

Pupil Premium Strategy / self- evaluation – Waterhouses CE Primary Academy 2019-20

1. Summary information					
School	Waterhouses CE primary Academy				
Academic Year	2019-20	Total PP budget	£17,160	Date of most recent PP Review	May 2019
Total number of pupils	90	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Jan 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths			50%	69%	
% making expected progress in reading (as measured in the school)			75%	87%	
% making expected progress in writing (as measured in the school)			75%	78%	
% making expected progress in Mathematics (as measured in the school)			75%	85%	
3. Barriers to future attainment (for pupils eligible for PP)					
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>					
A.	Oral language and PSED skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.				
B.	A significant minority of pupils eligible for PP (27%) also have SEND. This impacts significantly on learning and progress.				
C.	Behavioural issues of a minority of pupils eligible for PP (13%) has had a detrimental effect on their academic progress.				
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>					
D.	Early trauma leading to attachment disorder has created social, emotional and behavioural difficulties impacting on learning and progress for a minority of PP pupils (13%)				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria		
A.	Improved oral language and social skills for all pupils including those eligible for PP		Pupils eligible for PP make good or better progress based on their starting points. Progress evidenced within books, accelerated reader outcomes, standardised test scores and 'No More Marking' judgements. Improvements in Boxall Profile scores following Nurture provision.		
B.	Improved progress by those eligible for PP who are on the SEND register.		An improved percentage of SEND PP pupils making expected or better progress by the end of the year. Progress evidenced within books, accelerated reader outcomes, standardised test scores and 'No More Marking' judgements.		

C/D	Social, emotional and behavioural issues addressed through nurture provision.	Improved outcomes on Boxall Profiles and fewer behavioural issues reported. Improvements in readiness to learn. Attainment and progress evidenced within books, accelerated reader outcomes, standardised test scores and 'No More Marking' judgements.
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5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD for teaching staff eg in Nurture, lego therapy, zones of regulation positive behaviour strategies and in specific curriculum areas eg Talk for Writing, CPD in SEN approaches.	Improved teaching quality to support meeting specific needs of a small minority of pupils in whole class setting	<i>15 key lessons learned in the EEF's first six years'</i> states ' What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes'.	Regular and ongoing T4W training delivered through staff meetings. Through observations, formal and informal, dialogues with the children and reviews of children's' writing. Comparison to previous NMM results. Boxall Profiles completed at the start and end of therapies.	Headteacher/Dep uty Head	Half termly End of Year/KS results
Accelerated Reader Programme and associated CPD for staff (annual subscription)	Accelerated progress and continued improved attainment of reading so that more children achieve EXS Development of reading comprehension skills, motivation to read and independent reading skills.	EEF and Durham University research indicates improved reading progress (+ 3 months additional progress and PP pupils 5 months additional progress) Recommended as a strong, motivating approach by other schools.	Set reading targets and ensure rigorous termly monitoring and evaluation of the programme by teachers and staff lead for AR. Have an effective reward scheme linked to AR to motivate pupils to make reading progress. Formal and informal lesson observations	AR lead	Termly End of Year/KS results
Total budgeted cost					£6,340

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistant 1:1 and small group and interventions. Programmes include small group maths, Toe by Toe, Lego therapy, Nurture therapy, Beat Dyslexia and Nessy	Improved progress by those eligible for PP who are on the SEND register or of a higher ability.	'15 key lessons learned in the EEF's first six years' states 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'. (Jan 2018) Individual and small group interventions delivered by highly skilled and experienced staff are known to be effective (EEF +4 months)	Develop a clear interventions timetable with Have half termly pupil progress meetings to measure progress and success of interventions. Through observations, formal and informal, dialogues with the children and reviews of children's writing. Keep individual pupil provision maps up to date.	SEN Lead and TAs	Half termly End of Year/KS results
Total budgeted cost					£8,320
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Educational materials and subscriptions to key websites: IXL (extended to KS1), Times Table Rock Stars, 123maths, Phonicsplay	Improved progress by those eligible for PP who are on the SEND register or of a higher ability. Development of independent learning skills.	EEF research- digital technology can improve pupil progress by up to 3 months. IXL recommended by other schools and enhances parental engagement.	Ensure rigorous monitoring of effectiveness of programs on motivation to learn through formal and informal observations and pupil voice. Ensure parental feedback on use of Times Table Rockstars.	Headteacher	January 2020
Individual enrichment activities offered: music lessons, after school clubs. Residential and educational visits.	Enjoyment of learning enhanced. Pupils are motivated to learn within and beyond the classroom, improved pupil progress. Attendance for those eligible for PP remains high (97%+)	Involvement in such activities enhances social skills and improves confidence and self-esteem. Inclusion and equality is achieved.	Through observations, formal and informal, dialogues with the children and reviews of children's books. Analysis of attendance data. Monitor uptake of activities by those eligible for PP	Headteacher	Half termly End of Year/KS results
Break time snacks provided to pupils in receipt of pupil premium.	Pupils have greater 'readiness to learn' leading to improved pupil progress.	Research has shown that pupils who have a nutritional breakfast/mid- morning snacks perform better academically.	Through observations, formal and informal, dialogues with the children and reviews of	Headteacher/Office staff	Half termly End of Year/KS results

			children's books. Half termly pupil progress meetings Monitor uptake of snacks by those eligible for PP.		
Total budgeted cost					£2,500

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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
CPD for teaching staff eg in Nurture, circle of friends, positive behaviour strategies and in specific curriculum areas eg Talk for Writing, CPD in SEN approaches, HLTA training	Pupils eligible for PP particularly in Reception and KS1 make rapid progress by the end of the year so that more pupils eligible for PP meet age related expectations.	<p>Of the 3 pupils in Reception 2 have made expected progress from their baseline in September and 1 has made accelerated progress resulting in 2 out of the 3 pupils achieving GLD, compared to 1 out of 3 being on track at the start of the year</p> <p>Due to their only being 1 child in receipt of PP funding in Yr1 evidence of their progress and attainment will not be reported (See individual results)</p> <p>Of the 3 pupils in Year 2 in receipt of PP funding they have on average made expected progress from EYFS to the end of KS1 with 2 out of the 3 achieving GLD in</p>	Positive behaviour strategies CPD had a positive impact on a number of children. The CPD did not take place early enough in the academic year for the full benefits to be seen. Continue with the support during 19-20. Nurture provision to be re prioritised during 19-20. Increase the number of nurture sessions provided and provide CPD for staff to deliver the sessions appropriately. Make greater use of Boxall Profiles to ensure that progress can be more easily measured. Develop the T4W approach during 19-20 with staff training.	£3600

		Early years to 2 out of the 3 achieving at least the expected standard in reading, writing and maths.		
Accelerated Reader Programme (annual subscription)	An improved percentage of PP pupils making expected or better progress by the end of the year.	8 out of 12 pupils (66%) achieved ARE in reading at the end of the year compared to 80% for children not in receipt of pupil premium funding. At the start of the year only 50% of children in receipt of pupil premium funding were on track to achieve ARE. 4 out of the 12 pupils are currently on the SEN register.	Refine how we use AR so that greater use is made of the diagnostic tools to target the support the children receive. Timetable additional phonics support for a number of pupils who are still not operating at ARE.	£1,400
ii Targeted support				
Teaching Assistant 1:1 and small group and interventions. Programmes include small group maths, bar model (Singapore) maths and IXL for home and school use. Also, 'Write Away', FFT Literacy, Better Reading Partnership (BRP), Beat Dyslexia and Nessy	An improved percentage of PP pupils making expected or better progress by the end of the year.	<p>In reading pupils in receipt of PP funding have on average made 0.3 points progress, compared to children not in receipt of pupil premium funding who have made 0.2 points progress.</p> <p>In writing pupils in receipt of PP funding have on average made -0.2 points progress, compared to children not in receipt of pupil premium funding who have made expected points progress.</p> <p>In maths pupils in receipt of PP funding have on average made 0.5 points progress, compared to children not in receipt of pupil premium funding who have made 0.1 points progress.</p>	<p>Increase the amount of 121 reading support that disadvantaged pupils receive as it is evident that there are a small number of children who will benefit from these opportunities.</p> <p>Stop the FFT literacy and Write Away interventions and introduce T4W approach in order to support disadvantaged pupils within lessons to achieve and increase their self-confidence.</p> <p>Ensure that additional adult support is targeted within maths lessons to support the learning and progress of disadvantaged pupils rather than through additional interventions.</p>	£8,000

iii Other approaches				
<p>Educational materials and subscriptions to key websites: IXL (extended to KS1), 123maths, Phonicsplay</p>	<p>Fewer behavioural issues reported.</p>	<p>100% pass rate for phonics screening in Yr1 and Yr 2</p> <p>69% pupils in receipt of pupil premium funding achieved ARE at the end of the year, increasing from 46% at the start of the year.</p> <p>The gap has diminished between disadvantaged pupils and non-disadvantaged pupils. Reducing from 36% at the start of the year to 5% by the end of the year</p>	<p>Continue with the phonicsplay subscription. Subscribe to Times Table Rock Stars in order to support progress in maths. Ensure it has a high priority within school and is timetabled in on a daily basis in KS2.</p> <p>Cancel subscription to 123maths due to low usage and take up.</p>	<p>£1,500</p>
<p>Individual enrichment activities offered: music lessons, choir and after school clubs. Residential and educational visits.</p>	<p>An improved percentage of PP pupils making expected or better progress by the end of the year.</p>	<p>In reading pupils in receipt of PP funding have on average made 0.3 points progress, compared to children not in receipt of pupil premium funding who have made 0.2 points progress.</p> <p>In writing pupils in receipt of PP funding have on average made -0.2 points progress, compared to children not in receipt of pupil premium funding who have made expected points progress.</p> <p>In maths pupils in receipt of PP funding have on average made 0.5 points progress, compared to children not in receipt of pupil premium funding who have made 0.1 points progress.</p>	<p>Increase the amount of 121 reading support that disadvantaged pupils receive as it is evident that there are a small number of children who will benefit from these opportunities.</p> <p>Stop the FFT literacy and Write Away interventions and introduce T4W approach in order to support disadvantaged pupils within lessons to achieve and increase their self-confidence.</p> <p>Ensure that additional adult support is targeted within maths lessons to support the learning and progress of disadvantaged pupils rather than through additional interventions.</p>	<p>£1,500</p>