

## Team Improvement Plan 2019-2020

**Wainwright Primary Academy**

**Team: Pupil Premium**

<b>Numbers on role Sept 2019 -20</b>	<b>408</b>
<b>Number of pupils eligible on role:</b>	<b>120</b>
<b>Percentage of pupils eligible for PP funding</b>	<b>29%</b>
<b>Total budget allocation</b>	<b>£171,780</b>
<b>Nominated member of LAMB</b>	<b>Abigail Hawkins</b>
<b>PP lead</b>	<b>Claire Gledhill</b>

## What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England.

It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Pupil premium funding is available to:

- schools maintained by the local authority, including:
  - schools for children with special educational needs or disabilities
  - pupil referral units (PRUs), for children who can't go to a mainstream school
- [academies](#) and [free schools](#), including:
  - academies for children with special educational needs or disabilities
  - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under [section 342 of the Education Act 1992](#)

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

- identified in the January 2018 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more

- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

## What does the data suggest for priorities for the next academic year?

### EYFS

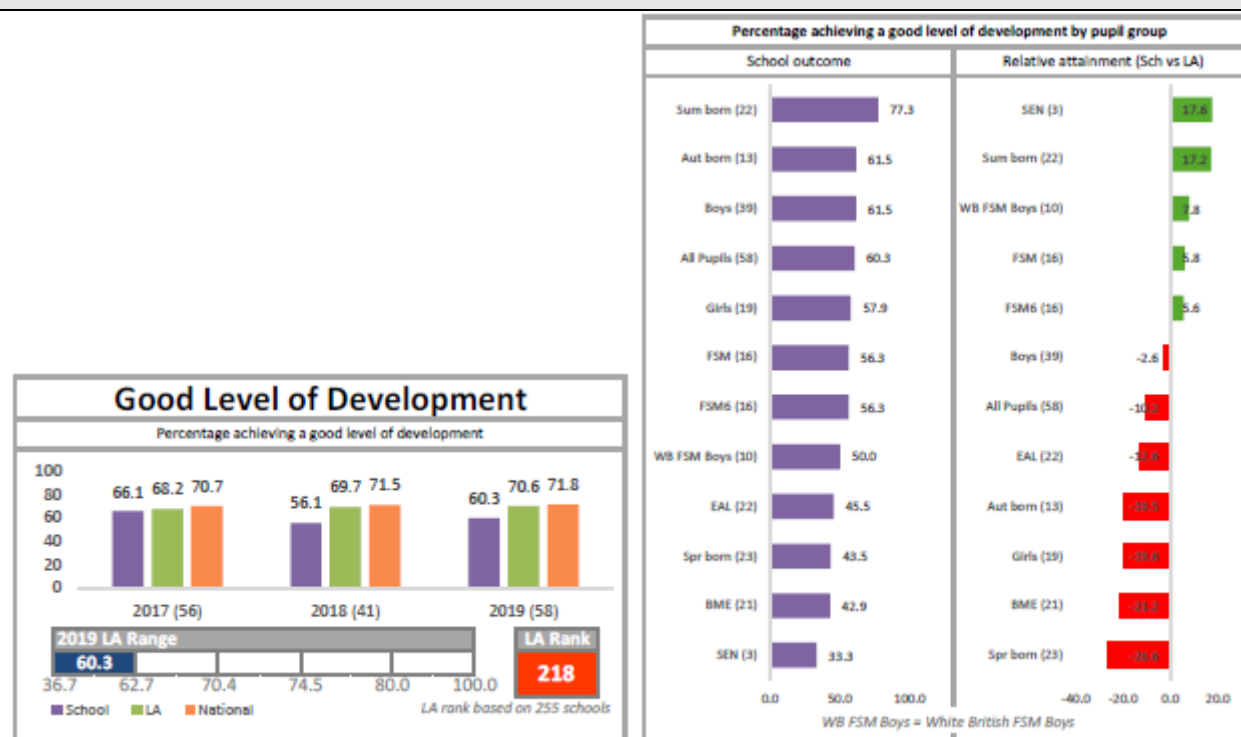


Table 3a: Free School Meal Eligibility over the last 6

	School		
	NOR	No. GLD	% GLD
FSM6	16	9	56.3
Non FSM6	42	26	61.9
<b>FSM6 Gap</b>	--	--	<b>5.7</b>
All pupils	58	35	60.3

## Phonics

Table 9: Summary of phonics recheck outcomes by FSM6 2019

*School summary*

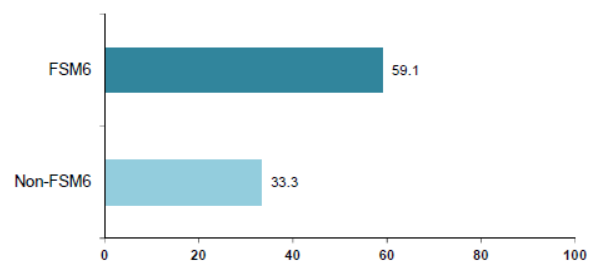
	Number of pupils	Working towards the expected standard		Working at the expected standard	
		Number	Percentage	Number	Percentage
FSM6	3	1	33.3	2	66.7
Non-FSM6	13	11	84.6	2	15.4
All pupils	16	12	75.0	4	25.0
Notts FSM6	602	278	46.2	286	47.5
Notts Non-FSM6	1429	548	38.3	809	56.6

## KS1

Pupils achieving EXS in RWMS by FSM6 Eligibility

	Numbers		EXS		Percentage Gap
			Percent		
	Non-FSM6	FSM6	Non-FSM6	FSM6	
Boys	6	5	25.0	55.6	30.6
Girls	7	8	46.7	61.5	14.9
All Pupils	13	13	33.3	59.1	25.8

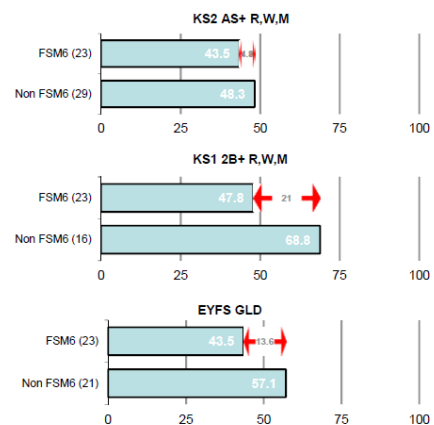
Pupils achieving EXS in RWMS



## KS2

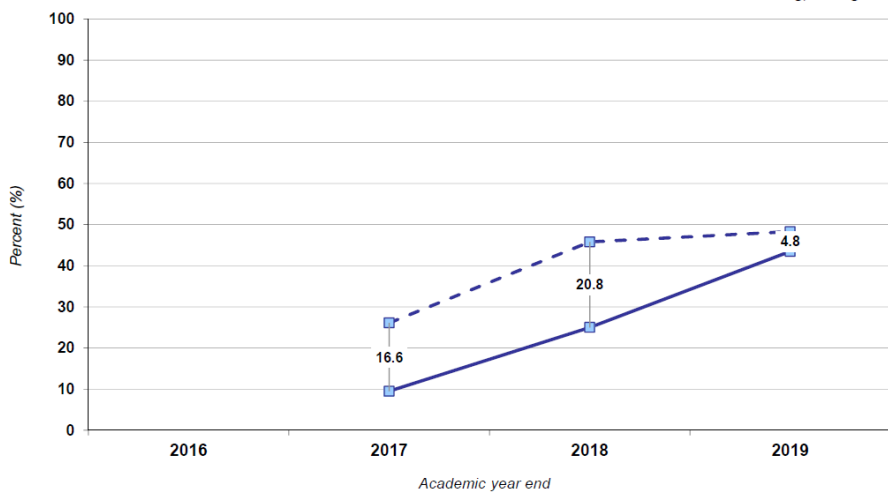
Combined Subjects

	KS2 AS+		KS1 2B+		EYFS		Difference
	R,W,M		R,W,M		GLD		
	Pupils	%	Pupils	%	Pupils	%	
Non FSM6	29	48.3	16	68.8	21	57.1	- 8.8
FSM6	23	43.5	23	47.8	23	43.5	0.0
Gap	-	4.8	-	21.0	-	13.6	- 8.8



Pupils eligible for free school meals (at any point in the last 6 years) - time series (2016-2019)

FSM Ever / Non-FSM 6 gap within the school  
AS Reading, Writing & Maths



Strategy 2019-20

### Investment in Early Years

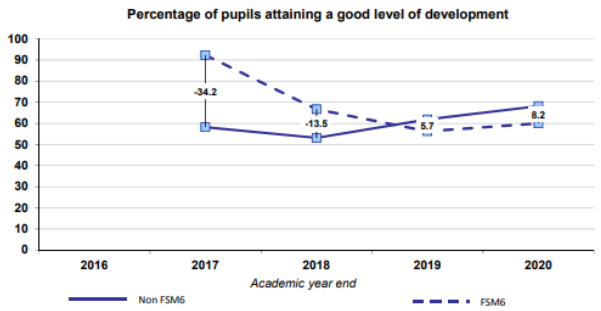
School leaders identified investing in Early Years as a critical aspect for diminishing differences for Disadvantaged pupils – based on EFF research. There is a significant financial investment in the Early Years classes for both staffing and provision, and both the Principal and Teaching and Learning Lead have a secure knowledge and understanding of best practice in Early Years.

- Leaders spend significant time within the EYFS settings.
- Children and staff are observed regularly and barriers identified swiftly and robustly acted upon.
- Leaders ensure that the provision is enabling children to overcome these barriers and the support and curriculum are meeting their needs.
- The school invests significantly in high quality Speech and Language support focused specifically on the EYFS and have their own trained staff, dedicated to engage in intervention within the classroom to address these early learning barriers.

### Early Years Foundation Stage/Communication and Literacy

The school has identified literacy and communication as the most consistent barrier to learning for their disadvantaged pupils and have spent time and energy developing whole school approaches to supporting children in overcoming these challenges. Weak vocabulary, language barriers due to having English as an additional language, poor role models, a lack of cultural capital and experiences and a resistance or hesitancy to engage in literacy are the key issues their disadvantaged pupils were facing.

Foundation Stage	What?	How?	Cost	Impact?
% Eligible  Nursery = 1/3% Reception = 13/33%				
<b>Objective: To make progress in all areas</b>				
<b>Objective:</b>				
Develop leader's knowledge of Pupil Premium funding and the needs of	EY leader to identify the pupils in the EYFS who have PP funding. EY leader to have a good understanding of the barriers to learning that these pupils face.	EY leader to receive up to date information what strategies have the greatest impact to support PP from	NA	Progress of PP pupils key action on Early Years action plan and planned interventions.

disadvantaged pupils at WPA and her responsibility for this as the EY leader.		research.																																																																																																						
Additional support from teaching assistants	<p>Breakdown of GLD 2018-19</p> <table border="1"> <thead> <tr> <th></th> <th>ALL</th> <th>FSM</th> </tr> <tr> <th></th> <th>Sch</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td><b>Communication and language</b></td> <td><b>74.1</b></td> <td><b>81.3</b></td> </tr> <tr> <td>Listening and attention</td> <td>74.1</td> <td>93.8</td> </tr> <tr> <td>Understanding</td> <td>63.8</td> <td>87.5</td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td><b>Physical Development</b></td> <td><b>81.0</b></td> <td><b>68.8</b></td> </tr> <tr> <td>Moving and handling</td> <td>84.5</td> <td>100.0</td> </tr> <tr> <td>Health and self-care</td> <td></td> <td></td> </tr> <tr> <td><b>Personal, social &amp; emotional development</b></td> <td><b>81.0</b></td> <td><b>100.0</b></td> </tr> <tr> <td>Self-confidence and self awareness</td> <td>74.1</td> <td>75.0</td> </tr> <tr> <td>Managing feelings and behaviour</td> <td>74.1</td> <td>87.5</td> </tr> <tr> <td>Making relationships</td> <td></td> <td></td> </tr> <tr> <td><b>Literacy</b></td> <td><b>62.1</b></td> <td><b>56.3</b></td> </tr> <tr> <td>Reading</td> <td>60.3</td> <td>56.3</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td><b>Mathematics</b></td> <td><b>60.3</b></td> <td><b>56.3</b></td> </tr> <tr> <td>Numbers</td> <td>55.2</td> <td>68.8</td> </tr> <tr> <td>Shape, space and measure</td> <td></td> <td></td> </tr> <tr> <td><b>Understanding the world</b></td> <td><b>70.7</b></td> <td><b>81.3</b></td> </tr> <tr> <td>People and communities</td> <td>70.7</td> <td>81.3</td> </tr> <tr> <td>The world</td> <td>70.7</td> <td>81.3</td> </tr> <tr> <td>Technology</td> <td>67.2</td> <td>87.5</td> </tr> <tr> <td><b>Expressive arts and design</b></td> <td><b>62.1</b></td> <td><b>62.5</b></td> </tr> <tr> <td>Exploring and using media and materials</td> <td>62.1</td> <td>62.5</td> </tr> <tr> <td>Being imaginative</td> <td>70.7</td> <td>62.5</td> </tr> </tbody> </table>		ALL	FSM		Sch	Sch	<b>Communication and language</b>	<b>74.1</b>	<b>81.3</b>	Listening and attention	74.1	93.8	Understanding	63.8	87.5	Speaking			<b>Physical Development</b>	<b>81.0</b>	<b>68.8</b>	Moving and handling	84.5	100.0	Health and self-care			<b>Personal, social &amp; emotional development</b>	<b>81.0</b>	<b>100.0</b>	Self-confidence and self awareness	74.1	75.0	Managing feelings and behaviour	74.1	87.5	Making relationships			<b>Literacy</b>	<b>62.1</b>	<b>56.3</b>	Reading	60.3	56.3	Writing			<b>Mathematics</b>	<b>60.3</b>	<b>56.3</b>	Numbers	55.2	68.8	Shape, space and measure			<b>Understanding the world</b>	<b>70.7</b>	<b>81.3</b>	People and communities	70.7	81.3	The world	70.7	81.3	Technology	67.2	87.5	<b>Expressive arts and design</b>	<b>62.1</b>	<b>62.5</b>	Exploring and using media and materials	62.1	62.5	Being imaginative	70.7	62.5	Additional TA support beyond ratios is allocated to both F1 and F2 to reduce group sizes for directed teaching time, increase time for interactions and boosters. Smaller groups during direct teaching times and bespoke intervention based on needs will accelerate the progress of pupils	9,970.50  9,244.50	<p>2019-20 outcomes:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">School</th> <th colspan="3">LA</th> <th rowspan="2">All Pupils</th> </tr> <tr> <th>FSM6</th> <th>Non FSM6</th> <th>Gap</th> <th>FSM6</th> <th>Non FSM6</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>60.0</td> <td>68.2</td> <td>8.2</td> <td>52.2</td> <td>70.9</td> <td>18.7</td> <td>68.5</td> </tr> </tbody> </table>		School			LA			All Pupils	FSM6	Non FSM6	Gap	FSM6	Non FSM6	Gap	2020	60.0	68.2	8.2	52.2	70.9	18.7	68.5
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Provision enhances learning		Use the EE audit to inform use of budget for provision. Provision in the Early Settings ensures that all the Early Years goals are explicitly catered for and support teachers to deliver a rich and challenging curriculum leading to outcome improved outcomes.	£4,000.00	<p>Percentage of pupils attaining a good level of development</p>  <table border="1"> <caption>Percentage of pupils attaining a good level of development</caption> <thead> <tr> <th>Academic year end</th> <th>Non FSM6</th> <th>FSM6</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td></td> <td></td> </tr> <tr> <td>2017</td> <td></td> <td>-34.2</td> </tr> <tr> <td>2018</td> <td></td> <td>-13.6</td> </tr> <tr> <td>2019</td> <td></td> <td>6.7</td> </tr> <tr> <td>2020</td> <td></td> <td>8.2</td> </tr> </tbody> </table>	Academic year end	Non FSM6	FSM6	2016			2017		-34.2	2018		-13.6	2019		6.7	2020		8.2																																																																																		
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<p>Teacher led writing interventions to accelerate progress in writing</p>	<p>2018-19 outcome: Writing all: 60% Writing PP: 56%</p> <p>Baseline EEXaTT</p> <table border="1" data-bbox="383 507 965 627"> <thead> <tr> <th>Writing</th> <th>Above</th> <th>Typical</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>10% 4</td> <td>2% 1</td> <td>88% 36</td> </tr> <tr> <td>PP</td> <td>7% 1</td> <td>7% 1</td> <td>86% 12</td> </tr> </tbody> </table>	Writing	Above	Typical	Below	Cohort	10% 4	2% 1	88% 36	PP	7% 1	7% 1	86% 12	<p>EYFS.</p> <p>Teaching assistants and students directed to towards EY to ensure that pupils are receiving regular opportunities to see adults writing</p> <p>System in place to track the pupil's progress in writing, RWI tracking, and regular teacher led interventions.</p> <p>Pupil progress meetings – focus on discussion around closing the gaps for individual children.</p>		<p><b>Literacy</b></p> <table border="1" data-bbox="1547 328 2134 392"> <tbody> <tr> <td>Reading</td> <td>60.0</td> <td>59.5</td> </tr> <tr> <td>Writing</td> <td>55.0</td> <td>59.5</td> </tr> </tbody> </table>	Reading	60.0	59.5	Writing	55.0	59.5
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<b>Review</b>	<ul style="list-style-type: none"> <li>- Gap between All and FSM is smaller than that of the local authority.</li> <li>- FSM pupils doing better in some ELGs and worse in others compared to ALL pupils.</li> <li>- Pupils come into EYFS with very low starting points.</li> <li>- Due to Covid there is still a need to embed the role of the EYFS lead in Achievement Teams and to ensure that PP pupils is a key part of the agenda.</li> </ul>																											

### The Quality of Education: Relentless Focus on Quality First Teaching

An absolute focus on teaching and learning. Leaders are passionate about their intrinsic role of ensuring that all teaching is at least good and strive for outstanding teaching across the school.

Leaders at all levels are leaders of learning. Modelling and promoting best practice is a key part in all of their roles, and their passion for excellent teaching is both obvious and instrumental in ensuring that their vision is achieved. The school maintains a relentless focus on the quality of teaching and invests in ensuring that their policies and procedures enhance practice and ensure consistency.

- There are embedded systems and structures to the Quality Assurance processes inform every element of practice within the school, continually developing and shaping the future actions in a timely manner.
- The needs of all staff are analysed from effective monitoring, and bespoke packages of CPD are designed to continually improve practice.

- The school has invested significant time in developing their marking and feedback policies and have consulted widely, researched and trialled a range of strategies to ensure that their feedback to pupils is effective and making a significant impact.
- There is a whole school, consistent and embedded approach to teaching pupils about learning: learning about learning and thinking about thinking is entrenched in the daily practice of all the teachers. The schools promote metacognition and use it as a tool for developing pupil independence, learning confidence and strategies for learning.

Leaders are outward facing and display a thirst for collaboration, sharing best practice and developing new and innovative approaches to teaching and learning. Middle Leaders play an essential part in implementing and monitoring new ideas, visiting other schools and investigating what is working well.

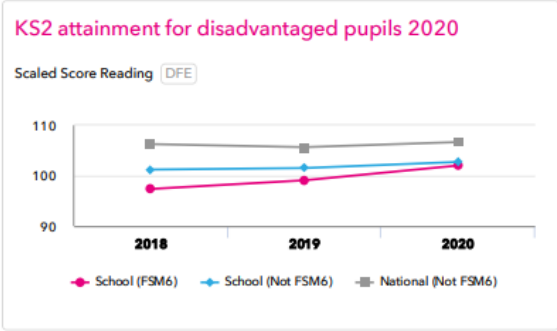
KS1/KS2	What?	How?	Cost	Impact?			
<b>Objective: To</b> Ensure assessment data is used to track progress and attainment of PP pupils across school.							
Develop Key Stage leader's responsibility for disadvantaged children in their key stage	<p>PD/AC/AJ to identify the vulnerable cohorts within their key stages and the core areas of the curriculum in which significant gaps are identified.</p> <p>PD/AC/AJ to make teachers in their key stages responsible for knowing which pupils in their class have PP funding and identify their barriers to learning.</p>	<p>PP Lead keeps up-to-date information what strategies have the greatest impact to support PP from research and disseminates this info to relevant staff.</p> <p>Key stage leaders (JC/LW) to have regular team meetings (Achievement Teams) and pupil progress meetings to ensure that all staff know who the PP children are and their responsibility in supporting them.</p>	NA	<p>Leaders received training in term 1.</p> <p>Carried out two achievement team meetings but then went into lockdown.</p> <p>Need time to embed and ensure that PP is a standing agenda on the AT meetings.</p>			
Improve Teaching profile to ensure that that TLA is judged as good or better through the academy's SEF.	<p>Summer 2019 TLA %</p> <table border="1"> <tr> <td>SUMMER 2019</td> <td>11/15% 73% (Year 4 FD left at Easter, replaced by unqualified teacher)</td> <td>4/15% 27%</td> </tr> </table>	SUMMER 2019	11/15% 73% (Year 4 FD left at Easter, replaced by unqualified teacher)	4/15% 27%	<p>TLA lead post created to lead teaching and learning across the school.</p> <p>Ensure that the system of QA provides teachers with regular feedback and bespoke CPD to develop their pedagogy.</p>	20,000	<p>Summer 19</p> <p>Good = 80%</p> <p>RI = 20%</p>
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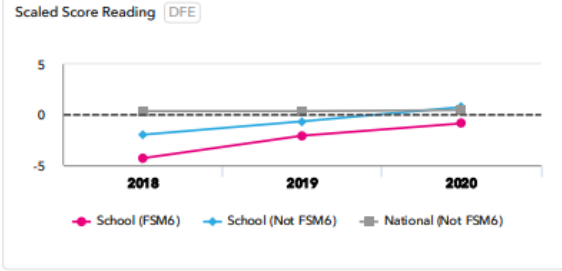
	<p>Autumn 2019-20 TLA %</p> <p>Good = 67%</p> <p>RI = 33%</p>	<p>Regular drop-ins into classrooms followed by developmental feedback happen regularly by members of the SLT.</p> <p>Teachers receive feedback and bespoke CPD based on areas for development that are highlighted by the SLT and subject leaders.</p> <p>Leaders use QA to inform program of CPD for all teaching staff.</p>		
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### Objective: To improve progress in maths

<p>Use of Maths No Problem in Years 1-6. All textbooks and workbooks purchased as well as the membership to the website.</p>	<p>Statutory KS2 outcomes:</p> <table border="1" data-bbox="392 853 929 1045"> <thead> <tr> <th colspan="5">FSM 6 Pupils that have achieved the standard in Maths</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Numbers</th> <th colspan="2">AS Percent</th> <th rowspan="2">Percentage Gap</th> </tr> <tr> <th>Non-FSM</th> <th>FSM</th> <th>Non-FSM</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>7</td> <td>7</td> <td>50.0</td> <td>58.3</td> <td>8.3</td> </tr> <tr> <td>Girls</td> <td>11</td> <td>4</td> <td>73.3</td> <td>36.4</td> <td>-37.0</td> </tr> <tr> <td>All Pupils</td> <td>18</td> <td>11</td> <td>62.1</td> <td>47.8</td> <td>-14.2</td> </tr> </tbody> </table> <p>Year 6 Baseline ARE % on Scholar Pack summer 2018-19</p>	FSM 6 Pupils that have achieved the standard in Maths						Numbers		AS Percent		Percentage Gap	Non-FSM	FSM	Non-FSM	FSM	Boys	7	7	50.0	58.3	8.3	Girls	11	4	73.3	36.4	-37.0	All Pupils	18	11	62.1	47.8	-14.2	<p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p>	<p>2,523</p>	<p>Maths outcomes 2020</p> <table border="1" data-bbox="1467 869 2161 1189"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Pupils</th> <th colspan="3">Actual results</th> <th colspan="3">Pupil progress</th> </tr> <tr> <th>Scaled Score Maths DFE</th> <th>% Expected standard+ Maths DFE</th> <th>% Higher standard Maths DFE</th> <th>Scaled Score Maths DFE</th> <th>% Expected standard+ Maths</th> <th>% Higher standard Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2"><b>Pupil Premium</b></td> <td>FSM (in last 6 years)</td> <td>16</td> <td>102.2</td> <td>50%</td> <td>6%</td> <td>-3.2</td> <td>-5%</td> <td>-2%</td> </tr> <tr> <td>Not FSM (in last 6 years)</td> <td>41</td> <td>103.7</td> <td>68%</td> <td>20%</td> <td>+0.9</td> <td>+8%</td> <td>+6%</td> </tr> <tr> <td rowspan="2"><b>FSM</b></td> <td>FSM</td> <td>16</td> <td>102.2</td> <td>50%</td> <td>6%</td> <td>-3.2</td> <td>-5%</td> <td>-2%</td> </tr> <tr> <td>Not FSM</td> <td>41</td> <td>103.7</td> <td>68%</td> <td>20%</td> <td>+0.9</td> <td>+8%</td> <td>+6%</td> </tr> <tr> <td rowspan="2"><b>FSM Ever</b></td> <td>FSM (ever)</td> <td>19</td> <td>103.1</td> <td>58%</td> <td>16%</td> <td>-2.4</td> <td>-3%</td> <td>+4%</td> </tr> <tr> <td>Not FSM (ever)</td> <td>36</td> <td>103.5</td> <td>69%</td> <td>17%</td> <td>+0.8</td> <td>+8%</td> <td>+3%</td> </tr> </tbody> </table>		Pupils	Actual results			Pupil progress			Scaled Score Maths DFE	% Expected standard+ Maths DFE	% Higher standard Maths DFE	Scaled Score Maths DFE	% Expected standard+ Maths	% Higher standard Maths	<b>Pupil Premium</b>	FSM (in last 6 years)	16	102.2	50%	6%	-3.2	-5%	-2%	Not FSM (in last 6 years)	41	103.7	68%	20%	+0.9	+8%	+6%	<b>FSM</b>	FSM	16	102.2	50%	6%	-3.2	-5%	-2%	Not FSM	41	103.7	68%	20%	+0.9	+8%	+6%	<b>FSM Ever</b>	FSM (ever)	19	103.1	58%	16%	-2.4	-3%	+4%	Not FSM (ever)	36	103.5	69%	17%	+0.8	+8%	+3%
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<p>Purchase an annual Mathletics subscription for all pupils.</p>	<p>ALL = 62%</p> <p>PP = 50%</p>	<p>Teachers will use Mathletics to reinforce learning and pre-teach or assess pupils' mathematical knowledge.</p>	<p>409.00</p>																																																																																																			

## Objective: To improve progress in English

<p>Improve KS1 outcomes Year 2 21% PP = 9 pupils</p>	<p>Pupils achieving EXS or above in RWM by FSM6 Eligibility</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">EXS or above</th> </tr> <tr> <th colspan="2">Numbers</th> <th colspan="2">Percent</th> </tr> <tr> <th>Non-FSM6</th> <th>FSM6</th> <th>Non-FSM6</th> <th>FSM6</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>6</td> <td>5</td> <td>25.0</td> <td>55.6</td> </tr> <tr> <td>Girls</td> <td>7</td> <td>8</td> <td>46.7</td> <td>61.5</td> </tr> <tr> <td>All Pupils</td> <td>13</td> <td>13</td> <td>33.3</td> <td>59.1</td> </tr> </tbody> </table>		EXS or above				Numbers		Percent		Non-FSM6	FSM6	Non-FSM6	FSM6	Boys	6	5	25.0	55.6	Girls	7	8	46.7	61.5	All Pupils	13	13	33.3	59.1	<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>TA – KG/EAL specialist TA to deliver RWI/English sessions to Year 2 pupils and support class teacher with resources/strategies in the classroom.</p> <p>TA – LW support for Year 2 every morning.</p> <p>In the spring term TA to provide interventions for target pupils.</p>	<p>12,826</p> <p>9244.50</p>	<table border="1"> <thead> <tr> <th rowspan="2">Pupils</th> <th colspan="2">Actual results</th> <th colspan="2">Pupil progress</th> </tr> <tr> <th>% Expected Standard + (Re, Wt, Ma)</th> <th>% Higher Standard (Re, Wt, Ma)</th> <th>% Expected Standard + (Re, Wt, Ma)</th> <th>% Higher Standard (Re, Wt, Ma)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Pupil Premium</td> <td>FSM (in last 6 years)</td> <td>17</td> <td>47%</td> <td>0%</td> <td>+4%</td> <td>-2%</td> </tr> <tr> <td>Not FSM (in last 6 years)</td> <td>27</td> <td>56%</td> <td>7%</td> <td>+21%</td> <td>+5%</td> </tr> <tr> <td rowspan="2">FSM</td> <td>FSM</td> <td>17</td> <td>47%</td> <td>0%</td> <td>+4%</td> <td>-2%</td> </tr> <tr> <td>Not FSM</td> <td>27</td> <td>56%</td> <td>7%</td> <td>+21%</td> <td>+5%</td> </tr> </tbody> </table> <p>Difference of 9% between exp att. Of PP and non-pp but the difference was 13.5% at the end of EYFS for GLD.</p>	Pupils	Actual results		Pupil progress		% Expected Standard + (Re, Wt, Ma)	% Higher Standard (Re, Wt, Ma)	% Expected Standard + (Re, Wt, Ma)	% Higher Standard (Re, Wt, Ma)	Pupil Premium	FSM (in last 6 years)	17	47%	0%	+4%	-2%	Not FSM (in last 6 years)	27	56%	7%	+21%	+5%	FSM	FSM	17	47%	0%	+4%	-2%	Not FSM	27	56%	7%	+21%	+5%
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<p>Improve KS2 outcomes for PP pupils  (Year 6 30% = 17 pupils)</p>	<p><b>KS2 Statutory outcomes 2018-19</b></p> <p>FSM 6 Pupils that have achieved the standard in Reading</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">AS</th> </tr> <tr> <th colspan="2">Numbers</th> <th colspan="2">Percent</th> </tr> <tr> <th>Non-FSM</th> <th>FSM</th> <th>Non-FSM</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>5</td> <td>8</td> <td>35.7</td> <td>66.7</td> </tr> <tr> <td>Girls</td> <td>11</td> <td>5</td> <td>73.3</td> <td>45.5</td> </tr> <tr> <td>All Pupils</td> <td>16</td> <td>13</td> <td>55.2</td> <td>56.5</td> </tr> </tbody> </table>		AS				Numbers		Percent		Non-FSM	FSM	Non-FSM	FSM	Boys	5	8	35.7	66.7	Girls	11	5	73.3	45.5	All Pupils	16	13	55.2	56.5	<p>TA C &amp; V support for Year 6 every morning to provide interventions and work with target pupils. TA to deliver reading interventions (Reciprocal Reading) 3x weekly for target pupils.</p> <p>CGP study guides purchased for the year 6 pupils.</p> <p>Attainment data is close to targets set for the end of year data.</p>	<p>11,572.50</p> <p>7,219.50</p>	<p>2020 outcomes</p>  <p>KS2 attainment for disadvantaged pupils 2020</p> <p>Scaled Score Reading (DFE)</p> <p>2018 2019 2020</p> <p>● School (FSM6) ● School (Not FSM6) ■ National (Not FSM6)</p>																																			
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Girls	13	8	86.7	72.7	-13.9																											
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<p>Year 1 full time TA to run reading intervention + classroom support in a morning to deliver the RWI phonics programme and general support in English and maths sessions.</p> <p>Number of pupils 2019-20 = 18</p>	<p><b>2018-19 EYFS GLD outcomes</b></p> <p><i>Table 3a: Free School Meal Eligibility over the last 6</i></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">School</th> <th rowspan="2">-</th> </tr> <tr> <th>NOR</th> <th>No. GLD</th> <th>% GLD</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>16</td> <td>9</td> <td>56.3</td> <td></td> </tr> <tr> <td>Non FSM6</td> <td>42</td> <td>26</td> <td>61.9</td> <td></td> </tr> <tr> <td><b>FSM6 Gap</b></td> <td>--</td> <td>--</td> <td><b>5.7</b></td> <td></td> </tr> <tr> <td>All pupils</td> <td>58</td> <td>35</td> <td>60.3</td> <td></td> </tr> </tbody> </table> <p><b>2018-19 outcome:</b> Reading – 62% Reading PP = 56%</p>		School			-	NOR	No. GLD	% GLD	FSM6	16	9	56.3		Non FSM6	42	26	61.9		<b>FSM6 Gap</b>	--	--	<b>5.7</b>		All pupils	58	35	60.3		<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>	11,812.50	<p>March 2020 outcomes</p> <p>Reading = 15/25 = 60% (non-PP = 47)</p> <p>Reading PP = 13/22 = 59% (PP = 22 children) (Non + 25 non PP)</p>
	School			-																												
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Non FSM6	42	26	61.9																													
<b>FSM6 Gap</b>	--	--	<b>5.7</b>																													
All pupils	58	35	60.3																													
<p>Improve outcomes in reading and writing in Year 5.</p>	<p>Year 5 Baseline assessment 2019-20 (taken from summer data 2018-19)</p> <p>Reading non PP 42% Reading PP 10%</p>	<p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early.</p>	12,921	<p>March 2020 outcomes</p> <p>PP = 22</p>																												

<p>Number of pupils 2019-20: 21 pupils 36%</p>	<p>Writing Non PP 31% Writing PP 14%</p>	<p>TA/teacher to provide interventions 3 afternoons a week. TA to track the impact of AR on vulnerable pupils who are not reading and quizzing regularly.</p>		<p>Non PP = 37  Reading PP 13/22 = 59%  Reading Non PP 12/37 = 32%  Writing PP = 10/22 = 45%  Writing non PP = 11/37 = 30%</p>
<p>Improve outcomes in reading in Year 4.  Number of pupils 2019-20: 18 pupils 32%</p>	<p>Baseline 2018-19 PP (taken from summer data 2018-19)  Writing Non PP: 11% Writing PP: 13%  Maths Non PP: 75% Maths PP: 53%</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  TA/teacher to provide interventions 3 afternoons a week. TA to track the impact of AR on vulnerable pupils who are not reading and quizzing regularly.  The progress of disadvantaged children is rigorously tracked &amp;</p>	<p>16,365</p>	<p>March 2020 outcomes  PP 23  Non-PP 33  Writing =  PP 14 /23 = 61%  Non PP 12/33 = 36%  Maths  PP = 15/23 = 65%</p>

		off track pupils are identified early. 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.		Non PP = 17/33 = 52%
<b>Objective: To raise aspirations amongst disadvantaged (PP) cohort</b>				
Provide disadvantaged pupils with increased cultural capital and raise aspirations.	Pupils at Wainwright had low aspirations at the beginning of the academic year.	<p>Aspirations project.</p> <p>Establish links with Nottingham university to get onto their Aspirations projects or build a partnership.</p> <p>Cost of trips to ensure that this is not a barrier to their access to the curriculum.</p> <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 trips</p>	£500	The aspirations project happened in the first term 'inhouse' led by Nottingham University but there were no trips out to them in spring and summer due to Covid.
<b>Review</b>	<ul style="list-style-type: none"> <li>- The gap in progress and attainment between PP and non-PP continues to diminish in reading at KS2</li> <li>- KS1 outcomes – gap is -9% for Re, Wr, Ma combined but at the end of Foundation Stage the gap was -13.5% so the gap has</li> </ul>			



	<p>diminished.</p> <ul style="list-style-type: none"> <li>- The aspirations project happened in the first term there were 'in house' whole school assemblies led by Nottingham University but there were no trips out to them in spring and summer due to Covid.</li> <li>- -18% gap in maths KS2 outcomes needs addressing</li> <li>- Targeted teaching at years 1,4,5 through interventions is improving outcomes.</li> </ul>
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<h1 style="color: #4F81BD;">PDBW</h1>				
	<p>What?</p>	<p>How?</p>	<p>Cost</p>	<p>Impact?</p>
<p><b>Objective:</b> Improve attendance of PP pupils, in particular PA</p>				
<p><b>Behaviour and Attendance</b></p>				
<p>Attendance remains a priority. Persistently absent pupils continue to be our primary focus.</p>				

Decreased PP PA % throughout academy	<p>Summer 1 2019 PP PA = 12.4% (+1.4%) @ 17.5.2019</p> <p>PP PA on track to be under 11.0% at end of summer term 1 (24.5.2019)</p> <p>IDACI data suggest that WPA would be in the region of 95.2% overall and 11.1% PA across whole cohort.</p> <p>Significantly, the gap between PP/FSM persistent absence and non-PP/FSM has diminished to well below the NA, and has in fact, virtually closed when Overall attendance is compared.</p> <p><b>Current difference is under 0.25% - compared to a NA disadvantage gap of 4%.</b></p>	<p>Employ a dedicated non-teaching PDBW lead to drive standards across all aspects of this area.</p> <p>Monitor attendance of all PP children with weekly checks in order to implement quick action where necessary &amp; ensuring an understanding of why children don't attend.</p> <p>The attendance of disadvantaged children is rigorously tracked &amp; off track pupils are identified early.</p> <p>Support is given to the families initially through an attendance meeting which may lead to an EHAF, TAF, CPP being put in place.</p>	20,000 5,000	Summer 2020 = 12.8% (last full week before Lockdown)
<b>Review</b>	<p>The academy has seen sustainable improvement in headline attendance figures based on the forensic attention to PA vulnerable children / families. The academy is above average in all indicators for a 10-20% IDACI decile catchment.</p>			

