



Pupil Premium Strategy

Name of Academy – Willoughby Road Primary Academy

Academic Year – 2017 - 2018

NOR	362
Number and percentage of pupils eligible for PP funding	52%
Academy Deprivation Index	
Nominated member of EAB	
EAB PP Review dates	
Total Budget allocation	

Outcomes of Previous Academic year

EYs (GLD)	69%
Key Stage 1 Reading	69%
Key Stage 1 Writing	57%
Key Stage 1 Maths	71%
Key stage 2 Reading	39%
Key stage 2 Writing	70%
Key stage 2 Maths	63%

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

2017 data – pupils who did not achieve ARE:

EYFS

- 4 PP children were below in Reading
- 4 PP children were below in Writing
- 4 PP children were below in Number
- 4 PP children were below in Shape, Space and Measure

Interventions for year 1 – Handwriting (fine motor) extra reading practice with a concentration on fluency followed by comprehension and basic number skills.

Year 1 Phonics

- PP children did not achieve the phonics pass

Bespoke phonic intervention

Year 2

- 8 PP children were below in Reading
- 8 PP children were below in Writing
- 7 PP children were below in Maths

Interventions for year 3 – Handwriting (fine motor), extra reading practice with a concentration on comprehension and arithmetic practice including fluency of number skills.

Year 2 phonics

- PP did not achieve the phonics re-take

Bespoke phonic intervention

Year 6

- 19 PP children were below in Reading
- 15 PP children were below in GPS
- 13 PP children were below in Maths
- 11 PP children were below in Writing

Interventions for year 6 – reading intervention including a focus on inference. Arithmetic with a multiplication focus and fractions. 3rd space on line learning.

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years				
	16			
Y1				
	24			
Y2				
	40%	9	13	1
Y3				
	53%	13	4	8
Y4				
	60%	8	18	
Y5				
	73%	11	12	1
Y6				
	71%	19	11	2

Additional Planned Use of Funding (Whole Academy)

Action plan

<u>Objective 1</u> <u>Reading</u> Years: 6, 5, 4, 3, 2, 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
<p>The EFF states that reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>The EFF states small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>					
Year 6	After school and in school reading intervention; support children working at greater depth	£23,126	25	BS RS EJ RB	EJ
Year 5	Extra support and resources to support home reading; Supporting children achieving WGD; Extra support in class support to access reading activities; TA small group support with reading fluency 3 x weekly in assembly slots; Afternoon reading intervention – 2 x 30 mins per week.	£3165	24	BS CJ	EJ
Year 4	Extra support and resources to support home reading; Supporting children achieving WGD; TA small group support with reading fluency 3 x weekly in assembly slots; Afternoon	£3415	20	JH JR SD	EJ

	reading intervention – 2 x 30 mins per week				
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Year 3	Extra support in class support to access reading activities; TA small group support with reading fluency 3 x weekly in assembly slots	£1477	14	DC LC	EJ
Year 2	Extra support in class support to access reading activities; TA small group support with reading fluency 3 x weekly in assembly slots	£1477	10	VC LB	EJ
Year 1	Extra support in class support to access reading activities; Extra individual reads	£1199	24	BJ SC	EJ
	Subscriptions: Phonics Play - £120 Bug Club - £930 Phonics Bug - £449 DC Thomson magazine subscription - £188 Classroom Secrets - £50 SPAG.com - £277 PIRA - £1408 SATs revision guides - £129 Additional resources - £250 per year group Sub Total = £3,801 Total = £4,223				

Review Term 1	<table border="1" data-bbox="414 255 1131 481"> <thead> <tr> <th data-bbox="414 255 604 295">Year group</th> <th data-bbox="604 255 1131 295">Percentage Improvement</th> </tr> </thead> <tbody> <tr> <td data-bbox="414 295 604 331">Year 6</td> <td data-bbox="604 295 1131 331">84% improvement in Reading scores</td> </tr> <tr> <td data-bbox="414 331 604 368">Year 5</td> <td data-bbox="604 331 1131 368">35% improvement in Reading scores</td> </tr> <tr> <td data-bbox="414 368 604 405">Year 4</td> <td data-bbox="604 368 1131 405">19% improvement in Reading scores</td> </tr> <tr> <td data-bbox="414 405 604 442">Year 3</td> <td data-bbox="604 405 1131 442">8% improvement in Reading scores</td> </tr> <tr> <td data-bbox="414 442 604 481">Year 2</td> <td data-bbox="604 442 1131 481">0% improvement in Reading scores</td> </tr> </tbody> </table> <p data-bbox="414 523 2094 587">NB : PIRA tests were used as the base-line for years 3,4,5 whilst NFER tests are now being used. Therefore, an accurate comparison cannot easily be made in these year groups at this stage.</p> <p data-bbox="414 630 1384 662">Year 2 took an end of year test in November, hence the lack of improved scores.</p>	Year group	Percentage Improvement	Year 6	84% improvement in Reading scores	Year 5	35% improvement in Reading scores	Year 4	19% improvement in Reading scores	Year 3	8% improvement in Reading scores	Year 2	0% improvement in Reading scores
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Review Term 2	Record any new actions in a different colour												
Review Term 3	Record any new actions in a different colour												

<u>Objective 2</u> <u>Maths</u> Years: 6, 5, 4, 3, 2,1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
<p>The EFF states small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>					
Year 6	After school and in school maths intervention; support for children working at greater depth; Third Space Learning.	£8142	35	BS RS EJ RB	EJ
Year 5	Extra in-class support; TA small group work in assembly slots x 3 per week; Afternoon interventions: 2 x 30 mins per week; Support materials; Mathletics subscription.	£5108	17	JH JR SD	EJ
Year 4	Extra in-class support; TA small group support with maths reasoning : 3 times per week in assembly slots; Support materials to enable WGD in maths.	£5385	17	JH JR SD	EJ
Year 3	TA small group support with maths reasoning 3 x weekly in assembly slots	£633	3	DC LC	EJ

Year 2	Extra in class support to enable access to maths curriculum; TA small group support with maths reasoning 3 x weekly in assembly slots; Afternoon maths intervention – 2 x 30 mins per week	£1899	17	VC LB	EJ												
Year 1	TA small group support with maths reasoning 3 x weekly in assembly slots; Afternoon maths intervention – 2 x 30 mins per week	£1055	4	BJ SC	EJ												
Review Term 1	<table border="1"> <thead> <tr> <th>Year group</th> <th>Percentage Improvement</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>39% improvement in Maths scores</td> </tr> <tr> <td>Year 5</td> <td>4% improvement in Maths scores</td> </tr> <tr> <td>Year 4</td> <td>19% improvement in Maths scores</td> </tr> <tr> <td>Year 3</td> <td>4% improvement in Mhaths scores</td> </tr> <tr> <td>Year 2</td> <td>18% improvement in Maths scores</td> </tr> </tbody> </table> <p>NB : PUMA tests were used as the base-line in years 3,4,5 whilst NfER tests are now being used. Therefore, an accurate comparison cannot easily be made in these year groups at this stage.</p> <p>The 18% improvement in maths scores is quite pleasing in view of the fact that Y2 took an end of year SAT test in November.</p>					Year group	Percentage Improvement	Year 6	39% improvement in Maths scores	Year 5	4% improvement in Maths scores	Year 4	19% improvement in Maths scores	Year 3	4% improvement in Mhaths scores	Year 2	18% improvement in Maths scores
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<u>Objective 3</u> <u>Self-esteem/</u> <u>resilience building</u> Years: 6, 5, 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
<p>The EEF states that Social and Emotional learning has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>					
Year 6	Small group work in and out of class	£1,183	3	BS CJ EJ RB RS	EJ
Year 5	Bespoke support, visual prompts in order to enable children to be ready for learning; Small group work supporting confidence and resilience with SPSO; 1:1 TA support – pre learning to develop confidence in lessons.	£2244	5	JH JR SD	EJ
Year 4	Bespoke support, visual prompts in order to enable children to be ready for learning; Small group work supporting confidence and resilience with SPSO; 1:1 TA support – pre learning to develop confidence in lessons.	£2763.24	3	JH JR SD	EJ
Review Term 1	<p>Year 6 - Very successful for one of the 3 year pupils. Some impact for a second, with limited impact for the third. To be continued with all 3.</p> <p>Year 5 – Positive impact on both learning and behaviour on three of these children.</p> <p>Year 4 – Increase in confidence for all children. With a 9 point scaled score increase in reading for 1 of them.</p>				

Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

<u>Objective 4</u> <u>Occupational</u> <u>Therapy</u>	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
Years: 6, 5, 4, 3, 2, 1					
Year 6	Small group handwriting support.	£1,055	2	BS CJ RS EJ RB	EJ
Year 5	Handwriting intervention 30 mins x 2 per week.	£844	2	JH JR SD	EJ
year 4	Handwriting intervention 30 mins x 2 per week.	£2,953	7	BS CJ RS EJ RB	EJ
Year 3	Handwriting intervention 30 mins x 2 per week.	£2,109	5	DC LC	EJ
Year 2	Handwriting intervention 30 mins x 2 per week	£3,374	8	LB VC	EJ
Year 1	Handwriting intervention 30 mins x 2 per week	£844	2	SC BJ	EJ
Review Term 1	<p>Year 6- Little impact shown in class work. 1 child has now had a laptop provided to support writing attainment.</p> <p>Year 5 – Positive impact on handwriting in all lessons for one of the pupils when supported – now needs to work at this independently.</p> <p>Year 4 – 2 out of 7 have shown significant improvement in handwriting and presentation of work. No improvement for 5 children for whom this intervention will be adapted.</p> <p>Year 3 – Significant impact for one child for whom the intervention will cease – the others will continue.</p> <p>Year 2 – 2 children have improved significantly, 2 have shown partial improvement with their handwriting and 4 will continue with handwriting support.</p>				

Year 1 – 2 slight improvement in both but more support needed.

<u>Objective 5 - Phonics</u>	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
Years: 5, 4,3,2, 1					
EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.					
Year 5	Close the gap with phonics – daily phonics support from SEN TA2	£1,183	2	JH JR SD	EJ
Year 4	Afternoon phonics intervention – 2 x 30 mins per week; Daily 1:1 phonics with SEN specialist. Use of provision teach through SEND specialist.	£2389	4	JH JR SD	EJ
Year 3	Afternoon phonics intervention – 2 x 30 mins per week.	£422	3	JH JR SD	EJ
Year 2	Afternoon phonics intervention – 2 x 30 mins per week.	£422	8	VC LB	EJ
Year 1	Afternoon phonics intervention – 2 x 30 mins per week.	£422	6	SC LB	EJ
Review Term 1	Year 5 – 1 child spelling age increased by 1yr 9 mths and reading age increased by 1 yr 5 mths. Other child spelling increased by 1 month and reading age increased by 2 months. EHCP attained and 1:1 support put in place.				

	<p>Year 4 – 1 child phonics improved but now needing to apply into spellings independently in class, 1 child some improvements in reading and spelling ages (2 and 4 months)</p> <p>Year 3 – 2 out of 3 have made significant progress and have now achieved the phonics pass score. 1 will need to continue with phonics intervention</p> <p>Year 2 – 3 children have significantly increased their phoneme acquisition – 1 by 17, 1 by 12 and 1 by 8. The other 5 still need significant support and intervention with phonics and application.</p> <p>Year 1 – significant intervention needed with all children.</p>
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

<u>Objective 6 - Writing</u>	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
Years: 5, 3, 2					
Year 5	Extra support with writing in small group	£211	1	JH JR SD	EJ
Year 3	Extra support with writing in small group	£211	2	DC LC	EJ
Year 2	Extra support with writing in small group	£211	3	VC LB	EJ
Review Term 1	<p>Year 5 – good impact shown in writing for this child.</p> <p>Year 3 – good impact shown in application in class</p> <p>Year 2 – on going support needed.</p>				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Additional Planned Use of Funding (Whole Academy)

Objective 7 - To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards. Subsidise all visits, including residential, and visitors. £5,000. **Support with Rand Farm and Coalbrooke Dale.**

The EFF states that adventure learning interventions consistently show positive benefits on academic learning. Many of our pupils have limited opportunities for trips and holidays.

Objective 8 - Subsidising of breakfast club open to everyone with a targeted approach to ensure children entitled to PP attend. £2,000

Objective 9 - Rewards for home learning, attending booster sessions and good to be green treats. £3,000

The EFF states that there is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small. At WRPA, most home learning focuses on Reading which is beneficial.

Objective 10 - Attendance support from the Family safeguarding Officer - Weekly, termly and annual rewards for individuals, classes and groups of pupils. Improve attendance and reduce the persistent absence of disadvantaged children. Monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP. £1,350

Objective 11 - Year 6 support – Director of Learning 2 days per week and lead teacher 2 days per week. To improve the outcomes of the most disadvantaged with 1:1 and small group interventions. £22,000

Objective 12 - Curriculum subscriptions to improve the outcomes for maths and reading with the disadvantaged – mathletics, Bug Club, Spag.com, Purple Mash, Phonics Play and Snap science. £3,971

Objective 13 - Resources for the nurture room in order to create a safe and stimulating environment in order that the most disadvantaged feel safe and secure. £1,000

Objective 14 - 1:1 support by the SPSO for the most vulnerable and disadvantaged in order to ensure they are ready for learning. £12,195

Objective 15 - Before school, lunchtime and after school sports provision. £12,730

Objective 16 – Uniform incentives. £750