



Atwood Primary Academy

Pupil Premium Strategy Statement 2018 - 2019

1. Summary information

School	Atwood Primary School				
Academic Year	2018/19	Total PP budget	74,000	Date of most recent PP Review	Oct 2018
Previous Academic Year	2017/18	Total PP budget	69,900		
Total number of pupils	426	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Oct 2019

2. Pupil Premium Attainment 2017/18

Key Stage 1

% attainment at EXS+

	No.	Reading		Writing		Maths	
		Atwood	National*	Atwood	National*	Atwood	National*
Disadvantaged	8	50%	79%	50%	72%	63%	79%
Not disadvantaged	52	90%	79%	87%	72%	94%	79%

* National figure is for non-PPG 2016/17

Key Stage 2

% attainment at EXS+

	No.	RWM		Reading		Writing		Maths		EGPS	
		Atwood	National*	Atwood	National*	Atwood	National*	Atwood	National*	Atwood	National*
Disadvantaged	10	60%	70%	60%	80%	38%	82%	70%	83%	70%	82%
Not disadvantaged	50	88%	70%	92%	80%	88%	82%	92%	83%	94%	82%

* National figure is for non-PPG 2018

Average scaled score

	No.	RWM		Reading		Writing		Maths		EGPS	
		Atwood	National*	Atwood	National*	Atwood	National*	Atwood	National*	Atwood	National*
Disadvantaged				102.9	106.1			103	105.4	105.1	107.2
Not disadvantaged				108.9	106.1			109.6	105.4	110.2	107.2

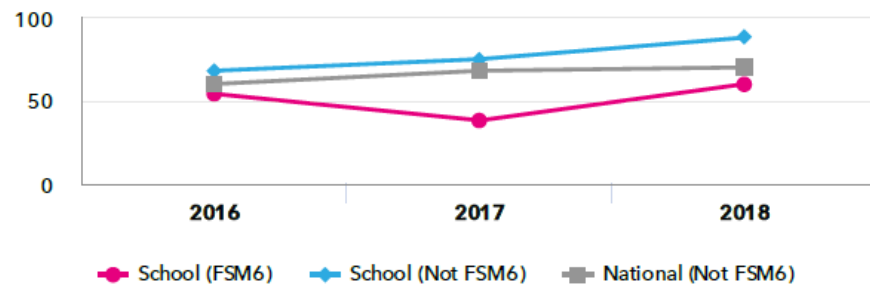
* National figure is for non-PP

2. Pupil Premium Progress 2017/18

Improving picture for KS2 Attainment and Progress

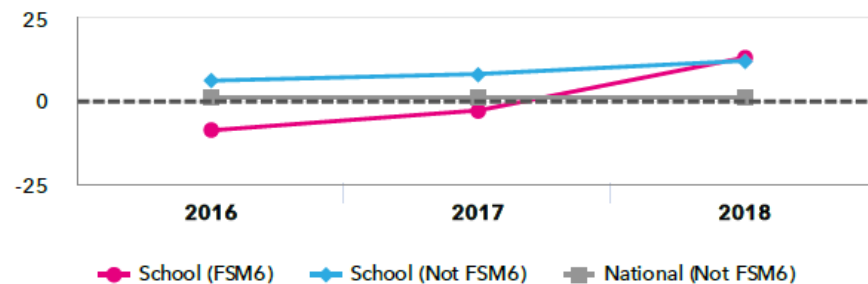
KS2 attainment for disadvantaged pupils 2018

% Expected standard+ (Re, Wr, Ma)



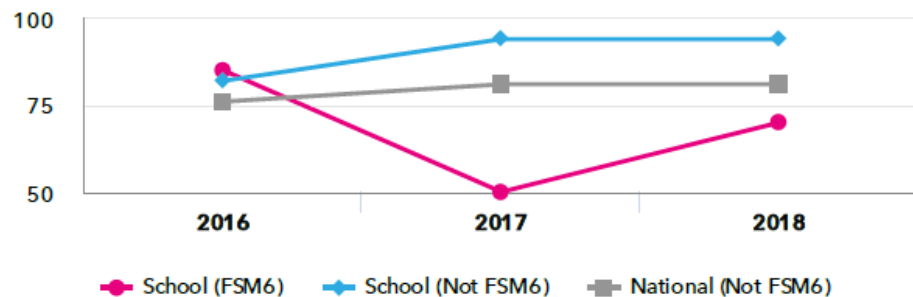
KS2 progress for disadvantaged pupils 2018

% Expected standard+ (Re, Wr, Ma)



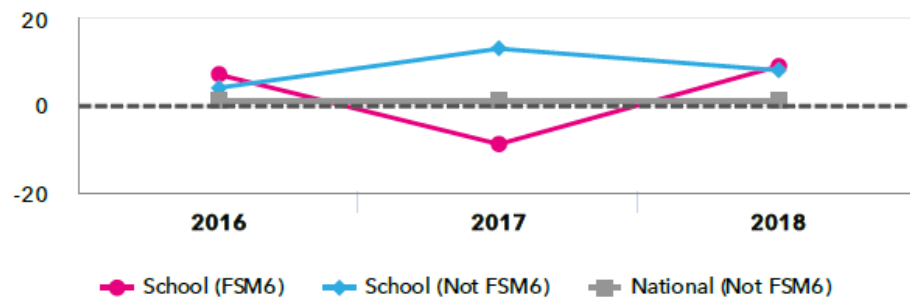
KS2 attainment for disadvantaged pupils 2018

% Expected standard+ Maths



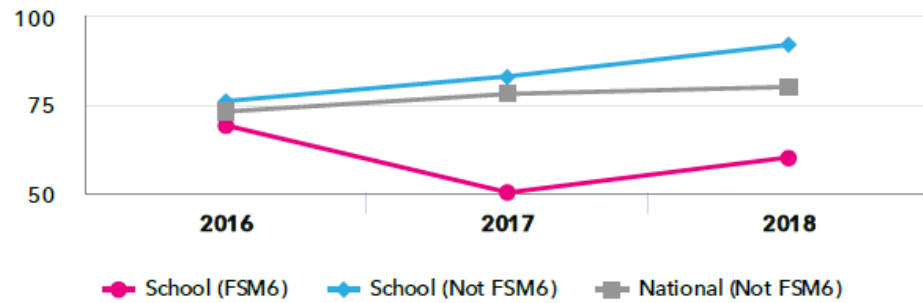
KS2 progress for disadvantaged pupils 2018

% Expected standard+ Maths



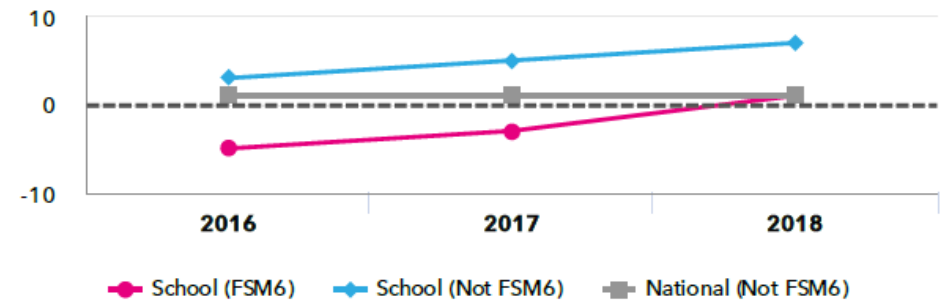
KS2 attainment for disadvantaged pupils 2018

% Expected standard+ Reading



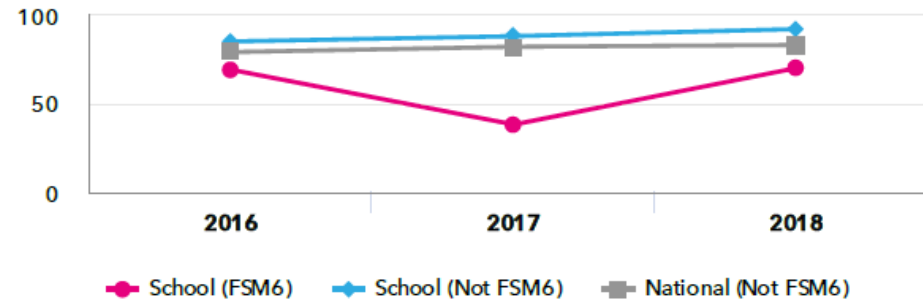
KS2 progress for disadvantaged pupils 2018

% Expected standard+ Reading



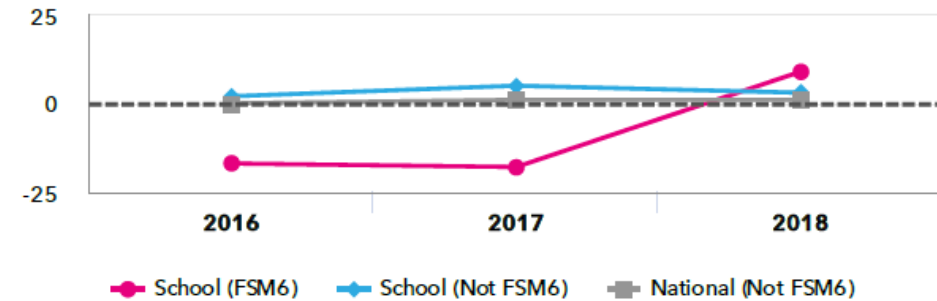
KS2 attainment for disadvantaged pupils 2018

% Expected standard+ Writing



KS2 progress for disadvantaged pupils 2018

% Expected standard+ Writing



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Less disadvantaged in all groups reaching higher standard in writing than non-FSM (3 yr declining picture in writing at higher standard for progress and attainment)
B.	Lower attaining FSM in reading performing lower then non-FSM lower attainers.
C.	Consistent quality first teaching for all learners.

External barriers

D.	Social, emotional and well-being and readiness to learn
-----------	---

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More FSM reach the higher standard in writing	Gap closing between FSM and non-FSM in writing at the higher standard
B.	Lower attaining FSM make equal or better progress than lower attaining non-FSM	Gap closing between lower attaining FSM & lower attaining Non-FSM in reading
C.	Strategies and resources in place to support learning for all learners	Learning walks, homework reviews show learning & provision being adapted.
D.	Children more settled in class and within social groups. Attendance 96%+	Less incidents of disruptive behaviour (SIMS) both within class and the playground. Higher attendance

5. Planned expenditure					
Academic year	2018/19				
Headings below demonstrate how the school is 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	Cost & When will you review implementation?
A. To improve spelling outcomes for all pupils	<ul style="list-style-type: none"> No nonsense spelling scheme purchased (£250) Staff training on No-nonsense spelling. (1/2 day INSET) (£500~) 2x staff meetings to embed practice. Dyslexia training for all staff (£500) 	<ul style="list-style-type: none"> No-Nonsense Spelling uses a structured approach to spelling and spelling strategies which have been shown to have success with learners including dyslexics such as creating visual reminders and grouping spelling words. Evidence of significance of structured approach Moderation of writing indicates spellings one of key barriers to achieving higher standard. By improving knowledge of Dyslexia and ways to teach dyslexic children the staff will have more strategies for all learners. 	<ul style="list-style-type: none"> Training takes place Monitoring of children's books for evidence of lessons. Pupil interviews and children's knowledge of how they can learn spellings. Smarts and planning show evidence of approaches which support dyslexic children Staff questionnaire shows staff know some of the ways of teaching spelling. 	MD (English Lead) NG & HC support and monitoring.	Autumn 1 & 2 Spring 1 & 2 Summer 2 ~ £1250
A. To improve writing outcomes for all pupils	<ul style="list-style-type: none"> Development of the planning of writing sequences which are based on identified needs and incorporate talk 4 writing approaches. Continued development of teacher's assessment led planning. 	<ul style="list-style-type: none"> Process incorporates self-regulatory evaluation of writing and targeted feedback both of which have been shown to make impact of +9 and +7 months respectively. Proven record of other schools which have implemented this approach (school data of Surrey Schools trainer worked with??) Evidence of impact of talk for writing approach EEF review 2015. Found that the use oral language rehearsal could be the key component. 	<ul style="list-style-type: none"> Training taken place & co-planning Evidence of writing in books shows a sequence which includes a focus text, learning of texts and unit grammar focus. Learning walks show WW have Talk for Writing prompts and texts on them. Writing gap closing Termly staff meetings to moderate writing and review impact. 	MD- English Lead NG & KS support	Autumn 2 Each Half term – moderation ~ £1000 CPD ~ £400 release
B. To improve reading outcomes for prior lower attainers.	<ul style="list-style-type: none"> Further development of the teaching of reading to support lower attaining readers. Use a combined approach with comprehension strategies as core for KS2 CPD on reading strategies for Teachers and TAs Use of reading assessment material to identify specific areas of weakness. Purchased last year 1:1 Daily reading personal targeted approach 	<ul style="list-style-type: none"> Change in approach to the teaching reading has had a positive impact on outcomes for reading and particularly high attainers at end of KS2 (2018 data). EEF Reading Comprehension Strategies report pub 2018 show +6months progress. <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</i> 	<ul style="list-style-type: none"> Evidence in guided reading books show improved comprehension Teachers are more confident in providing a range of teaching strategies. Assessment materials being used to analyse reading skills. (Software being used by all staff) 1:1 reading records show focus on comprehension TAs training on questioning. 	MD & CR Lead NG (assessment) & KS support	Spring 1 Summer 1 ~ £400 release time ~£250 Harts' reading course. CPD £500
Total budgeted cost					£3800.00

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	Cost & When will you review implementation?
B. Improve SLCN (inc. vocabulary knowledge and use.)	EYFS – Language development program Purchase of Thesaurus for all disadvantaged children. Targeted reading aloud and book discussion with young children; Explicitly extending pupils' spoken vocabulary; (Linking vocabulary intervention) The use of purposeful, curriculum-focused, dialogue and interaction.	<ul style="list-style-type: none"> • EEF & gov reports on early language development. • EEF • Moderation of writing shows that weaker vocabulary use hindering achievement of higher standard. • Moderation of reading indicates weaker vocabulary knowledge is hindering reading comprehension. 	EYFS have implemented language focused program. Thesaurus purchased. All staff training on Linking Vocab intervention. KS1 & KS2 version SEND walks show TAs implementing intervention. Vocabulary on WW in classes Writing shows improved use of vocab.	KS & HT NG HT & NG	Spring 2 £207.22 Aut 2 £210
.C. To improve quality first teaching for all learners (learning to meet needs)	Development of equivalent of an ISP for disadvantaged children. Half-termly review of progress	Early focused and targeted intervention shown to improve impact. (PP case studies gov. pub)	Initial staff meeting taken place. Staff have spreadsheet to note key interventions and person strategies for disadvantaged. Review at pupil progress meetings.	NG	Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 ~ £400 release
B. Improved outcomes in reading maths and writing meeting end of year expectations.	Before school and after school targeted booster groups (Year 6) run by experienced members of staff. More-able booster groups for Year 6 Lexia & Mathletics TA targeted support	<ul style="list-style-type: none"> • Research by EEF shows that extending school day for targeted groups has impact as long as quality staff involved and a clearly structured program. • While EEF research indicates TA high cost low impact at Atwood results at KS2 show effective impact of TAs when closely planning with the teachers. 	Timetabled groups Staff commitments assured Groups taking place Impact measured through results.	MB (Year 6 lead)	Aut 2, Spring 1 & 2 £1412.00 £2,122.67 £4000 £27,289.50
D. Improve readiness for learning To improve outcomes for LAC	<ul style="list-style-type: none"> • Part funding of breakfast and afterschool provision • Daily equipment provided so equal opportunity to access curriculum. • ELSA provision • To integrate the school dog • LAC to have a designated teacher in school 	<ul style="list-style-type: none"> • Breakfast and afterschool care been shown to have a positive impact on learning for disadvantaged. (<i>Institute for Fiscal studies 2016 & EEF 2014/15 study</i>) • EEF + 4months progress based on extensive research? SIMS data • Recent small scale studies have indicated a positive impact of a school dog. We are seeing a positive impact. 	Ensuring disadvantaged families know of availability. Review impact termly	MG HT	£4076 £9,578 (ELSA) £3,202.26 £1,211.66
Total budgeted cost					£53,709.31

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	Cost & When will you review implementation?
D. Improve attendance. To continue to develop parental engagement	<ul style="list-style-type: none"> Parent gym – to support parents with developing parenting strategies. Dad's breakfast and LAC fellowship group – to develop support networks and increase engagement. Increased number of EWO sessions working to support leaders to improve attendance and lateness. 	<p>Success of last year.</p> <p>Impact in previous years.</p> <p>Impact on attendance.</p>	<p>Regular reviews of the sessions</p> <p>Feedback from parents</p> <p>Adjustment of sessions to meet further needs.</p> <p>Late gate</p> <p>Monitoring by Attendance lead. Termly meetings with EWO.</p>	<p>KS & HT</p> <p>AB</p>	<p>Termly £646.62</p> <p>£1,010.94</p> <p>EWO £1,848</p>
C. Access to a broad and balanced curriculum through extracurricular activities.	<ul style="list-style-type: none"> Funding for extracurricular clubs, schools trips, residential trips and music lessons. Enrichment events Curriculum resources 	<p>Research shows that enrichment and providing opportunities develops wider experiences and life skills.</p>	<p>Feedback from events.</p> <p>Uptake of by Pupil Premium children reviewed.</p>	<p>KS/NG</p>	<p>£9,000</p> <p>£2,000</p> <p>£2,000</p>
Total budgeted cost					<p>16505.56</p> <p>74014.87</p>

6. Review of expenditure 2017/18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Access to a broad and balanced curriculum	Part funding of the International Primary Curriculum- increase PP pupils' breadth of knowledge and understanding of the world	<ul style="list-style-type: none"> Pupil surveys show engagement in learning 	Adjustments needed to ensure depth of curriculum studies and the further development of subjects such as Design & Technology. Refining clarity of progression in the learning.	£1,930

ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved outcomes in reading maths and writing meeting end of year expectations.	<ul style="list-style-type: none"> PPG Tutoring sessions, including 1 to 1 reading Catch-up maths Year 6 Breakfast booster groups before and after school. Lexia Mathletics TAs 	<ul style="list-style-type: none"> 2018 results show a closing of the gap for R, W & M at expected+ standard. Staff challenges meant that implementation of this was limited. 2018 results show a closing of the gap for R, W & M at expected+ standard. <p>Results show the improving outcomes of targeted support by TAs.</p>	<p>Regular timetable tutoring has most impact as in year 6.</p> <p>How can we implement this focus in other year groups?</p> <p>Need to improve number of disadvantaged achieving higher standard.</p> <p>To continue to ensure targeted support closely matching needs.</p>	<p>£21,275.44</p> <p>Cost of Year 6 booster groups £1,366.14</p> <p>Cost of Lexia = £2000.00</p> <p>50% cost of Mathletics = £1,256.04</p> <p>£21,054.50</p>
Sub-Total Spend				£48,882.12

Review of expenditure 2017/18 iii. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Access to a broad and balanced curriculum through extra-curricular activities.	Funding for extra-curricular clubs, schools trips, residential trips and music lessons.	Disadvantaged children have been able to take up the opportunity to learn a musical instrument, in some cases two. Funding for School Journey's in Year 5 and Year 6 as well as trips to various other locations through the year. (Ref. Funding for clubs, workshops, trips and music report)	This is a very positive use of the funding for those disadvantaged. Look at funding of trips like Chessington which are currently not covered due to not being considered educational.	£7,392.12
To improve parental engagement	<ul style="list-style-type: none"> Appointment of a dedicated parental engagement lead to increase the liaison between home and school, fostered from the very beginning, leading to close working partnerships in which pupils are placed at the heart of their education. Parent gym – to support parents with developing parenting strategies. Dad's breakfast and LAC fellowship group – to develop support networks and increase engagement. 	<ul style="list-style-type: none"> Increased numbers of parents engaging with these events. This has improved parental engagement with these families. Good take up of places. Feedback of parents had been positive. Very successful events. Parents really value the events and it is helping to build good relationships. 		£646.00 £1,010.94 £4,597.8
Improve attendance and readiness for learning.	<ul style="list-style-type: none"> Breakfast club and after school provision. Subsidy for Breakfast Club places for PP pupils in order to promote good attendance and a strong morning routine to promote daily 'school-readiness' Subsidy for After School Care in order to promote positive experiences for PP pupils to play and interact with their peers ELSA 	<ul style="list-style-type: none"> Lateness been reduced. Supports families and the children. ELSA has a positive impact on the children's readiness to learn. The children feel they have someone they can talk to which reduces conflict and hence supports learning. 	Valuable support from the EWO has made a real impact on attendance. Sessions have been increased for 2018/19 academic year.	EWO £1,540 (ELSA) £8,631
Sub-Total Spend				£23,817.86
Total 2017-18 PPG Expenditure				£72,699.98

7. Additional detail