

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	Windmill Hill Academy				
Academic Year	2018-19	Total PP budget	£64,680	Date of most recent PP Review	July 2018
Total number of pupils	200	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	KS1 29% KS2 27%	%
% making progress in reading	KS1 57% KS2 73%	%
% making progress in writing	KS1 60% KS2 55%	%
% making progress in maths	KS1 57% KS2 82%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	% of pp pupils attaining ARE is lower in most year groups than non-pp pupils
B.	% of pp pupils attaining GDS is lower than non-pp pupils
C.	25% of pp pupils also have SEN
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	% of parents of pp children attending parent's consultations and supporting with home learning is lower than non pp pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in maths, reading and writing	% of pupils attaining ARE is in line with non-pp pupils
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS	% of pp pupils achieving GDS is raised
C.	Raise progress of pp pupils with SEN in maths, reading and writing	% of pupils attaining at least expected progress is in line with non-pp pupils
D.	Develop greater engagement from parents of pp pupils to support children with learning	PP pupils % attendance levels at parents consultations is in line with non-pp pupils

5. Planned expenditure					
Academic year	£64,357				
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?
A. Improved progress and attainment for pp pupils C. Improved progress and attainment for pp pupils with SEN	Focus teaching on PP pupils through questioning and feedback Targeted deployment of in-class TA support	At the end of KS1 and 2 the percentage of pupils eligible for PP meeting ARE in Reading, Writing and Maths is less than pupils not eligible for pp. Analysis shows this is due to gaps in children's learning from previous year groups. Release for subject leaders to analyse, identify gaps and support staff with closing the gaps. Targeted TA support to enable these gaps to be addressed.	Subject leaders to analyse, monitor and support staff to address misconceptions and gaps in learning. Model quality first teaching and feedback strategies. Teaching Assistant support to be targeted to classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and challenge.	Maths and English leads	Termly A day a half term release for Maths and English leads.
B. Improved progress for high attaining pupils	Training from middle managers in mastery across the curriculum. Ensure planning shows challenge for the more able. Targeted deployment of in-class TA support	The number of pp pupils meeting GDS is less than the national figure for all pupils in Reading, Writing and Maths. Targeted deployment of TAs during lessons will enable the class teachers to stretch and challenge more able pupils. Training on mastery and challenge for the more able.			
Total budgeted cost					£1,200.00
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?

<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>Morning TA support in classes for pp children</p>	<p>Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.</p>	<p>Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.</p>	<p>Class teachers</p>	<p>Termly</p> <p>102 hours per week</p> <p>Total:£44,428.65</p>
<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>Weekly small group interventions in phonics, maths, EGPS, reading and writing for pp pupils with experienced TA, in addition to standard lessons.</p> <p>Head of school to lead weekly booster classes in Reading, Writing and Maths.</p>	<p>To provide extra support to address gaps in learning and challenge high attaining pupils further. . Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by subject leads and SENCO.</p>	<p>SENDCo/ Subject leads</p>	<p>Termly</p> <p>afternoons 2 hours a sessions</p> <p>Total Cost: £6058.05</p>
Total budgeted cost					£56,121
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?
<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>TIS support for pp pupils</p>	<p>Support for pupils emotionally. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing</p>	<p>TIS lead SENCO</p>	<p>Termly</p> <p>3hrs a week</p> <p>SENDCO Costs</p> <p>Total £4935.73</p>

			SENDCO to support teachers to target pp pupils with SEND effectively.		
D.Develop greater engagement from parents of pp pupils to support children with learning	Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.	Research shows that greater parental engagement increases pupil progress. Working in partnership with parents will enable each child to reach their full potential.	Ensure there at least three opportunities per year for the class teacher, pupil, carers and any other adults involved with pupil's learning to meet for 30 minutes to discuss pupil's learning and net steps. Plan how school and carers can work in partnership to support pupils in meeting learning targets	Head of School	Release teachers termly to meet with parents for at least 30 minutes at a time. Supply costs: Total £2,100
Total budgeted cost					£7,036

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Visible Learning Maths Mastery PPG teacher	A tailor-made programme developing SLT/ visible learning coaches/ teacher and all staff through action research. Maths Hub Training for LSAs from Maths Leader linked to VL. Curriculum time mathematical To develop understanding of SATs related questions and develop approaches in order to solve them in Maths, Reading and English grammar, punctuation and spelling.	Mixed: Attainment levels for all PPG children across the school is not yet in line with National attainment in all year groups. Variation in staff confidence levels in utilising strategies in the classroom that increase effect size. Variance due to changes in staffing during the year and staff absence. Mixed: End of KS2 Maths results: 82% of pp children achieved ARE. 9% achieved GDS. Variation in staff understanding of Maths mastery due to changes in staffing during the year and staff absence. High: Reading: 73% of pp children achieved ARE. 18% achieved GDS. EGPS: 73% of pp children achieved ARE 27% achieved GDS. Maths: 82% of pp children achieved ARE. 9% achieved GDS.	<ul style="list-style-type: none"> • Ensure induction procedures include a plan for visible learning and Maths hub training • More opportunities required for staff peer observations in the areas of Visible Learning and Maths mastery • For individual pupils where progress has not been accelerated, case studies show significant barriers to learning which have had a negative impact. 	£22, 592
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

<p>1:1 Small groups SEN provision Phonics boosters</p>	<p>Provide opportunities for pupils to develop their understanding of the expected standard in maths.</p> <p>Developing comprehension skills- fluency – expression.</p>	<p>Mixed: Attainment levels for all PPG children across the school is not yet in line with National attainment.</p> <p>Progress: The majority of pp children in most year groups are making at least expected progress. Key stage two data showed good progress from KS1.</p>	<ul style="list-style-type: none"> For individual pupils where progress has not been accelerated, case studies show significant barriers to learning which have had a negative impact. 	<p>£37,378</p>
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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
<p>Parent Support Advisor</p>	<p>PSA to work with families to enhance children's learning behaviours and school engagement. Parent Support Advisor Parental Workshops on/off site. Parental Support Meeting on/ off site. Facilitation of Agency meetings. Meet with parents to discuss issues and concerns from WHA staff.</p>	<p>High: PSA has had significant impact on attendance and pupil wellbeing.</p>	<ul style="list-style-type: none"> PSA effective in supporting families TIS practitioner training completed Whole staff TIS training to take place Autumn term 2018 	<p>£5473</p>
<p>Breakfast Club</p>	<p>To enhance PPG children's self-esteem to have access to Breakfast club in order to have a healthy start to the school day.</p>	<p>High: Breakfast club has had a significant impact on attendance, punctuality and on learning behaviours.</p>		

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- TA support targeted to classes with a high % of pp pupils
- TA support to focus on effective feedback