



Atwood Primary Academy Pupil Premium Strategy 2016-17

Amount of Pupil Premium Funding Received 2016-2017

Number of pupils eligible	53 inc 8 Adopted From Care and 4 Looked After Children
TOTAL PPG received	£78,596

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.

Rationale for Expenditure

As identified in the 2015-16 PPG Impact Statement, accelerated progress is required across the school in writing (and to a lesser extent mathematics) for lower attaining pupils who are eligible for Pupil Premium Grant. Particular attention needs to be paid to the current Year 5 and 6 cohorts, and to 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 in order to fund additional hours for senior teachers to act as ‘Pupil Premium tutors’ thus focusing more directly on academic outcomes, rather than pastoral support. 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

Area of Spend	Focus	Total Allocation
Additional learning resources	English and mathematics	£3253
Funding for Extended Schools; parental engagement.	Personal and social	£24209
Funding for school trips and residential trips	Personal and social	£1460
Dedicated PPG Tutoring sessions	English and mathematics	£22037
Teaching Assistant support in classes and for focused interventions	English and mathematics	£10500
Funding for ELSA and ELSA supervision	Personal and social	£13047
Funding for extra-curricular clubs and music	Personal and social	£4100

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 Mathletics- increase PP pupils' confidence with mathematics Part funding of Khan academy- increase PP pupils' confidence with mathematics Part funding of the International Primary Curriculum- increase PP pupils' breadth of knowledge and understanding of the world 	<ul style="list-style-type: none"> Inform parent of PP pupils of Lexia sessions; monitor PP use of Mathletics and Khan academy Involve parents of PP pupils in IPC mornings so that they can share learning
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 	<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' 	<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
Dedicated PPG Tutoring sessions	<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 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 Pupils have time to complete homework tasks they are unable to do at home 	<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 Teaching resources and materials- PP Tutors to liaise with SLT as appropriate 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) • Support within lessons to improve understanding of learning in reading, writing and mathematics • Consolidation of learning completed in classes- 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 • Tracking of pupils who are also on the 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"> • Regular TA meetings with SENCo- review of interventions, re-shaping of groupings and foci, sharing of ideas and resources • Teacher and SENCo review- careful planning of interventions to be completed each half term • TAs to complete impact statements to provide evidence of outcomes and plan for next steps in learning • SENCo 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 concerns attending and/or punctuality. HT and Attendance Lead to address concerns with parents and develop strategies to improve attendance and punctuality • 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

How will Atwood measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables which capture the achievements of pupils supported by 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 termly and will include a member of the senior leadership team, teachers, teaching assistants and the Pupil Premium lead.

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: Mrs N Rose and Mr G Ashwell

Nominated governor: Mrs C Bedwell

Date of next Pupil Premium Strategy Reviews: 21st Nov, 7th Feb, 25th April, 11th July

Where are the 'Gaps' as identified by using Reception, Year 1, 2 and 6 2016 RAISEonline data?

	2014				2015			
Early Years Foundation Stage - Profile Good Level of Development	Cohort size	Atwood	National	Difference	Cohort size	Atwood	National	Difference
Disadvantaged pupils	3	67%	45%	+22%	4	50%	52%	-2%
Other pupils	56	70%	64%	+6%	56	75%	69%	+6%
School gap		-3%		+16%		-25%		-8%

	2015				2016			
Year 1 Phonics Screen – Expected Standard	Cohort size	Atwood	National	Difference	Cohort size	Atwood	National	Difference
Disadvantaged pupils	7	86%	66%	+20%	6	67%	70%	-3%
Other pupils	53	89%	80%	+9%	54	81%	83%	-2%
School gap		-3%		+11%		-14%		-1%

	2015				2016			
Year 2 Phonics Screen – Expected Standard by end of Year 2	Cohort size	Atwood	National	Difference	Cohort size	Atwood	National	Difference
Disadvantaged pupils	2*	100%*	84%	+16%	7	86%	86%	0%
Other pupils	57	95%	92%	+3%	53	96%	93%	+3%
School gap		+5%		+13%		-10%		-3%

	2015 – Average Points Score				2016 - % reaching Expected Standard			
Year 2 Reading – Expected Standard	Cohort size	Atwood	National (other)	Difference	Cohort size	Atwood	National	Difference
Disadvantaged pupils	2*	18.0*	17.1	0.9	7	43%	62%	-19%
Other pupils	57	17.9	17.1	0.8	53	83%	78%	+5%
School gap		+0.1				-40%		-24%
Year 2 Writing – Expected Standard								
Disadvantaged pupils	2*	18.0*	15.8	2.2	7	29%	53%	-24%
Other pupils	57	16.3	15.8	0.5	53	72%	70%	+2%
School gap		+1.7						-26%
Year 2 Maths – Expected Standard								
Disadvantaged pupils	2*	18.0*	16.8	1.2	7	57%	60%	-3%
Other pupils	57	17.5	16.8	0.7	53	79%	77%	+2%
School gap		+0.5						-5%

* Only includes pupils on roll throughout Year 2.

	2015 - % reaching Level 4 or above				2016 - % reaching Expected Standard			
	Cohort size	Atwood	National (other)	Difference	Cohort size	Atwood	National	Difference
Year 6 Reading – Expected Standard								
Disadvantaged pupils	14	93%	83%	+10%	13	57%	53%	+4%
Other pupils	46	100%	92%	+8%	69	79%	72%	+7%
School gap		-7%		+2%		-22%		-3%
Year 6 Writing – Expected Standard								
Disadvantaged pupils	14	93%	79%	+14%	13	57%	64%	-7%
Other pupils	46	89%	90%	-1%	69	87%	79%	+8%
School gap		-4%		+15%		-30%		-15%
Year 6 Maths – Expected Standard								
Disadvantaged pupils	14	86%	80%	+6%	13	71%	58%	+13%
Other pupils	46	91%	90%	+1%	69	85%	76%	+9%
School gap		-5%		+5%		-14%		+4%
Year 6 Grammar, Punctuation & Spelling – Expected Standard								
Disadvantaged pupils	14	93%	71%	+22%	13	71%	61%	+10%
Other pupils	46	93%	84%	+9%	69	86%	78%	+8%
School gap		0%		+13%		-15%		+2%
Year 6 Reading, Writing & Maths – Expected Standard								
Disadvantaged pupils	14	86%	70%	+16%	13	43%	39%	+4%
Other pupils	46	87%	85%	+2%	69	70%	60%	+10%
School gap		-1%		+14%		-27%		-6%

Key:

Atwood disadvantaged pupils achieved better than other pupils nationally.

Atwood disadvantaged pupils achieved better than other Atwood pupils / disadvantaged pupils nationally / narrower gap at Atwood than nationally.

Atwood disadvantaged pupils achieved marginally lower results than disadvantaged pupils nationally / marginally wider gap at Atwood than nationally (approx 1 pupil).

Atwood disadvantaged pupils achieved notably lower results than disadvantaged pupils nationally / notably wider gap at Atwood than nationally (more than 1 pupil).

In 2014/15, disadvantaged pupils at Atwood typically achieved higher results than other pupils nationally, and all gaps between disadvantaged pupils and other pupils at Atwood were narrower than nationally. In 2015/2016, disadvantaged pupils at Atwood typically achieved similar results to disadvantaged pupils nationally, with a similar gap between them and their non-disadvantaged peers compared with the picture nationally. The notable exception to this is with disadvantaged pupils' attainment in writing, both at Key Stage 1 and 2, for which the gap is notably wider than nationally.