

Atwood Primary Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Atwood Primary Academy
Pupils in school	471
Proportion of disadvantaged pupils	9.8%
Pupil premium allocation this academic year	£77,080
Academic year or years covered by statement	2018-2021 review
Publish date	October 2019
Review date	February, June, Oct 2020
Statement authorised by	Robert Veale
Pupil premium leads	Nina Gambier & Hannah Townsend
Governor lead	Neil Mackenzie

Disadvantaged pupil scaled score progress for last academic year and gap between disadvantaged and non-disadvantaged.

Measure	Score 2019	Gap 2019	Gap 2018	Gap 2017
Reading	-2.7	-3.0	-1.9	-2.0
Writing	-5.9	-2.9	-1.6	-3.7
Maths	-0.7	-0.2	-2.1	-1.9
RWM Combined	-7%	0.0%	1.0%	-11%

Oct 2019: Based on FFT Progress in scaled score. 5 pupils Excludes one child. ISDR not produced disadvantaged comparison data yet. RWM combined is percentage progress gap at EXS.

Disadvantaged pupil performance overview for the last academic year

Measure	Score	Gap 2019	Gap 2018	Gap 2017
Meeting expected standard at KS2 (RWM combined)	60%	-9%	- 28%	-37%
Achieving high standard at KS2 (RWM combined)	0%	-11%	- 22%	-13%

Disadvantaged pupil performance in Phonics for the last academic year.

Measure	% Pass	Gap 2019	Gap 2018	Gap 2017
Phonics Check Year 1	66%	-20%	+11%	+2%
Phonics Check Year 2	100%	+11%	+2%	-

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: To improve the writing outcomes particularly at greater depth.	To embed a three phase unit approach to writing which ensures includes the use of high quality texts, oral rehearsal, vocabulary development and is based on assessment for learning needs.
Priority 2: To improve outcome for RWM.	To improve the teaching of reading fluency and comprehension strategies including the use of reading modelling and promotion of texts.
Barriers to learning these priorities address	To use teaching strategies which are adapted to meet all the learners needs
Projected spending	£77,080

Targeted outcomes for disadvantaged pupils over 3 years.

Aim	Target	Target date
Progress in Reading	To achieve at least national average progress scores in KS2 for reading	Sept 2021
Progress in Writing	To achieve at least national average progress scores in KS2 for writing.	Sept 2021
Progress in Mathematics	To achieve at least national average progress scores in KS2 for Maths.	Sept 2021
RWM Combined	To have a 0 gap between disadvantaged and non-disadvantaged.	Sept 2021
Phonics	To ensure 100% of pupil premium with non-SEND needs achieve the PSC.	Sept 2021
Attendance	To ensure attendance of disadvantaged pupils is in line with non-disadvantaged.	Sept 2021

Spending priorities and rational for current academic year:

Teaching priorities

Measure	Activity
Priority 1: To improve the writing outcomes particularly at greater depth.	To embed a three phase unit approach to writing which ensures includes the use of high quality texts, oral rehearsal, vocabulary development and is based on assessment for learning needs.
Priority 2: To improve outcome for RWM.	All staff to have had training and further coaching development to implement high quality vocabulary and spelling teaching.
Barriers to learning these priorities address	To use effective teaching strategies which are adapted to meet all the learners needs.
Projected spending	£4000.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading comprehension strategy teaching (Herts 4 Learning & Reciprocal reading approach) 1:1 reading interventions across the school. Small group reading interventions and Lexia.
Priority 2	Focused interventions developed to support spelling and maths across the school.
Barriers to learning these priorities address	Limited wider reading support, including limited vocabulary understanding and poorer spelling strategies.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to develop LAC and Dad's breakfasts. Promoting this activity further with disadvantaged families to ensure 100% attendance. Increase the range of speakers to support with reading, spelling and maths.
Priority 2	To improve access to wider curriculum opportunities, including enrichment events, residential and clubs.
Barriers to learning these priorities address	Improving attendance and readiness to learn as well as life experiences.
Projected spending	£23,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure training targets individual needs and that implementation of strategies is consistently applied by all staff.	Working with lead consultant to support SLT with implementation of strategy. Adaptation of training to support individual moving to a coaching approach.
Targeted support	Consistency implementation of the interventions.	SLT to limit the disruption of interventions due to cover needs. SLT to monitor delivery of the interventions. Ensure records kept on the provision.
Wider strategies	To successful engagement of all families.	To give personal invitations and to regularly reflect on approaches.

Review: last year's aims and outcomes

Aim	Outcome
General	The cohort as a whole took a dip in attainment and progress which was due to range of factors. This had a greater impact on the disadvantaged children.
Progress in reading	<p>Targeted reading interventions led to progress in attainment from starting points for some children. These approaches need to be more widely applied to support disadvantaged children. Inclusion Manager to work with staff to extend the strategies which have been successful to guided reading teaching.</p> <p>Gap in the progress scores took a dip after improvements. The whole cohort fell but disadvantaged more significantly. Some of the interventions impacted for some of the children. Consistent provision is needed. A review of reading provision is to take place in Autumn term and specific training to follow where needed.</p>
Progress in writing	<p>This was the first year of the new writing approach. It was not applied consistently in year 6 as it was felt a different approach was needed. KS2 & KSI writing results did not show positive progress The approach to writing is becoming embedded following further training and co-planning. There now needs a coaching approach to support individual teachers. This work will continue. Impact will continue to be closely monitored and teaching quality evaluated.</p> <p>The approach to the teaching of spelling and vocabulary is beginning to implemented but teachers are still lacking in confidence and approaches are not consistent. SLT will be working with colleagues to monitor teaching and provide more individual targeted support.</p>
Progress in maths	Maths interventions which have been consistently successful for many children did not have the same impact last year. Staff challenges impacted on the cohort as a whole resulting in a dip in results overall which impacted. The application of the mastery approach needs to continue to be developed and refined to ensure consistency. Specific maths interventions across the school need to be established.
RWM Combined	The outcomes for combined were below national for the whole cohort. This is a key risk across the school specific targeted interventions needs to take place.
Phonics	Dip from the previous 100% pupil premium phonics pass rate last year. All pupil premium were on track to pass but missed out by a few marks. Focused work continuing in Year 2. Review of approaches to ensure 100% pass rate.
EYFS	Continued 100% GLD for disadvantaged. Also achieved 100% in Reading and Maths, but not in writing. Need to ensure this is translated through the school and key provision put in place in Year 1 for writing as part of development of the teaching of writing.
Attendance	Improvement in attendance continued due the work with the EWO, include late gate and supportive provision being put in place for key families. However, work still needs to continue for families where there is significant persistent high absence.