Pupil Premium at Wainwright Primary Academy

2020 – 2021

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

At our academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

We consider the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

Pupil Premium Strategy

1. Summary information

School	Wainwright Primary Academy					
Academic Year	2020	**Total PP budget** - £1,345 per primary-aged pupil; LAC = £2,345; service families = £310; 3-4 yr olds = £302	£168,960	**Date of most recent PP Review**		
Total number of pupils	403	**Number of pupils eligible for PP**	WPA - (164/405) 40%	**Date for next internal review of this strategy**		Dec 2020

2. Current attainment

End of KS2 2019 (Number of PP children 19/57)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**PP =50% /Non PP 61%**	
% achieving expected standard or above in reading	**PP =56% /Non PP 63%**	
% achieving expected standard or above in writing	**PP = 56% /Non PP 61%**	
% achieving expected standard or above in maths	**PP =50% /Non PP 68%**	
Average progress score in reading	**PP = -4%**	
Average progress score in writing	**PP = -1%**	
Average progress score in maths	**PP = -5%**	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Poor communication and language skills – attainment on entry is significantly below that typically expected for age
B.	Poor comprehension and reading speed
C.	Low technical and specific vocabulary knowledge and understanding

D.	Children being 'ready to learn' – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.
F.	A lack of regular routines and parental engagement in their child's education including home reading, homework and having the correct equipment in school, e.g. PE Kit.

4. Intended outcomes *(specific outcomes and how they will be measured)*	**Success criteria**
A. Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children in nationally	Attainment gap between PP (school) and children not eligible for PP (national) closes
B. Increase the progress scores for PP children in reading, writing and maths	Progress scores for PP children increase and they are closer to national

1. Planned expenditure	
Academic year	2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
1.1 Teachers are data informed so that QFT meets the needs of ALL pupils.	Teachers analyse assessment information and data individually and collaboratively. They discuss implications, and plan highly effective teaching strategies and curriculum modifications from this. As a result, PP children make good/accelerated progress.	QFT that meets the needs of pupils will lead to improved outcomes for all pupils. Teachers who use data formatively to inform planning will ensure that teaching challenges pupils and interventions/resources are targeted at pupils to reduce the gaps in attainment by accelerating the progress of PP pupils.	- DAT assessment calendar - PIXL Core meetings with a focus on PP pupils when resources for therapies are allocated. - Achievement Teams have a regular focus on PP pupils - PP pupils QA and Pupil dialogue.	PIXL lead/VP	Termly
1.2 Institute training Walkthrus	All education staff are knowledgeable about the cognitive science of learning. This is clear within practice across the primaries. All staff share a common language about how effective learning and teaching is described in terms of key behaviours and outcomes.	Some staff know of the basics of the cognitive science of learning but this is not always clear in practice and it is not a consistent approach across school. There is a well-defined agreement and understanding of effective learning and teaching which are reviewed and discussed regularly.	- Lead for teaching and learning to plan CPD for Primary staff - JPD/IRIS to be used as a vehicle for action research based on the CPD. - Twilight time allocated for meetings.	Teaching and Learning lead/VP	Summer term through JPD QA Summer term through JPD QA Cost: £112.50

1.3 Analyse of data by Key stage Leaders, teachers and teaching assessments and discussions about QFT strategies to accelerate the progress of PP pupils	Key stage leaders, teachers and teaching assistants will have increased accountability for the improved outcomes of PP pupils in their class/key stage.	Key stage leaders do not currently have an overview of the outcomes of PP pupils in their key stage. Termly Achievement Teams discussions will always focus on the outcomes of PP pupils. PP pupils will be the ones chosen for 2.6.2 discussions.	- DAT assessment calendar - PIXL Core meetings with a focus on PP pupils when resources for therapies are allocated. - Achievement Teams have a regular focus on PP pupils - PP pupils QA and Pupil dialogue.	Key stage leaders – PD, AC, ES, MQ CG – PP lead/TLA lead.	£20,000
1.4 A clear and consistent approach to the teaching of RWI in EY & KS1 and increased fidelity to the scheme.	Improve the teaching of phonics and early reading intervention leading to improved outcomes at each key stage and reduce the attainment gap	The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. In EY and KS1 Read Write Inc. systematic phonics programme teaches all children to read accurately and fluently with good comprehension. Reading KS2: -WB FSM boys gap of 40% between none FSM KS1: WB FSM boys 25% gap between none Writing KS2: -WB FSM gap of 20% between none FSM	- Evidence of a clear and consistent approach to the teaching of RWI in EY & KS1 - Achievement Teams have a regular reading focus - RWI lead will have regular leadership time for monitoring - English lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils. - Phonics interventions will be a focus in KS1.	English lead & specialist KW, RT RWI lead - AC	Review termly RWI Cost: £800 Decodable books Cost: £400

1.5 Implement PiXL's Primary Code as a catch-up intervention for identified pupils in KS2	Improve the teaching of phonics as a catch up intervention by using PiXL's Primary Code in KS2 to reduce the attainment gap	The Primary Code is a systematic, synthetic phonics intervention that targets poor reading accuracy in older students The Primary Code is also a diagnostic programme, which: a) identifies gaps in knowledge and fills them b) embeds knowledge through regular tests	- Evidence of a clear and consistent approach to the teaching of phonics as an intervention in KS2 - Achievement Teams have a regular reading focus - English lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils.	English lead RT & KW	Review half termly Cost: PiXL membership £3240 x 40% = £1296
1.6 Power Maths	Deepen understanding of mastery concepts in Mathematics Accelerated learning and progress in mathematics conversion of PIXL key marginal children	Data has shown that maths continues to be an area of concern for school it is still not at national standards We started our mastery journey with MNP; however, PM is more user friendly with EAL children and more visual for their understanding <u>Maths ks2 data concerns:</u> -PP 15.1% gap between FSM and Non FSM chn <u>KS1 data concerns:</u> WB FSM boys 25% lower than WB non FSM boy	QA – learning walks / deep dives / pupil surveys Core PIXL/Pupil progress meetings discussing PP children with a particular focus on WB FSM/ FSM boys Achievement teams will have a standing agenda of PP boys' outcomes in maths	Carah	Reviewed termly Power Maths £9000 x 40% = £3600

1.7Maths supplements: Mathletics Times tables Rockstars 40% of children at WPA are PP.	Deepen understanding of mastery concepts in Mathematics Accelerated learning and progress in mathematics conversion of PIXL key marginal children	Data has shown that maths continues to be an area of concern for school it is still not at national standards We started our mastery journey with MNP; however, PM is more user friendly with EAL children and more visual for their understanding **Maths ks2 data concerns:** -PP 15.1% gap between FSM and Non FSM chn -Girls ahead of boys by 13.2 % **KS1 data concerns:** WB FSM boys 25% lower than WB non FSM boy	QA – learning walks / deep dives / pupil surveys Pupil progress meetings discussing PP children and support Achievement teams Core team meetings for Year 6 Mathletics lead monitor	Carah / Emma	Mathletics: Reviewed termly and cost £400 Timestable Rockstars £84 for the year
1.8 SEND (31 pupils = 8%) B-SQUARED	To measure, track and show clear academic progress of children in receipt of Pupil Premium with SEND.	B Squared is a systematic tracking, assessment and reporting process. Multiple inclusive frameworks allow the tracking of mainstream pupils from birth to aged 25 and as such includes functional skills, life skills and employability skills alongside academic progress. Teachers will use data formatively to inform planning that will ensure that teaching challenges pupils and interventions/resources	DAT Assessment calendar. Evidence of clear and consistent approach to the teaching of children in receipt of PP and with SEND Identified pupils will be working towards targets identified through use of B Squared assessments.	Inclusion Lead	Half termly Cost: £1,152

1.8. 1 SEND Sensory equipment	To track and show progress in communication and self-regulation skills of identified PP children with SEND	The SENCO alongside class teachers will identify children with sensory seeking needs, using specific sensory audits. Following these, strategies will be developed for interventions using the Routes to Learning assessment booklet. Sensory equipment will be purchased accordingly.	Following the Route Maps in the Routes to Learning assessment booklet.	Inclusion Lead	Half termly Cost: £40
1.9. 1 Outcomes EAL PP pupils	PP EAL pupils will receive support from a specialist Teaching Assistant either through direct teaching or through class teacher support provided by the EAL specialist.	EAL PP pupils have two barriers to learning. Specialist teaching assistant has proven her ability to accelerate the progress of EAL pupils through QFT. EAL - 25 pupils = 6% Supporting teachers with differentiation in QFT to meet needs of EAL in wave 2 teaching.	- Deployed to year 6 daily - Supporting EYFS to create Widgit		Termly 25653 x 0.06 = £1,539

2.0 Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
2.1 Early Years QFT – wave 1 & wave 2 teaching assistant support F1 – 16% F2 – 37% Support staff (F1) -AB (FT) -NJ (Weds Thurs Fri) (F2) -CN (FT) -NJ (Mon Tues) - CD - LB	Targeted pupils will make accelerated progress in key ELG which they enter the unit at low starting points.	Targeted interventions informed by teacher's data analysis. EY 15% gap between FSM and non FSM in GLD Pupils come into the setting with poor language and communication skills, reading and number.	- Data meetings in Assessment calendar - EXATT system used - Quality assurance carried out by the RWI lead - Quality assurance carried out by the EYFS lead	PD/CG	Termly – after each EEXAT assessment window

2.2 KS1 support staff Yr 1 - 52% Yr2 – 42% WPA: Year 1 HB (SEN + readers) Year 2 AL (SEN) Ks1 phonics booster - LW Ks1 Reading booster / SEN LH	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	Targeted interventions informed by teacher's data analysis. Therapies from PIXL used to fill gaps in learning.	- Data meetings in Assessment calendar - EXATT system used - Quality assurance carried out by the RWI lead - Quality assurance carried out by the EYFS lead	CW CG	Termly – after PIXL core meetings
2.3 LKS2 support staff Yr3 –39% Yr4 – 47% WPA: Year 3 -MM - TW -Year 4 -SW	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	Targeted interventions informed by teacher's data analysis. Therapies from PIXL used to fill gaps in learning.	- Data meetings in Assessment calendar - EXATT system used - Quality assurance carried out by the RWI lead - Quality assurance carried out by the EYFS lead	CW CG	Termly – after PIXL core meetings

2.4 UKS2 support staff Yr5 – 41% Yr6 – 40% <u>WPA:</u> Year 5 – VS Year 6 – SS	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	Targeted interventions informed by teacher's data analysis. Therapies from PIXL used to fill gaps in learning.	- Data meetings in Assessment calendar - EXATT system used - Quality assurance carried out by the RWI lead - Quality assurance carried out by the EYFS lead	CW CG	Termly – after PIXL core meetings

3.0 Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
3.1 PDBA lead/Family support worker to support vulnerable pupils and families	Vulnerable pupils, those requiring CHIN support, EHAFs, TAF, CP gain the specialist support required to keep them safe, promotes their well-being and in school learning.	WPA - 34 PP pupils currently receiving support on levels 1/2/3/4 plans (15.09.2020) 34/405 = 8%	Pupils will be safe. Vulnerable families will receive the support required to ensure the well-being and outcomes for the child improve.	JH	£20,000
3.2 Attendance	To ensure PP attendance is in line or above national	2020 – attendance for PP pupils = WPA 91% (15.9.20) 2020 – Persistent absence for PP = WPA PP/PA - 22% (15.9.20) Non-PP PA – 25% (15.9.20) Targets for 2020 PP attendance will be in line with national or above PP PAs will be reduced 16% or below in line with national	QA of data by PDBA lead weekly/termly. Monitoring of % of PP/PA.	JH	Termly £5,000
3.3 Enrichment – cultural capital Funding for pupils to access (Covid secure) internal cultural capital/curriculum enrichment activities.	Children are provided with equal opportunities to enrichment experiences by receiving financial support	The trips policy states that pupils are entitled to a % of support towards the cost of school trips etc. Disadvantaged children have limited life experiences/cultural capital and the means to access it.	Action taken in line with trip policy.	EVC – MQ JC – academy principal	Termly £1,000

3.4 Empower parents to support their child's learning -Use of Dojo - Parent Portal on EExAT -Parents as Partners transition programme	Parents feel empowered to support their child's learning. Parents understand what their child is learning and how they can support them with this.	Parental engagement is consistently associated with pupils' success at school. Currently, there is a general lack of parent support with learning at home	Tracking of number of PP parents engaging Parent feedback Family Support Worker	JH Early Years leader - PD	EEXAT - £360
3.5 Poverty Proofing To include: -removing the financial barriers to learning	Financial barriers to the school day are removed Children have limited experiences due to financial barriers. Removing these barriers can improve outcomes in attendance and attainment	Action plan in place to monitor the process of poverty proofing in response to Covid19	Pupil dialogues Staff CPD	JH/CW	
				Total budgeted cost	£ £169,560.50

4.0 Additional detail