**Pupil Premium Strategy Statement 2019 – 2020 update October 6th 2019**

|  |
| --- |
| **Summary information** |
| **School** | **Wrenthorpe Academy** |
| **Academic Year** | 19/20 | **Total PP budget** | **£66,140** | **Date of most recent PP Review** | Aug 2019 |
| **Total number of pupils** | 314 | **Number of pupils eligible for PP = 36**Funded for **48** (9 Year 6 and 3 others left school) | **Date for next internal review of this strategy** | Jan 2020 |

|  |
| --- |
| **School context (NA PP = 16%) SCHOOL = 11%** |
|  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | REC | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  |  | 44 | 45 | 46 | 45 | 46 | 47 | 43 |
| Gender % | Boys | 48% | 67% | 53% | 52% | 54% | 48% | 43% |
| Girls | 52% | 33% | 47% | 48% | 46% | 52% | 57% |
| **Disadvantaged %** | **Disadvantaged Pupils** | **2%** | **7%** | **11%** | **7%** | **11%** | **24%** | **19%** |
| **Number of children** | **1** | **3** | **5** | **3** | **5** | **11** | **8** |
| Ethnic Groups % | White – British | 91% | 91% | 77% | 83% | 85% | 67% | 71% |
| Other | 9% | 9% | 23% | 17% | 15% | 33% | 29% |
| EAL % | English | 90% | 91% | 91% | 91% | 93% | 80% | 83% |
| Other | 10% | 9% | 9% | 9% | 7% | 20% | 17% |
| SEN % | No SEN | 95% | 96% | 93% | 98% | 93% | 89% | 91% |
| All SEN | 5% | 4% | 7% | 2% | 7% | 11% | 9% |
| SEN Support |  |  |  |  |  |  |  |
| EHCP | 1 pending | 0% | 2% | 0% | 2% | 0% | 2% |
| Average IDACI Score (LA = 0.24)  |  | 0.10 | 0.12 | 0.14 | 0.11 | 0.18 | 0.16 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 16/17 | 17/18 | 18/19 |
| **Overall Absence %** (Autumn and Spring Terms) | **SCHOOL** | **4.5** | **4.2** | **3.9** |
| National | 4.0 | 4.2 |  |
| **Persistent Absence %** (Autumn and Spring Terms) | **SCHOOL** | **14.0** | **14.5** | **7.3** |
| National | 8.7 | 9.6 |  |

 |
| **% 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**  | **100%** | 80% | 72% |
| **% achieving all learning goals** | **100%** | 80% | 70% |
| **% achieving all prime areas of learning** | **100%** | 91% | 90% |
| **% achieving all specific areas of learning** | **100%** | 80% | 74% |

|  |
| --- |
| **% 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** | **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** | **100%** | 98% | 94% |

|  |
| --- |
| **% 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%** | 73% | ? % |
| **Progress score in reading**  | **0%** | 78% | 79% |
| **Progress score in writing**  | **0%** | 73% | 74% |
| **Progress score in maths**  | **0%** | 78% | 80% |

|  |
| --- |
| **% 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**  | **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 2019/20**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Number of children** | **Reading** | **Writing** | **Maths** | **RWM** |
|  |  | EXP | GD | EXP | GD | EXP | GD | EXP | GD |
| **Reception** | 1 | 100% |  | 100% |  | 100% |  | 100% |  |
| **Year 1** | 3 | 100% | 67% | 100% | 67% | 100% | 67% | 100% | 67% |
| **Year 2** | 5 | 40% | 20% | 40% | 20% | 40% | 20% | 40% | 20% |
| **Year 3** | 3 | 33% |  | 0% |  | 33% |  | 0% |  |
| **Year 4** | 5 | 60% | 20% | 60% | 20% | 40% | 20% | 40% | 20% |
| **Year 5** | 11 | 64% | 9% | 64% |  | 64% | 18% | 64% |  |
| **Year 6** | 8 | 88% | 38% | 88% | 25% | 88% | 13% | 88% | 13% |

|  |
| --- |
| **Quality First Teaching** **BUDGET SPEND = £35,663** |
| **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 | Promotion for SLT = £6,000Upskill TA to HLTA= £500Middle Leader Training = £1,200**TOTAL = £7,700** |
| **B** | **Goal**Teachers receive high quality CPD in order to consistently improve practise to ensure children receive quality first teaching. | HT | Geography INSET = £2,500Curriculum Training = £600First Aid = £1,000Future In Mind Training = £400**TOTAL = £4,500** |
| **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)= £2,400Class cover to release staff to observe good practise in classrooms = £2,200**TOTAL = £4,600** |
| **D** | **Goal**Children enjoy learning as Curriculum Implementation is supported by quality outdoor learning experiences and engaging enabling reading environments. | HT | Developing the Outdoors = £17,863Purchase of additional reading books = £1,000**TOTAL = £18,863** |
| **Targeted Academic Support BUDGET SPEND = £26,000**  |
| **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 KS1 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 Full time additional TA = £16,000KS1 Additional TA 3 mornings per week = £4,000HLTA (KS2) afternoons = £6,000**TOTAL = £26,000** |
| **Wider Strategies BUDGET SPEND = £10,920** |
| **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 = £2,160Y6 Residential = £1,760**TOTAL = £3,920** |
| **H** | **Goal**Families will be supported by the School Attendance Officer to encourage and support good school attendance. | DHTTrust EWO | **TOTAL = £7,000** |
|  |  | **TOTAL SPEND** | **£71,583** |

|  |
| --- |
| **Planned Expenditure (A,B,C and D) 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.Skilled TAs need to be trained to further develop their skills to enable classes to be covered by staff with HLTA standard in order to ensure high quality experiences for children.Staff need to receive high quality CPD in order to continue to improve their implementation of the curriculum.SLT need to be released from teaching in order to support colleagues through observation and high quality feedback to improve practise.Children need to be immersed practically in the School Curriculum in engaging environments which enthuse and engage in order to impact on improved pupil outcomes.  | Opportunitiesfor SLT to critique pupil’s work will be planned on a twice weekly basis. HLTAs will cover classes of SLT.SLT will observe lessons and provide feedback to staff to improve daily practise.Staff will receive good quality CPD.Staff will be released in order to observe colleagues and to feedback and discuss.Staff will be released to complete book looks and to feedback areas for improvement in the implementation of the curriculum.Children will have planned opportunities to work for full days in the outdoor environment and be exposed to good quality provision inside school which engages their interest in reading for pleasure. | HLTA will start Barnsley HLTA programme of support.CPD will be given to all staff around:* Ensuring a dyslexia friendly classroom – delivered by LA
* Raising Attainment in Geography – delivered by TT Education
* History CDP – delivered by HT
* Reading and Writing CPD – delivered by DHT
* Maths ‘Effective use of SDI groups’ – delivered by Maths Lead

Opportunities for staff to collaborate, watch and share practice and develop critique will be planned into the timetable.During staff meetings and phase meetings staff will be encouraged to complete monitoring exercises and to communicate next steps for improvement to maintain momentum.  | Short termStaff will be accepting of peer mentoring and appreciate the benefits of collaborative working with colleagues to ensure consistency for children.Long termStaff will improve their strategies for the implementation of the curriculum so that children access good quality lessons. | **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. Pupil’s ability to collaborate and communicate effectively will improve as they become more confident through the widening range of experiences they receive.**Long term-** Outcomes for pupils will increase. |
| **Review Progress at the end of the autumn term** | **Review Progress at the end of the spring term** | **Review Progress at the end of the summer term** |
|  |  |  |
| **Planned Expenditure (E) Targeted Academic Support** |
| **Barrier/Problem** | **Intervention Description****(What are the active ingredients?)** | **Implementation Activities** | **Implementation Outcomes** | **Pupil Outcomes** |
| ReceptionTo enable the cohort to access the curriculum additional adult support is required for pupils who are high need (in terms of their SEND or those who are disadvantaged by little or no home support)  | Additional TA to improve the teacher pupil ratio. | Targeted children to receive specific teaching in small group:Right Dance, Dough Disco, RWI,   |  |  |
| **Review Progress at the end of the autumn term** | **Review Progress at the end of the spring term** | **Review Progress at the end of the summer term** |
|  |  |  |
| **Planned Expenditure (F and G) Wider Strategies** |
| **Barrier/Problem** | **Intervention Description****(What are the active ingredients?)** | **Implementation Activities** | **Implementation Outcomes** | **Pupil Outcomes** |
|  |  |  |  |  |
| **Review Progress at the end of the autumn term** | **Review Progress at the end of the spring term** | **Review Progress at the end of the summer term** |
|  |  |  |

|  |
| --- |
| **Review of Expenditure 2019/20 IMPACT** |
| **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** |
|  |  |   |  |
| **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** |
|  |  |  |  |
| **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** |
|  |  |  |  |
| **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** |
|  |  |  |  |
| **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** |
|  |  |  |  |

|  |
| --- |
| **Additional Information** |
|   |