



Whiston Willis Primary Academy

PUPIL PREMIUM THREE YEAR STRATEGY PLAN



SUMMARY INFORMATION

Pupil Premium Strategy Plan

Whiston Willis Primary Academy

CURRENT PUPIL INFORMATION – SEPTEMBER 2019

Total number of pupils:	286 (+23 NURSERY)	Total pupil premium budget:	£133,320 (Census based allocation 101 pupils Jan 2019)
Number of pupils eligible for pupil premium:	112 (+7 NURSERY) Current	Amount of pupil premium received per child:	

COHORT INFORMATION AUTUMN TERM 2019 INFORMATION

CHARACTERISTIC	NUMBER IN GROUP		PERCENTAGE OF GROUP	
	ALL	PP ELIGIBLE	ALL	PP ELIGIBLE
Boys	153/308	58/119	49.6%	48%
Girls	155/308	61/119	50.4%	52%
SEN support	46/308	19/119	14.9%	16%
EHC plan	2/308	1/119	0.65%	0.84%%
EAL	7/308	1/119	2.2%	0.84%

Assessment data

EYFS OUTCOMES						
2018-2019 DATA	Data from previous 3 years			2018-2019 DATA		
	2015-16	2016-17	2017-18	Pupils eligible for PP (12 PUPILS)	All pupils (42 PUPILS)	National average
Good level of development (GLD)	69% ALL 59% PP	70% ALL 64% PP	69%ALL 60% PP	75%	69%	72%
Average point score			32.2 ALL 28.7 PP	37.8	35.3	
Reading	77% ALL 71% PP	83%ALL 79%PP	77%ALL 60% PP	75%	74%	77%
Writing	72% ALL 65% PP	75% ALL 64% PP	69%ALL 60%PP	75%	69%	74%
Number	77% ALL 71% PP	80%ALL 79% PP	77%ALL 70%PP	75%	76%	80%
Shape	77% ALL 65% PP	83% ALL 79% PP	74%ALL 60%PP	75%	79%	82%

YEAR ONE PHONICS

Data from previous 3 years			2018-2019 DATA		
2015-16	2016-17	2017-18	All pupils (39)	Pupils eligible for PP(10)	National average
77% ALL	83%ALL	82% ALL	77% ALL		83% ALL
65%PP	61% PP	79% PP		60%	

END OF KEY STAGE ONE OUTCOMES

	DATA FROM PREVIOUS 3 YEARS			2018-2019 DATA		
	2015-16	2016-17	2017-18	PP	NPP	NATIONAL AVERAGE
% achieving expected standard or above in reading, writing and maths		86%NPP 44% PP	90%NPP 50% PP	69% PP	80% NPP	

EOKS2 OUTCOMES								
	DATA FROM PREVIOUS 3 YEARS						2018-2019 DATA	
	2015-16		2016-17		2017-18		2018-2019	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
% achieving expected standard or above in reading, writing and maths	27%	76%	59%	82%	53%	78%	67%	76%
progress in reading	-3.3	+0.3	+6.1	+1.3	+2.3	+1.8	+3.5	+4.2
progress in writing	-1.3	+0.2	+0.4	+0.12	-1.1	+1.3	+1.6	+2.8
progress in maths	+2.0	+2.4	+0.4	+0.21	-0.9	-1.7	-0.1	+1.4

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> Improving picture in 2018-2019 for overall attendance and PA figures for PP eligible pupils 	<ul style="list-style-type: none"> In 2017/2018 overall absence was slightly above the national average for schools with a similar level of deprivation

Behaviour data	<ul style="list-style-type: none">• Behaviour is consistently good and attitudes to learning are strong.• No permanent exclusions• No fixed term exclusions for academic year 2018-2019• Fixed term exclusions for 2016/2017 was below the national average for schools with a similar level of deprivation	<ul style="list-style-type: none">• Fixed term exclusions during the academic year 2017/2018 was above national figures with some cases of repeated exclusions.
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LONG-TERM PLAN (3 YEAR TIMESCALE):

BARRIERS TO LEARNING

3.BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low attainment on entry especially in communication, language and literacy for some PP eligible children.
B.	Lower attainment at end of EYFS, Y1 phonics screening, KS1 and KS2
C.	Emotional vulnerability and well being in some PP eligible children
D.	Some PP eligible pupils must improve attendance and punctuality.
External Barriers	
E.	FINANCIAL- difficulty paying for visits, extended activities etc
F.	Parental engagement and aspirations for children

PRIORITIES

- **To improve the quality of education through ensuring the quality of teaching and learning for all is consistently good or better across all phases and subjects leading to improved pupil outcomes.**

This is a priority to ensure that all pupils, including those who are disadvantaged, develop secure basic skills in reading, writing and maths that enable them to succeed in secondary school and subsequently contribute to society as adults. The importance of improving early reading and phonics and maths are high priority areas in school and this will be a specific focus for improvement. Offering all pupils a broad and balanced and high quality curriculum across all subjects is of paramount importance to enable all learners to develop subject specific knowledge and skills in addition to enthusiasm to study subjects at greater depth.

Reduction in class sizes appears to result in around 3 months additional progress for pupils on average (EEF toolkit)

Small group tuition show the effects on learning being moderate impact for moderate cost (EEF +4 months)

- **To ensure PP eligible pupils attendance is continually improving over time.**

Consistent attendance for all pupils is key to ensure high quality outcomes across the curriculum. Historical performance highlights an in school gap in attendance for PP eligible and NPP eligible pupils.

Improved attendance impacts directly on achievement in school. (Link between absence and attainment research report Feb 2015 DfE)

- **To develop learning opportunities for PP eligible pupils through the use of social and cultural experiences.**

The opportunity to access wider life experiences that improve cultural capital can be limited in some cases. WWPA acknowledge that opportunities should be available to all pupils that give experiences that may otherwise be inaccessible. Examples of this include educational visits, residential opportunities, experience days, extracurricular clubs, and Children's University Graduation ceremonies. All of these contribute to the wider development of pupils socially, emotionally and physically (Health) and provide them with ambition, life experiences and cultural capital to contribute positively in their future lives.

- **To ensure the quality of provision for personal development and welfare continues to be of high quality for all pupils including those pupils who are PP eligible.**

Pupils and wider families face specific vulnerabilities that can impact on learning for individual pupils. These occurrences can be isolated incidents for some and regular occurrences for others. Vulnerability surveys and SEND identification indicates that pupils at WWPA require strong pastoral support at key times in their school experience to ensure potential barriers to learning do not impact on pupil outcomes.

On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).

- **PRIORITY 1- To improve the quality of education through ensuring the quality of teaching and learning for all is consistently good or better across all phases and subjects which leads to improved pupil outcomes. (SDP LINKS-QUALITY OF EDUCATION)**

Member of staff responsible: **IAN COOPER/RACHEL PENDER**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>Class organisation reduces the need for mixed classes that include pupils from LKS2 and UKS2 which will enable teaching and learning to be focused across a two year cycle.</p> <p>High quality provision for all in EYFS by ensuring adult/child ratios are low to maximise interactions and enable all pupils to achieve well immediately.</p>	<p>Class organisation in EYFS to have 2 reception classes.</p> <p>Class organisation in KS2 to have 6 classes</p>	IC/LGB	<p>Sept 2019 and annually</p> <p>Review ongoing to inform annual decision making</p>	<p>Teaching staff</p> <p>Support Staff</p> <p>Classroom resources</p>	<p>EOKS and EYFS outcomes</p> <p>Year on Year attainment and progress across KS2</p> <p>Teaching and learning review/ learning walks/ monitoring procedures indicate high quality provision.</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally.</p> <p>Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>All teaching and learning is of high quality as evidenced through SLT monitoring activities.</p>

<p>Ensure high quality teaching and learning of early reading and phonics</p>	<p>To implement RWI phonics</p> <p>Additional subject leader time to support and coach staff to ensure high quality teaching and learning in all phases</p>	<p>GM</p> <p>IC/GM/LH</p>	<p>Sept 2019-ongoing</p> <p>Ongoing</p> <p>Termly evaluation</p>	<p>RWI subscription and resources</p> <p>RWI CPD offer for staff</p> <p>Subject leader time for monitoring, coaching and support when required</p>	<p>Y1 Phonic screening outcomes</p> <p>Teaching and Learning reviews/learning walks/ monitoring procedures indicate high quality provision and improvements when provision is weaker.</p>	<p>Ongoing and summative assessments indicate good progress for all in relation to expectations within RWI phonics program.</p> <p>High quality provision is evident in all teaching and learning of phonics including both teaching staff and support staff.</p> <p>Y1 phonics screen outcomes are at a minimum in line with national and the proportion of pupils achieving 37+ increases.</p>
<p>To further develop mastery for maths</p>	<p>Maths No Problem implementation (2019 Y2 OF IMPLEMENTATION)</p> <p>Additional subject leader time to support and coach staff to ensure high quality teaching and learning in all phases</p> <p>Develop maths curriculum and teaching and learning across EYFS.</p>	<p>KC</p> <p>IC/KC</p> <p>KC/LH</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2019</p> <p>Ongoing</p> <p>Termly ongoing evaluation</p>	<p>MNP subscription and resources</p> <p>Practical maths resources as required</p> <p>Subject leader time for monitoring, support and coaching if required</p>	<p>EYFS, EOKS1, EOKS2 outcomes</p> <p>Year on Year attainment and progress across KS2</p> <p>Teaching and learning review/ learning walks and monitoring procedures indicate high quality provision and improvements when provision is weaker.</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally.</p> <p>Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>EOKS1/EOKS2 outcomes are at a minimum in line with national at ARE and GDS.</p> <p>The attainment gap to EOKS1 GDS in maths is diminished over time.</p>

<p>To improve attainment and accelerate progress of pupils in all phases through targeted intervention being delivered</p>	<p>Develop/revise whole school approach to intervention with keeping up as main priority.</p> <p>Timetable support staff consistently to offer high quality support and intervention in key priority areas</p> <p>Monitor interventions in relation to pupils outcomes- IMPACT</p>	<p>RP</p> <p>RP/KC/GM/LH</p> <p>CLASS TEACHERS/ PHASE LEADS</p>	<p>Termly review</p> <p>Termly</p> <p>Termly</p>	<p>Resources</p> <p>Support staff allocated time budget.</p>	<p>EYFS, EOKS1, EOKS2 outcomes</p> <p>Year on Year attainment and progress across KS2</p> <p>Teaching and learning review/ learning walks and monitoring procedures indicate high quality provision and improvements when provision is weaker.</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally.</p> <p>Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>EYFS/EOKS1/EOKS2 outcomes are at a minimum in line with national at ARE and GDS.</p>
<p>Improve the quality of curriculum and teaching and learning in wider curriculum areas to enable all pupils achieve well in all subjects- developing a range of knowledge and skills for future education/life. (priority subjects first)</p>	<p>Review of wider curriculum provision</p> <p>Subject Leaders to adapt and amend as required to meet curriculum INTENT.</p> <p>Monitoring to ensure high quality teaching and learning in all subject areas</p>	<p>RP/Subject leads</p> <p>RP/Subject leads</p> <p>RP/Subject leads</p>	<p>July-Oct 2019</p> <p>Autumn term/ongoing</p> <p>Ongoing within monitoring cycle</p>	<p>Resource availability</p> <p>Subject leader time for evaluation, planning, and review.</p>	<p>Pupil outcomes</p> <p>Pupil voice</p> <p>Subject leader monitoring and evaluation</p> <p>Teaching and learning review findings</p>	<p>All subject areas are evaluated as providing good quality education as a minimum by subject leads and SLT</p>
<p>Engage all pupils in reading for pleasure whilst developing reading skills and understanding.</p>	<p>Repeat subscription for AR</p> <p>Issue book prizes for disadvantaged pupils increasing access to books at home and increasing levels of engagement.</p> <p>Daily reading with welfare staff for KS1 disadvantaged pupils.</p> <p>1 TA allocated specifically to AR implementation within LKS2</p>	<p>GM</p> <p>GM/AI</p> <p>GM/WELFARE</p> <p>IC/AI</p>	<p>Subscription</p> <p>Termly</p> <p>From Sept 2019</p> <p>Termly review Sept 2019</p> <p>Termly review</p>	<p>Online access to Accelerated Reader programme.</p> <p>Library resources</p> <p>Staff time allocated- subject leader for monitoring and CPD for welfare staff. TA within weekly timetable</p>	<p>Monitoring of AR</p> <p>Pupil voice</p> <p>Reading records</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally.</p> <p>Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>EYFS/EOKS1/EOKS2 outcomes are at a minimum in line with national at ARE and GDS.</p>

PRIORITY 2- To ensure PP eligible pupils attendance is continually improving over time (SDP LINKS-BEHAVIOUR AND ATTITUDES)

Member of staff responsible: IAN COOPER/PAULETTE STEELE

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To improve attendance of PP eligible pupils to be AT A MINIMUM in line with national averages.	Learning Mentor to dedicate 1 hour daily to tackle and address attendance issues.	IC/PS	Ongoing	Learning Mentor allocated time daily	Attendance data	Attendance for all pupils and vulnerable groups is in line with national attendance figures.
Reduce the proportion of PP eligible pupils falling below PA threshold figures.	1 full day per half term to conduct attendance workshops and panel meetings with families who are at risk of PA threshold figures	IC/PS	ONGOING	Learning Mentor allocated time	Attendance data Case study documents	Clear evidence of improved attendance for identified vulnerable pupils

PRIORITY 3- To develop learning opportunities for PP eligible pupils through the use of social and cultural experiences. (SDP LINKS-PERSONAL DEVELOPMENT)

Member of staff responsible: RACHEL PENDER/PHASE LEADS

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>Develop aspiration within pupils and engagement in a wider range of experiences. A minimum of 80% of disadvantaged pupils (Y3-Y6) achieve recognition at the Children's University Graduation in Summer 2019.</p> <p>% uptake for visits increases, extracurricular club participation increases and all will be proportionately equal to non PP eligible pupils.</p>	<p>Children's University Programme- Target individual pupils to access a range of extracurricular activities and receive recognition for a commitment to extracurricular learning</p> <p>Link with external partners to supplement extracurricular offer to include music/drama/STEM</p>	<p>KC</p> <p>IC/KC</p>	<p>Sept 19</p> <p>Summer 2020</p> <p>Graduation</p> <p>Autumn term 19</p> <p>On going</p>	<p>Leader time</p> <p>Subscription to CU</p> <p>Extra curricular provision.</p>	<p>Attendance records</p> <p>Pupil voice</p>	<p>The proportion of disadvantaged pupils participating in extra curricular activities leading to CU graduation exceeds previous years and a minimum of 80% of PP eligible pupils graduate each year.</p>
<p>To ensure all pupils have access to high quality experiences including visits, residential trips and visitors in school regardless of financial barriers</p>	<p>Monitor uptake for additional experiences to ensure PP/NPP uptake is proportionate.</p> <p>Offer subsidised costs for financially vulnerable pupils to enable pupils to access 'experiences'</p>	<p>Class teachers</p> <p>RP</p>	<p>Ongoing</p>	<p>Financial</p>	<p>Attendance/ participation records</p>	<p>Financial disadvantage does not lead to any child not having the opportunity to experience planned activities/ opportunities in school that will positively contribute to their personal development</p>

PRIORITY 4- To ensure the quality of provision for personal development and welfare continues to be of high quality for all pupils including those pupils who are PP eligible.

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subject by early identification and planned response in place	Vulnerability review termly for all and more frequently when required.- identification of need	JW/PS/BM Class Teachers	TERMLY	Vulnerability questionnaire-planning time.	Vulnerability questionnaires	Pupils are clearly identified as requiring pastoral support as required and evidence of a structured/ planned response to meet the needs of individuals
All pupils are able to access the curriculum through issues being addressed that have proven to be a barrier to learning previously.	Pastoral support team work individually/ small group work with vulnerable groups of learners through Flexible and planned time with Learning Mentor /Behaviour Support assistant. Development of internal and external sensory space Sensory circuits developed in school Therapy sessions in school- linked CPD	JW/PS/BM IC/PS	Ongoing Dec 19	Space Resources Staff allocated support time	Case studies- individual Pupil outcomes	Pupils are consistently able to access the whole school curriculum offer and barriers to learning do not have a significant impact on pupil learning and outcomes. Sessions lost Vulnerable pupils who have faced challenges during the academic year make good progress despite challenges.

<p>To provide pastoral support to promote well-being; support pupils to challenge behaviours that impact on learning</p>	<p>Use of external support team including Thumbs Up and mindfulness to provide counselling, 1:1 and small group professional support for emotional well-being and behaviour when required</p>	<p>JW/PS/BM</p>	<p>When required</p>	<p>Space External specialists Funding</p>	<p>Case studies</p>	<p>Pupils are consistently able to access the whole school curriculum offer and barriers to learning do not have a significant impact on pupil learning and outcomes.</p> <p>Vulnerable pupils who have faced challenges during the academic year make good progress despite challenges.</p>
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