

Pupil Premium Strategy / self- evaluation – Waterhouses CE Primary Academy 2018-19

1. Summary information					
School	Waterhouses CE primary Academy				
Academic Year	2018-19	Total PP budget	£16,480	Date of most recent PP Review	May 2018
Total number of pupils	110	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
NB 27% (3/11) of PP pupils are SEN	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	55% (6/11)	84%
% making expected progress in reading (as measured in the school)	73% (8/11)	89%
% making expected progress in writing (as measured in the school)	73% (8/11)	84%
% making expected progress in Mathematics (as measured in the school)	73% (8/11)	87%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language and PSED skills in Reception and KS1 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 SEN – dyslexia as identified by SENSS. This impacts significantly on learning and progress.
C.	Behaviour issues of a minority of pupils eligible for PP (27%) has had a detrimental effect on their academic progress.
Additional barriers (<i>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 (17%)

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language and social skills for all pupils including those eligible for PP and especially those in EYFS and KS1.	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.
B.	Improved progress by those eligible for PP whether higher ability, making expected progress or SEN.	An improved percentage of PP pupils making expected or better progress by the end of the year.
C.	Social, emotional and behavioural issues addressed	Fewer behavioural issues reported.

5. Planned expenditure

Academic year

2018-19

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, circle of friends, positive behaviour strategies and in specific curriculum areas eg Talk for Writing, CPD in SEN approaches, HLTA training	Improved teaching quality especially for TAs moving to HLTA status and 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'.	Ensure rigorous on-going monitoring to evaluate impact of training.	Head of School	July 2019
Accelerated Reader Programme (annual subscription)	Accelerated progress and continued improved attainment of reading across the school. 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.	Ensure rigorous 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. -Use AR to set reading targets	AR lead	July 2019
Total budgeted cost					£5,000

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?
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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	Improved progress by those eligible for PP whether higher ability, making expected progress or SEN.	'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 ongoing monitoring to ensure success. -Have half termly pupil progress meetings to measure progress and success of interventions. -Keep individual pupil provision maps up to date.	SEN Lead and TAs	Dec 2018
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Total budgeted cost £8,000

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), 123maths, Phonicsplay	Improved progress by those eligible for PP whether higher ability, making expected progress or SEN. 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 and pupil progress. Review regularly in staff briefings. -Ensure parental feedback on use of IXL	Head of School	Dec 2018
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.	Monitor uptake of activities by those eligible for PP	Head of School	July 2019
Break time snacks	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.	Monitor uptake of snacks by those eligible for PP.	Office staff	July 2019

Total budgeted cost £3,000

6. Review of expenditure

Previous Academic Year

2017-18

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
<p>-Undertake the '<i>Communication Commitment</i>' to enable a strong focus on whole school communication. (2nd year of 2 year initiative)</p> <p>-Time to Talk' small group intervention in Reception.</p>	Improved oral language and social skills for all pupils including those eligible for PP and especially those in EYFS and KS1.	Mixed- Improving, communication and language skills of some pupils including those eligible for PP.	Whole school communication eg with lunchtime supervisors and parents has improved leading to improved school environment. This approach is now embedded so no need to have as a focus.	£350
Accelerated Reader Programme (annual subscription)	Accelerated progress and continued improved attainment of reading across the school. Development of reading comprehension skills, motivation to read and independent reading skills.	High-Progress and attainment in reading for PP and non-PP pupils remains strong.(73% exp or better progress in reading by PP pupils) Predicted end of EYFS, Y2 and Y6 SATs to match 2017. Pupil Voice indicates high levels of motivation for Reading using AR. Success criteria met.	Continue with approach	£1,400

ii. Targeted support

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
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' approaches, FFT Literacy, Better Reading Partnership (BRP) and Beat Dyslexia.	Improved progress by those eligible for PP whether higher ability, making expected progress or SEN.	High- Good progress by all pupils eligible for PP who are not SEN. Pupils who are SEN & SEN- small steps in measurable progress made. Strong, positive impact on pupil confidence and learning attitudes through interventions- staff feedback. Success criteria met.	1:1 and small group interventions delivered by highly skilled TAs raises pupil confidence as well as progress. TAs highly skilled in delivery of interventions. High quality CPD has led to this. Consistent approaches to regular half termly review must be ensures maximum impact. Interventions carefully matched to meet pupil needs. Continue with approach.	£8.750

School Counsellor to deliver 1:1 play therapy or small group nurture or 'circle of friends' activities.	For a small minority of PP pupils with behavioural, emotional and social difficulties eg attachment disorder to develop 'readiness to learn'	Low- School Counsellor not available after end of first term. Difficulties in accessing other available external support.	Need to provide training so school staff can deliver play therapy or small group nurture or 'circle of friends' activities. Change approach- Access CPD in this area eg from Behaviour Support Services.	£400
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iii. Other approaches

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
Educational materials and subscriptions to key websites: IXL (extended to KS1), 123maths, Phonicsplay	Improved progress by those eligible for PP whether higher ability, making expected progress or SEN. Development of independent learning skills.	Mixed- progress using IXL in KS2 and KS1 strong for basic mental maths and English skills. Phonicsplay used highly effectively in KS1 for whole class and group teaching. Impact – Y1 phonics scores remain strong. 123 Maths no longer used effectively.	Ensure improved monitoring of use of IXL at home by non PP and PP pupils to ensure maximum benefit. Continue most software but not 123Maths	£1,200
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%+)	Visible confidence, self-esteem, social skills developed. Enjoyment particularly of music lessons and taekwondo good- this has positive impact on behaviour too as self-discipline a key element in Taekwondo. Attendance of PP pupils at 97% Uptake satisfactory eg 25% uptake of music lessons. 25% uptake of extra-curricular sports clubs. Uptake of residential and visits 100%	Percentage now accessing free music lessons and after school clubs reduced to 25% although almost all PP pupils attended for a while. Some PP pupils need to develop the personal skills to sustain commitment eg practising music or taekwondo skills. Low self-esteem and confidence is sometimes a barrier to continued desire to access some opportunities.	£1,720
Break time snacks	Pupils have greater 'readiness to learn' leading to improved pupil progress.	Impact of this intervention difficult to measure but We are secure in the knowledge that we are supporting pupils to be ready to learn.	Continue with approach for one more year as uptake by PP pupils is 100%	£430