



## Wainwright Primary Academy Pupil Premium Allocation Plan 2018-19

### What is the Pupil Premium?

The pupil premium is a Government initiative allocating funding to schools to support children who are eligible for free school meals. Research shows that some children from disadvantaged backgrounds underachieve when compared to children from non-disadvantaged backgrounds. The funding is provided in order to support these pupils in reaching their full potential and to close the attainment gap.

### Who can access support from the Pupil Premium?

- Any child that has claimed free school meals at any point in the last 6 years
- Children adopted from care under the Adoption and Children Act and children who have left care under special Guardianship or a residence order.
- Children from services families

### How can it be spent?

We can decide how to spend the Pupil Premium for the benefit of our children. However, we will be held to account on how we have used this funding and the impact that it has had. Guidance has been given by the Government on strategies that could be used to improve pupil progress and attainment. We have taken this advice on board in developing our strategy.

### How has the Pupil Premium been spent?

We have spent our pupil premium in 3 main areas:

- Providing **academic support** to raise attainment
- Providing **enrichment** to encourage aspirational learning and engagement in school life



- Providing **emotional support** to foster the resilience and self-confidence to be a life-long learner

### How much funding will the school receive this year?

As we have 117 pupils are eligible with an allocated £155, 100 which represents £1320 per child. 29% of the school are eligible for this funding.

### How does the school intend to manage its spending?

We have very clear aims in place to ensure the funding has maximum impact on attainment.

### Our aims will be

- To clearly identify socially disadvantaged pupils at risk of poor outcomes.
- To provide early intervention and support for socially disadvantaged pupils
- To ensure that the vast majority of socially disadvantaged pupils achieve or exceed age related expectations
- To provide effective support for pupils, parents and families, working with external agencies where necessary.
- To have effective systems for identifying pupils eligible for pupil premium and for assessing and monitoring the progress they make as a result of our intervention.
- To spend the money effectively in order to ensure the school's progress in closing the attainment gap.
- To regularly monitor and review the effectiveness of our spending and share this information with parents, carers, governors and staff.
- To involve parents and carers in deciding how part of the funding is allocated.
- Allocate a governor to oversee the monitoring, expenditure and outcomes of Pupil Premium spending.



What will the funding be spent on this year?

Sept 18 - Aug 19	
Description	Total
Intervention Lead 0.2	£19,080.00
TA delivering interventions - Foundation	£9,216.00
TA delivering interventions - Year 1	£18,432.00
TA delivering interventions - Year 2	£14,076.00
TA delivering interventions - Year 3	£3,751.00
TA delivering interventions - Year 4	£6,745.00
TA delivering interventions - Year 5	£13,651.00
TA delivering interventions - Year 6	£8,177.00
Speech and Lang interventions	£2,765.00
Pastoral officer	£17,230.00
residential Yr6, Yr 4, Yr2	£3,000.00
Breakfast Club subsidies	£5,000.00
Trips	£1,500.00
Mathletics	£1,722.00
3rd Space Learning	£2,860.00
Furniture and furnishings for the library	£2,000.00
Reading Diaries	£1,200.00
Inspire Music	£6,695.00
library books - ELS	£5,000.00
Early Years Resources	£5,000.00
Maths No Problem	£8,000.00
	<b>£155,100.00</b>



## Wainwright Primary Academy

## Team: Pupil Premium

**Key area for development work:** To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.

**Objective leader:**  
Claire Gledhill

### CORE Objective summary:

	YEAR 6 SATS		Year 2 SATS			Year 1 Phonics		EYFS GLD	
	2018 ALL	FSM6 (52%)	2018 ALL	FSM6		2018 ALL	FSM6	2018 All	FSM6 (11)
Reading	45%	42%	48%	64%		75%	83%	63%	67%
Writing	49%	42%	38%	46%				61%	
Maths	53%	50%	60%	82%				59%	
Combined	33%	23%	36%					GLD -56%	

	2016-2017	2017- 2018
PP attendance		
PP PA	18%	10%



Issues identified; objective and relevant actions on plan as follows:	Expected Outcome	Impact (results 2018-19)
<p>Increase staff awareness of gaps in attainment between PP and Non-PP</p>	<p>A clear format for the monitoring of the attainment &amp; barriers to learning of all PP children is in place and used to identify common themes</p> <p>Individual pupil records for all PP children are used to track closely, support, spending &amp; its impact</p> <p>Common barriers to learning within cohorts / across the academy have been identified &amp; early, precise &amp; time limited interventions are implemented to overcome these– Knowledge and the understanding of pupils and their barriers to learning is shared across year groups and phases to support better outcomes</p> <p>There is a balance between high quality first teaching &amp; gap filling intervention to support all children to achieve academically &amp; develop emotionally</p> <p>The PP statement &amp; vision has been reviewed &amp; all staff are aware that the progress of disadvantaged children is everybody’s responsibility</p>	
<p>Ensure assessment data is used to track progress and attainment of PP pupils across school.</p>	<p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p> <p>Termly reviews of our Pupil Premium strategy occur in order to ensure it meets need</p> <p>Case studies are carried out to clearly identify the impact of our PP Strategy &amp; areas for development next year</p>	
<p>Improve outcome in maths</p>	<p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p>	



	<p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term).</p> <p>Teachers will use Mathletics to reinforce learning and pre-teach or assess pupils' mathematical knowledge.</p>	
<p>Improve outcomes in English</p>	<p>There is a balance between high quality first teaching &amp; gap filling intervention to support all children to achieve academically &amp; develop emotionally</p> <p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p>	
<p>Improve parent knowledge of PP funding to increase uptake.</p>	<p>All eligible parents claim for FSM</p> <p>Parents are fully informed about the PP Grant &amp; how it is used to support their child</p> <p>Parents &amp; families are empowered to recognise &amp; understand their contribution to their child's success.</p>	
<p>Improve attendance of PP pupils, in particular PA</p>	<p>The attendance of disadvantaged children is rigorously tracked &amp; off track pupils are identified early.</p> <p>Reduce the annual PP PA % from 10% to 6% by the end of 2018-19.</p>	
<p>Improve GLD outcomes in the EY</p>	<p>Smaller groups during direct teaching times and bespoke intervention based on needs will accelerate the progress of pupils</p> <p>Provision in the Early Setting ensures that all the Early Years goals are explicitly catered for and</p>	



	support teachers to deliver a rich and challenging curriculum leading to outcome improved outcomes.	
Provide disadvantaged pupils with increased cultural capital and raise aspirations.	<p>Through pupil dialogues it will be clear that pupils' aspirations will increase and they will be more knowledgeable about the idea of a career path.</p> <p>A lack of money will not be the barrier to stopping PP pupils accessing enrichment activities, such as trips and residential.</p>	
Improve KS2 outcomes	<p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p> <p>Attainment data is close to targets set for the end of year data.</p> <p>Progress scores improve from 2017-18: Reading = 3.2; Writing = 3.3; Maths = 0.04.</p>	
Improve KS1 outcomes	<p>There is a balance between high quality first teaching &amp; gap filling intervention to support all children to achieve academically &amp; develop emotionally</p> <p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half</p>	
Breakfast club subsidised	% of PP pupils attending breakfast and after school club will be representative of the % of the school population of PP.	