

Pupil premium strategy statement – Wallscourt Farm Academy 2017-18

1. Summary information					
School	Wallscourt Farm Academy				
Academic Year	2017-18	Total PP budget	£62,040	Date of most recent PP Review	9/17
Total number of pupils	287	Number of pupils eligible for PP	44 2017 35 2016	Date for next internal review of this strategy	1/18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016 data)
% of PPI pupils achieving Good Level of Development in EYFS	61%	66.3% (2015 data)
% of PPI pupils passing the Year 1 phonics check	60% (3 of 5)	91%
% achieving ARE or above in reading, writing & maths combined	26.7%	No national KS1 ARE data
% achieving KS1 ARE – Reading -53.3%, Writing- 33.3% and Maths -40% ,		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Speech, language and communication needs
B.	Parental engagement including home learning
C.	Range of additional learning needs including SEMH needs
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance for PPI group including safeguarding needs

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Gap closing in EYFS, with a focus on the GLD areas of learning- 2015-16 – EYFS – PPI gap 22% - PP 61%, Non PP 84.6%.	10 percentage points increase – Actual – 17% rise
B.	PPI pupils in KS1 in line with ALL pupils nationally – Phonics - Phonics – PP 80%, Non PP 87.5% and ARE PP 26.7%, Non PP – 67.6%	2017 phonics showed dip for PPI 60% PP 90% Non PP
C.	Attendance of PPI group improves during 2016-17 to be closer to National	PPI attendance to 88.6% (Nat All 96.1%)
D.	PPI pupils in KS2 achieve ARE – no previous KS2 in 2016- Y3 All- R 69.6 PP 53.3, W- 54.3, PP 26.7, M – 67.4, PP 40	10 percentage points increase

5. Planned expenditure					
Academic year	2016-17 + 2017-18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Equity and equity for all Diminish disadvantage	Support and Intervention groups as part of Quality First Teaching - Teaching partners – EYFS, KS1 and KS2	Range of specific provision- small groups and 1:1 See provision maps for further info. Sutton- Early Years + KS1 intervention + 6 months- Meta cognition- + 8 months Collaborative learning + 5 months Phonics + 4 months	Ongoing monitoring and review through whole school monitoring- SLT, AIP Teams, AC, Exec Principal – learning walks, data scrutiny, PM reviews	SW/SK	Termly through AIP review
Total budgeted cost					£15,000 + £5000 Y4
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase PPI achievement to be in line with National	PPI lead worker - KS1 £5678 KS2 £3000	See Sutton Trust and Ofsted PP reports + TSC case studies	Regular monitoring Data cycle takes into account progress and ARE	JS SW/SK	Termly through AIP 3 x Pupil Progress PM x 3 FLC x 2 + Report
Support basic skills	Reading Recovery - £10,000 PPI contribution	See RR research database Reading Recovery and ECAR development- Year 1- Support for Basic skills- additional to 1:1 reading % increase in reading age	Linked to AIP focus ECAR monitoring through IDEC	AW and AIP team + SLT	Termly – ECAR data collection

Replace regular home learning	BRP - £1500 £1500- KS2	See ECAR data and Sutton Trust toolkit	Linked to AIP focus ECAR monitoring through IDEC	AW	Termly – ECAR data collection
Improve SLCN to impact across curriculum	Talk S&L - £5000 Talk S&L £5000 KS2 Talk S&L KS1 £5000	Evidence base regarding SLCN barriers from EYFS onwards.	Employ specialist S< and develop capacity through specific CPD and mentoring	SW/SK	Termly – through SENCo monitoring
Total budgeted cost					£22,178
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school Thrive approach to support PPI pupils with SEND including SEMH	Thrive - £3000 contribution + £2000	See Thrive data and research CLF Thrive approach SEND information and access to learning across the curriculum.	Regular Thrive supervision sessions	CM SW AM	Termly through AIP
To ensure vulnerable pupils have enrichment opportunities	Enrichment - £1000 + £500 contributions	Sutton Trust + 2 months Out of hours provision – breakfast provided for pupils in need. Enrichment opportunities at the end of school day- Sports and other enrichment provision- PP funding to ensure equality of access	Part of whole school – WFA 50 Curriculum Overview – planned to ensure a range and balance of enrichment opportunities + out of hours clubs	NG SW/SK	Termly through AIP Ongoing Curriculum review - NG
Improve attendance through offering OOH breakfast club and enrichment as required.	OOH - £2000	Sutton Trust + 2 months Out of hours provision – breakfast provided for pupils in need. Enrichment opportunities at the end of school day- Sports and other enrichment provision- PP funding to ensure equality of access	Monitoring through attendance procedures. Review update and impact.	CM	Termly – Attendance monitoring with Education Welfare support Termly through AIP

Overall Total Budgeted Costs - £43,178 + £22,000 = £65,178 – with £62,040 estimates for 2017-18 + minimal reserves top up

6. Review of expenditure –See 2015-16 report format for previous review

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	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
Equity and equity for all Diminish disadvantage	Support and Intervention groups as part of Quality First Teaching - Teaching partners – EYFS, KS1 and KS2	Some clear progress in EYFS PP data with the gap narrowing. Variable data in Phonics and KS1 data. Progress data within year evidences progress made by PPI pupils.	The Teaching Partner role is key in terms of support for all, and for enabling a range of targeted interventions to take place, within and beyond High Quality First teaching. The KS2 team benefit from a Teaching Partner across each year group and this remains as a 37 hour a week role.	See above
ii. Targeted support				
Desired outcome	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
Increase PPI achievement to be in line with National	PPI lead worker - KS1 £5678	PPI achievements were improved in some areas. PPI outcomes in EYFS were strong. Phonics data for PPI was lower, although this is a small group. PPI data in KS1 was variable but progress data is good and better.	The lead PPI booster teacher in EYFS (voluntary) will continue for 2017-18. This has had maximum impact. The PPI teacher in KS1 and Y3 is working on more specific and targeted interventions for maximum impact. Class teachers/phase leads/AP leading key provision.	As above

Support basic skills	Reading Recovery - £10,000 PPI contribution	Highly effective programme with measurable impact for PPI – see ECAR data.	Reading Recovery and ECAR remains a key PPI spend for KS1 for 2017-18.	As above — No KS2 additional cost.
Replace regular home learning	BRP - £1500	Maximum impact on reading scores- see ECAR data.	This targeted support is high impact and low out cost and is suitable for KS1 and KS2.	As above.
Improve SLCN to impact across curriculum	Talk S&L - £5000	Measurable impact in S&LCN and EYFS profile and in screening scores.	Significant area of need and 2017-18 indicates this is a key feature of the new EYFS cohort. Programme to continue and Neli research project/control + additional NHS support.	As above

iii. Other approaches

Desired outcome	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
Whole school Thrive approach to support PPI pupils with SEND including SEMH	Thrive - £3000 contribution	Yes, Thrive scoring, screening and pupil level data indicates significant impact on pupils and wider school.	Appoint additional Thrive worker. Further whole school screening and training for 2017-18.	As above

<p>To ensure vulnerable pupils have enrichment opportunities</p>	<p>Enrichment - £1000 contributions</p>	<p>Impact on specific pupils –as evidenced by club registers.</p>	<p>Some pupils/families took up this and others didn't.</p> <p>Link further with key leads at Vench and other providers. Ensure families all aware – through letters and face to face correspondence.</p> <p>AIP Team to launch WFA Top 50 – enrichment activities club – linked to further Thrive/Nurture curriculum initially and then review.</p>	<p>Less than £500 – see ABM</p>
<p>Improve attendance through offering OOH breakfast club and enrichment as required.</p>	<p>OOH - £2000</p>	<p>Attendance overall increased, and PPI attendance improved over the year.</p> <p>PA (persistent absenteeism) is a key area for monitoring and improvement for 2017-18.</p>	<p>No further top-up – maintain £2000 subsidy where required.</p> <p>Link with ABM/OOH lead to consider the registers/costings and re-offer and evaluate.</p>	<p>As above</p>

7. Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

Planned spend, to include the additional PPI funding, 2 x LAC PPI funding and in cross reference with additional Sports Premium funding to be linked to the 2016-17 review.

A range of evidence was used to evaluate the PPI spend, including Pupil Progress notes and documentation, Thrive assessment scores, Talk Speech and Language screening scores and Reading Recovery/ECAR data.

2017-18 focus is on PPI and the whole school are adopting the 10 key strategies to move practice on in a sharper, more focused way for maximum impact.

The lead PPI teacher has been supported by SLT and Phase leads to further develop practice and the lead teachers have been working closely with the PPI teacher to ensure highest quality provision, including team teaching to enable class teachers to lead intervention groups.

A series of additional interventions are in place, with clear entry and exit criteria- these include Switch on Literacy and Maths Counts.

We have a lead PPI Academy Council link for 2017-18 and regular monitoring and meetings will form part of the Academy Council scrutiny.

Our Academy Council are focusing in on PPI provision for maximum impact, and they are using the John Dunford questions to support with this challenge and monitoring.