



Atwood Primary Academy Pupil Premium Strategy 2017-18

Amount of Pupil Premium Funding Received 2017-2018

Number of pupils eligible	50 inc 8 Adopted From Care and 2 Looked After Children
TOTAL PPG received	£69,900

Identified Barriers to Educational Achievement

Atwood has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities;
- Attendance;
- Parental engagement with Atwood – especially regarding attendance at information and ‘workshop’ events and information evenings; at times, the completion of home learning activities;
- The number of pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning and/or social, emotional and behavioural needs;
- Behaviour and motivation – pupils with specific social and emotional needs which affect their learning.
- Reading & vocabulary

Rationale for Expenditure

As identified in the 2016-17 PPG Impact Statement, accelerated progress is required across the school in writing (and to a lesser extent mathematics, however key gaps in mathematics for PPG pupils are often a barrier to their achievement). Particular attention needs to be paid to the current Year 3 (9 pupils), 5 (5 pupils) and 6 (10 pupils) cohorts, including those pupils who are Adopted From Care. The leadership team has reviewed how the Pupil Premium Grant allocation is to be proportioned and made adjustments which have seen a reduction in the subsidy for aspects such as Breakfast Club and After School Care and a reduction in the subsidy of residential trips thus focusing more directly on academic outcomes, rather than pastoral support. Nonetheless, Atwood still recognises the importance of cultural development and is noted for its high quality music provision. A core element is that pupils eligible for Pupil Premium are supported in the learning of various instruments and are supported with the costs associated with music examinations and the hiring of instruments.

Key Expenditure- how the allocation will be spent

	Focus	Total Allocation
Additional learning resources	English and mathematics	£8,631.05
Funding for Extended Schools; parental engagement.	Personal and social	£8,236.23
Funding for school trips and residential trips, extra-curricular clubs and music	Personal and social	£4,683.70
PPG Tutoring sessions, including 1 to 1 reading, Catch-up Maths training & tuition	English and mathematics	£21,275.44
Teaching Assistant support in classes and for focused interventions	English and mathematics	£20,560.80
Funding for ELSA and ELSA supervision	Personal and social	£4,221
Attendance	Academic & social	£500
		£68,108.22

Area of Spend	Intended Outcomes- why these approaches have been taken	Actions
Additional learning resources	<ul style="list-style-type: none"> • Part funding of Lexia- increase PP pupils' confidence with phonics and reading • Part funding of tuition for Mathletics club – to develop fluency in number • Part funding of the International Primary Curriculum- increase PP pupils' breadth of knowledge and understanding of the world • Electronic dictionaries for all PPG pupils to broaden access to wider vocabulary • Produce support materials to develop vocabulary • Mastering Memory – develop memory and processing strategies 	<ul style="list-style-type: none"> • Inform parent of PP pupils of Lexia sessions; monitor PP use of Mathletics • Involve parents of PP pupils in IPC mornings so that they can share learning • Monitor use electronic dictionaries
Funding for Extended Schools; parental engagement	<ul style="list-style-type: none"> • 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 • 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"> • Inform parents of PP pupils that Breakfast Club and After School Care is available at a subsidised rate • Purchase a range of games and activities to support Extended Services learning • Encourage pupils to complete their home learning (as appropriate) in BC and/or ASC
Funding for extra-curricular clubs, schools trips, residential trips and music lessons	<ul style="list-style-type: none"> • PP Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned and linked to on-going learning • Social skills, independence, perseverance and team-work are developed through participation in group activities, camping and residential activities • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in the non-academic subjects are celebrated to develop self-confidence and a sense of educating the 'whole child' particularly in Music 	<ul style="list-style-type: none"> • Clear communication to parents as to PP entitlement- review Charging and Remissions policy • HT to liaise with the GB as to specific requests for financial assistance • Staff to be made aware of any funding available- this can then be communicated with parents • Annual analysis of the number of PP pupils who have taken part in clubs • Staff to talk to children and parents about possible interests and available clubs • SBM to arrange funding (as appropriate for clubs and resources i.e. musical instruments, sport clothing, examination fees etc.) Record this level of spend
PPG Tutoring sessions, including 1 to 1 reading	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age related expectations) • Improved confidence for pupils in specified areas • Learning tailored to specific needs of pupils- closing the gaps in understanding • Consolidation of learning completed in classes- time for practice and application of skills • Catch-up maths interventions 	<ul style="list-style-type: none"> • Regular communication between PP Tutors, teachers and TAs- individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources • PP Tutors to advocate and champion PP pupils at staff meetings and other CPD events- provide up to date information, share best practice and good news stories; lead next steps in provision
Teaching Assistant support in classes and for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting, rapid reading, PT (precision teaching), SALT (speech and language groups, Occupational Therapy, Lexia, Mastering Memory) • Support within lessons to improve understanding of learning in reading, writing and mathematics • Consolidation of learning completed in class- time for practice and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points for learning. Pre-teaching to include pre-reading of texts in English, research writing units, key vocabulary, concepts in GPS and mathematical calculation strategies and terminology • Careful tracking of home learning tasks to include reading journal- ensure regular reading is taking place and that books are regularly changed • Priority reading with TAs if pupils are unable to read at home 	<ul style="list-style-type: none"> • Regular TA meetings with Inclusion Manager and teachers to review interventions, re-shape groupings and foci, share ideas and resources • TAs to complete impact statements to provide evidence of outcomes and plan for next steps in learning • Inclusion Manager to observe interventions and provide feedback regarding strategies, next steps and resources • Clear communication between teachers and TAs- expectations within lessons • TA timetables carefully planned- making the best use of time, allowing for interventions and time with PP pupils • Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality. HT and Attendance Lead to address concerns with parents and develop strategies to improve attendance and punctuality

	<ul style="list-style-type: none"> Acting on assessment information of pupils on PPG & SEND register (via In-school reviews) and teaching that is tailored to the needs of pupils in specific areas PPG pupils who are also on the SEND register have their individual targets regularly reviewed and aspirational targets are set for their progress 	<ul style="list-style-type: none"> Teachers and TAs liaise with PP Team/Tutors to update each other on progress and next steps for learning
Funding for ELSA and ELSA supervision	<ul style="list-style-type: none"> Provide dedicated time and support (1:1 and groups) to help build PP pupils' emotional resilience and development To improve the self-esteem, social skills and behaviour of identified PP pupils leading to increased confidence and attainment within the classroom 	<ul style="list-style-type: none"> Clear protocols in place to ensure pupils are referred for ELSA Regular opportunities for ELSA to feedback to relevant staff and parents Review of impact of intervention.
Attendance	<ul style="list-style-type: none"> Purchased Education Welfare Officer to support with training, monitoring and intervention of attendance with a focus FSM children 	<ul style="list-style-type: none"> To review impact of new procedures and roles.

How will Atwood measure the impact of the Pupil Premium?

At Atwood, the usual cycle of data collection, analysis and adaptation of the deployment of resources and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Regular review meetings will take place at each milestone, which is half-termly and will include a member of the senior leadership team, teachers, teaching assistants and the Pupil Premium lead. To monitor progress on attainment, we use the performance tables which capture the achievements of pupils supported by the Pupil Premium.

At each milestone, Atwood will review the impact of the actions taken and plan for how the funding will be specifically allocated over the next phase- or to inform longer term strategic objectives, allowing for an increased level of foresight. Moreover, there are some pupils who are not eligible for Pupil Premium but who would benefit from these strategies, should their needs be similar and that the school feels that progress can be made with these pupils. Therefore, careful consideration is given to 'commonalities' in educational barriers and how the impact of interventions associated with Pupil Premium pupils can be transferred to raise the educational outcomes of all pupils.

Pupil premium funding and the impact of this is a regular item on the governors' Teaching Learning and Assessment and Resources committees.

Designated staff member in charge: Miss H Colbron

Pupil Premium Tutor/s: Miss H Colbron, Mr R Veale and Mrs N Gambier

Nominated governor: Mrs Alison Morgan (Chair of Governors)

Date of next Pupil Premium Strategy Reviews: 15th Nov, 28th Feb, 25th April, 10th July

2016-17 Impact statement

EYFS Percentage of disadvantaged achieving the GLD in 2016-17

	No.	GLD	
		Atwood	National
Disadvantaged	5	60%	54%*
Not disadvantaged	43	80%	72%*

EYFS school gap for disadvantaged pupils has narrowed by 35% since last year and is within 2% of 2016 national gap. Disadvantaged boys did particularly well.

*2016 data

KS1 – Percentage of disadvantaged achieving the expected standard 2016-17

	No.	Reading		Writing		Maths	
		Atwood	National	Atwood	National	Atwood	National
Disadvantaged	10	63%	63%	50%	54%	62%	62%
Not disadvantaged	50	81%	79%	68%	72%	72%	79%
Impact		School Gap narrowed by 22% since last year.		School Gap narrowed by 25% since last year.		School Gap narrowed by 12.9% since last year	

KS2 Average Progress Scores for KS2 disadvantaged 2016-2017

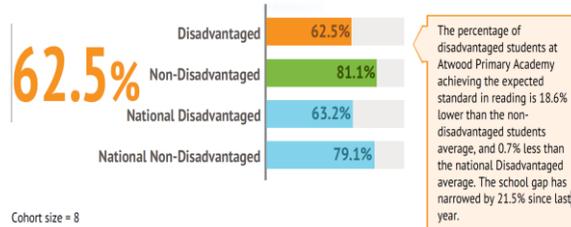
	Reading	Writing	Maths
Progress score for disadvantaged pupils	+ 0.37	-4.66	+0.61
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged	10	10	10
Av progress score for disadvantaged pupils with SEND	-1.7	-7.86	-0.89
Number of disadvantaged pupils with SEND	6	6	6
Av progress score for disadvantaged pupils with no SEND	+0.71	+2.01	+5.04
Number of disadvantaged pupils with no SEND	4	4	4

Progress scores for disadvantaged were positive and above national non-disadvantaged progress scores in maths and reading. For writing, the progress for Atwood disadvantaged pupils was below the national non-disadvantaged. Where children have a range of complex SEND needs such as Dyslexia in addition to being disadvantaged, the progress was low. However, the impact of spending on those disadvantaged pupils without a wider range of needs is positive.

Where are the 'Gaps' as identified by using Reception, Year 1, 2 and 6 2017 data?

KSI Achieving Expected Standard: Reading

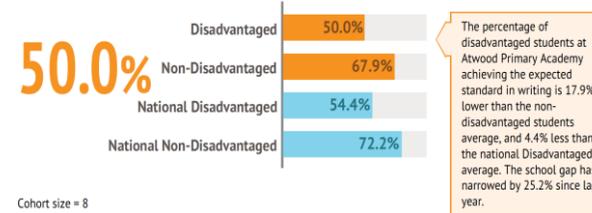
Disadvantaged



Cohort size = 8

KSI Achieving Expected Standard: Writing

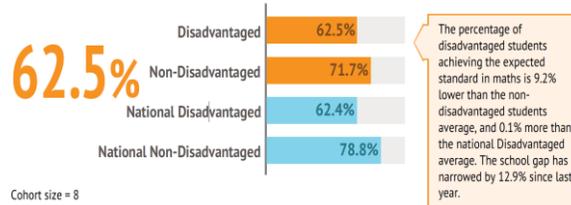
Disadvantaged



Cohort size = 8

KSI Achieving Expected Standard: Mathematics

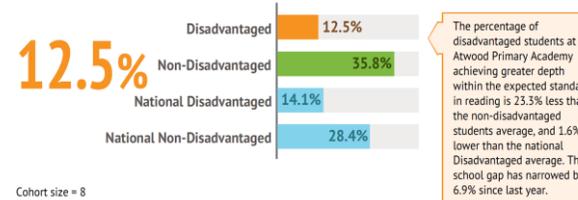
Disadvantaged



Cohort size = 8

KSI Working at Greater Depth: Reading

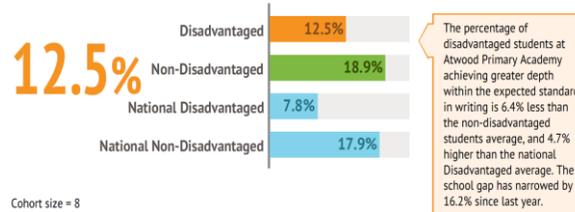
Disadvantaged



Cohort size = 8

KSI Working at Greater Depth: Writing

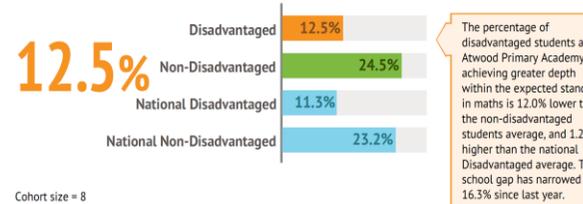
Disadvantaged



Cohort size = 8

KSI Working at Greater Depth: Mathematics

Disadvantaged



Cohort size = 8