £1,400  Music Lessons = £567  Residential Visit & Class Trips = £2,500 **TOTAL COST = £4,467** | | | | | |
| |  |  | | --- | --- | | **Allocation** |  | | EWO | Trust 6% core offer | | Support from English and Maths Lead | Trust 6% core offer | | Daily milk | 1,400 | | Music Lessons | 567 | | Residential Trip (Y6) and Class Trips | 2,500 | | 3 Additional TAs to work full time (27.5hrs) in Reception, across KS1 and in KS2 | 43,122 | | Additional teacher support (equivalent to 2 days a week) | 14,444 | | Maths mastery resources (classroom packs of manipulatives) | 3,000 | | **TOTAL PLANNED SPEND** | **£65,033** | | | | | | |

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| **IMPACT OF EXPENDITURE – FINAL REVIEW July 2019** | | | | | |
| **ATTAINMENT – JULY 2019** | | | | | |
| **Academic Year**  **2018 - 2019** | **Number of Pupils** | **READING** | **WRITING** | **MATHS** | **COMBINED** |
| **REC** | **3** | **Target = 100%** | **Target = 100%** | **Target = 100%** | **Target = 100%** |
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| **YEAR 1** | **6** | **Target = 33%** | **Target = 33%** | **Target = 33%** | **Target = 33%** |
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| **YEAR 2** | **4** | **Target = 25%** | **Target = 25%** | **Target = 25%** | **Target = 25%** |
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| **YEAR 3** | **5** | **Target = 40%** | **Target = 40%** | **Target = 40%** | **Target = 40%** |
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| **YEAR 4** | **10** | **Target = 90%** | **Target = 70%** | **Target = 70%** | **Target = 70%** |
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| **YEAR 5** | **9** | **Target = 89%** | **Target = 78%** | **Target = 67%** | **Target = 67%** |
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| **YEAR 6** | **9** | **Target = 78%** | **Target = 78%** | **Target = 78%** | **Target = 78%** |
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| **ATTENDANCE – Impact JULY 2019** |
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