

Widewell Primary Academy Pupil Premium Statement – 2016/17

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount is allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Service children premium 'Whilst the attainment by service children on average is above that of their peers, they face unique challenges and stresses. The extra funding will help schools focus on providing this additional, mainly pastoral, support.'

WIDEWELL PRIMARY ACADEMY PUPIL PREMIUM EXPENDITURE

Pupil Premium Review dates: 21st March 2017 and 20th July 2017

Number of children	PP group	Total
30	Pupil Premium (£1320)	£39 600
76	Service PP (£300)	£22 800
3	Pupil Premium+ (£1900)	£5 700
		£68 100

Current Academic Year

(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	LAC/Post-LAC
Year 6 (30)	16 (53%)	3 (10%)	4 (13%)	8+3 (27%+10%)	1 (3%)
Year 5 (28)	13 (46%)	1 (4%)	3 (11%)	8 (29%)	1 (4%)
Year 4 (29)	18 (62%)	2 (7%)	2 (7%)	14 (48%)	0
Year 3 (29)	15 (52%)	4 (14%)	1 (3%)	10+1 (34%+3%)	0
Year 2 (27)	12 (44%)	5 (19%)	1 (3%)	6+2 (21%+7%)	0
Year 1 (29)	19 (66%)	1 (3%)	1 (3%)	13+1 (45%+3%)	0
Reception (28)	11 (39%)	2 (7%)	0	8 (29%)	1 (4%)
Nursery (20)	5 (25%)	0	0	+5 (+25%)	0
Total (220)	110 (50%)	18 (8%)	13 (6%)	67+12 (30%+5%)	3 (1%)

7 children are Ever 6 and Services so we get PP money for them and not both PP and SC

1 child is Looked After (LAC) and two have been adopted (post-LAC). Funding for the LAC pupil sits with Torbay City Council and is allocated based on targets in the Pupil Education Plan (PEP)

1. Current attainment July 2016/17		
Current Y6 Attainment for: 9 PP children (3 FSM/5 Ever 6/ 1 Post-LAC) and 8 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading, writing and maths	67%/55%	48%
% achieving expected standard or above in reading	83%/64%	62%
% achieving expected standard or above in writing	67%/55%	55%
% achieving expected standard or above in maths	67%/64%	55%
End of Y5 Attainment for: 5 PP children (1 FSM/4 Ever 6/ 1 LAC) and 7 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading	40%/86%	73%
% achieving expected standard or above in writing	40%/57%	60%
% achieving expected standard or above in maths	40%/57%	73%
End of Y4 Attainment for: 4 PP children (2 FSM/2 Ever 6) and 14 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading	50%/79%	82%
% achieving expected standard or above in writing	25%/71%	63%
% achieving expected standard or above in maths	50%/86%	63%
End of Y3 Attainment for: 5 PP children (4 FSM/1 Ever 6) and 10 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading	75%/50%	57%
% achieving expected standard or above in writing	75%/25%	57%
% achieving expected standard or above in maths	75%/50%	57%
End of Y2 Attainment for: 5 PP children (1 FSM/4 Ever 6) and 9 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading	75%/67%	93%
% achieving expected standard or above in writing	38%/56%	79%
% achieving expected standard or above in maths	75%/67%	64%
End of Y1 Attainment for: 6 PP children (1 FSM/0 Ever 6) and 13 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving expected standard or above in reading	100%/83%	86%
% achieving expected standard or above in writing	0%/92%	71%

% achieving expected standard or above in maths	100%/75%	86%
% achieving phonics screening check pass mark of 32	100%/100%	93%

End of EYFS Attainment for: 3 PP children (2 FSM/1 Post-LAC) and 8 eligible service children	<i>Pupils eligible for PP/SC</i>	<i>Pupils not eligible for PP/SC</i>
% achieving a good level of development (data available in July)	67%/63%	100%
% achieving expected standard or above in reading	100%/88%	100%
% achieving expected standard or above in writing	67%/75%	100%
% achieving expected standard or above in maths (numbers)	100%/88%	100%

2. 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*)

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| A. | Poor social and emotional resilience of some families due to mobility issues |
| B. | Poor speech and language skills in the early years classes |
| C. | Lack of challenge and high expectations for all pupils |
| D. | Historical lack of investment in staff training |

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make at least expected or better progress in reading, writing and maths – evidenced on SPTO	In year 1-6 the children in receipt of PP/SC funding will make at least 4 points progress (striving for 5 points) In the EYFS the children in receipt of PP/SC funding will achieve at least Expected levels in the prime areas of learning Children will be able to talk about their progress. Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2. Parents are informed of ways to support their children in English and maths
B.	PSA involvement with families becomes preventative rather than reactive as social and emotional resilience improves – evidenced through PSA/HT meetings	PSA is able to run regular social events for small groups of parents to offer an informal drop-in service. There are fewer CAF meetings as issues are dealt with at an earlier stage Pupil premium champion ensures all PP/SC children settle quickly into school and make good progress from the very start

		All staff with ELSA training pick up issues and deal with them at the time or put children forward for referral as necessary Relevant consultants and experts are available to support and give guidance to the school with pupils with particular needs
C.	Speech and language skills in EYFS improve for all pupils to ensure they are at least Expected by the end of YR – evidenced by Speaking section of SPTO	Speech and language therapy is targeted to the Early Years, with children new to school in YR being screened in September so problems can quickly be addressed All EYFS staff model excellent language skills at all times and encourage children to use the correct vocabulary at all times Parents are informed of ways to support their children with language development
D.	Expectations of pupils by staff rise as learning expectations and skills improve across the school	All staff attend training on Mindset (Summer 17) and Metacognition (Autumn 17) There is evidence in lesson observations of a mindset shift and understanding that all children can achieve their potential and that ability is not fixed. PP/SC children make good progress from the start of their time in school as they are assessed when they enter and any gaps in their learning are addressed.
E.	Teaching and learning is of a consistent high quality as staff are confident in using current best practice in all lessons	CPD opportunities for staff at all levels are provided to target needs of individuals as well as the school. Best practice in the use of PP/SC premium is researched, put into practice and evidenced in lesson observations and planning monitors All lesson evidence shows new initiatives are being embedded in practice eg drop ins, learning walks, lesson observations

Widewell Primary School – Pupil Premium Spending Plan

Academic Year 2016-17

Area of Spend	Description of Intervention	Cost of Intervention	Desired outcome	Intended Outcomes	How Impact is to be measured	Impact of the intervention
Purchase of Software licence	Purchase of School Pupil Tracker	£1140	A	To better measure pupil data ensuring progress is accelerated	Pupil Tracker	ID of cohort, group, individual progress and attainment. Personalised curriculum and ID of interventions.

PSA	To support children and their families. To create a nurture room to help children emotionally as well as developmentally.	£18332	B	Targeted pupils make accelerated progress	Pupil Tracker to measure progression Behaviour Log	Measurable progress from interventions.
Teaching Assistants	Targeted Intervention in small groups	£26000	A, B, D	Targeted pupils make accelerated progress	Pupil Tracker to measure points of progression	Measurable progress from interventions.
Speech and Language Intervention including resources	S&L screening	£11200	C	Early identification and early action	IEP	S&L needs identified and action plans put in place for individuals and groups
Education Consultancy	Targeted pupils and their families gain access to professional guidance and support from MAST to develop individual competencies.	£2040	B	Behaviour Log Pupil Tracker to measure points of progress	Engagement of pupils in lessons.	Learning mentor working with identified pupils
Specialist Learning Resources	Junior Librarian – curriculum development, Family support workers, family therapist, art therapy. SEN & SALT resources BLAST Speech link Talktime Resources Residential	£5300	A, B, C	Targeted pupils make accelerated progress.	IEP	Multi-agency support results in better engagement of individuals with support from their families.
Breakfast Club/clubs/school trips/music lessons/MKC Heroes	Breakfast club staff salaries, subsidising school trips, clubs etc	£8000	B	Increased level of attendance from PP children, reduced lateness, pupil engagement	Register of attendances kept. Pupil Tracker.	Absence has improved from 5.8% in 2015 to 5.6% in 2016
Music Club/IT Club	Additional clubs using music and IT resources.	£1000	B	Increased level of attendance from PP children, pupil engagement. Increase in self- esteem.	Register	Absence has improved from 5.8% in 2015 to 5.6% in 2016