**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Welholme Academy | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £310 500 | **Date of most recent PP Review** | Nov 2016 |
| **Total number of pupils** | 515 | **Number of pupils eligible for PP** | 247 | **Date for next internal review of this strategy** | Feb 2017 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (our school)* |
| **% achieving in reading, writing and maths** | 36% | 36% |
| **progress in reading** | -3.77 | -4.26 |
| **progress in writing** | -0.46 | 0.95 |
| **progress in maths** | -3.35 | -5.30 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | |
|  | | Significant number of children enter FS2 with reading, writing and number skills below expectations and from a number of different early years settings. Many pupils have speech difficulties. | | | | | | | | |
|  | | Foundation Stage GLD for current year 2 was 42%; ELG - Reading 43.3, Writing 43.4, Number 46.7. It is a challenge to close the gap by end of KS1 | | | | | | | | |
| **C.** | | Lack of life experiences and lack of extended vocabulary inhibits reading comprehension. | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | |
| **D.** | | Culture of low expectations and aspirations and sometimes low home support which prevents sustained achievement in KS2. Social and emotional issues for a small group of pupils (mostly pp) has a detrimental impact on their progress and that of their peers. | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | |
|  | Improved oral language skills for pupils eligible for pp in FS2 and KS1 | | | | | Pupils eligible for pp in FS make rapid progress by the end of the year so that all pupils eligible for pp meet age related expectations. | | | |
|  | Higher attainment at the end of KS1 in reading and writing for all pp pupils | | | | | Pupils eligible for pp attain as highly as other pupils. | | | |
|  | Higher attainment in reading at the end of KS2 | | | | | Pupils eligible for pp attain as highly as pupils not eligible. | | | |
|  | Social and emotional issues addressed | | | | | These children are able to self -manage, have a range of strategies for coping and access the full curriculum and therefore make good progress. | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | | **2016-2017** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **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** | **When will you review implementation?** |
| Improved language skills for pupils eligible for pp in FS2and KS1/2 | | | Staff training on talk for learning and introduction of talk phrases.  High class novels read and discussed in all classes.  Language rich environments created in all areas of the school.  Collaborative learning and Kagen groupings to encourage pupil talk and interaction in groups. | Baseline with Early Excellence identifies gaps in oracy, reading and writing.  EEF- overall, studies of oral language interventions consistently show positive benefits on learning. | Inset day for training  Lesson observations.  Impact overseen by Head and deputy. | | K.Tanner/D.  Turrell | Feb 2016 |
| Higher attainment at the end of KS1 and KS2 in reading and writing for all pp pupils | | | Smaller classes.£90 000  Additional adults to enhance staff to pupil ratio and deliver structured intervention programmes.£27 000  High quality visits and visitors planned into an engaging curriculum. £40 000 | EEF research suggests that when teaching assistants are used to deliver structured programmes with high-quality support and training, teaching assistants can have a positive impact on pupil learning.  Rational behind this is to allow the teachers to give improved quality and quanitiy of feedback to pupils in order for pupils to make enhanced progress. Also smaller classes allows teachers to work more intensively with smaller groups. | Impact overseen by head teacher, deputy head teacher and literacy leader. | | D.Turrell/C.Burman | June 2017 |
| Higher attainment in reading at the end of KS2 and KS2 in reading, writing and maths for all pp pupils. | | | Embedding quality feedback policy across the school. This includes Feedback from other peers as well as adults.  Introduce Rubrics across the school. | EEF research indicates that feedback can have high effects on learning. | Staff training.  Lesson observations.  Book trawls, talking to the children. | | D.Turrell/C.Burman | June 2017 |
| **Total budgeted cost** | | | | | | | | £157’000 |
| 1. **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** | **When will you review implementation?** |
| Improved language skills for pupils eligible for pp in FS2 | | | External Speech & Language therapist X 1 day a week. £12 000  L3 TA to support with S & L programmes  Additional staff in FS 2 to enable small group work. £19 000 | Baseline - Early Excellence report identifies oracy as low. | Specialist employed for S&L service to deliver programme.  Lesson observations of small group interventions | | K.Glasby | Dec 2016 |
| Social and emotional issues addressed | | | Aspire Room  Pastoral support to deliver  specialised programmes which are targeted at students with particular social or emotional problems based on Boxall profile. £75 000 | EEF research suggests-on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself | Staff training- members of staff to attend courses selected for quality.  Monitor behaviour and assess any improvements in Boxall profile from baseline to end of the term. Also assess successful integration back in class. | | K.Glasby | June 2017 |
| Higher attainment in reading at the end of KS2 | | | Booster groups  Lexia programme £ 9 500 | Some of the children need to catch up and this programme has been shown to be effective in other schools.  EEF research suggests that when teaching assistants are used to deliver structured programmes with high-quality support and training, teaching assistants can have a positive impact on pupil learning. | Organise timetable to ensure staff have sufficient delivery time. | | D.Turrell/C.Burman | Dec 2016 |
| Higher attainment at the end of KS1 in reading and writing for all pp pupils | | | 1:1 RWI £9 500 | Some of the children need to catch up and this programme has been shown to be effective in other schools  EEF -Evidence indicates that one to one tuition can be effective | Organise timetable to ensure staff have sufficient delivery time.  Impact overseen by Phonics leader in school every six weeks. | | L.Briggs | Dec 2016 |
| **Total budgeted cost** | | | | | | | | £125’000 |
| 1. **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** | **When will you review implementation?** |
| Higher attainment at the end of KS1 in reading and writing for all pp pupils | | | Investment in reading incentive badges and certificates.£500  Hold parent workshops to help parents understand RWI and support home reading. | Encouraging parents and pupils to read together at home. | Monitor engagement of pupils in weekly home reading tasks- monitor whether there is an increase in participation. Talk to the children to establish whether attitudes to reading have improved. | | D.Turrell/C.Burman | July 2017 |
| Higher attainment in reading at the end of KS2 | | | Investment in Remarkable Reader book awards.£500  whole parent workshops to support home reading. | Encouraging parents and pupils to read together at home. | Monitor engagement of pupils in weekly home reading tasks- monitor whether there is an increase in participation. Talk to the children to establish whether attitudes to reading have improved. | | D.Turrell/C.Burman | July 2017 |
| Attendance for vulnerable pupils is at least same as National for all other pupils | | | Investment in incentive rewards for good attendance. Salary for learning mentor responsible for attendance £26 000 | Encourage pupils to attend school regularly to have access to entitlement of education | Weekly monitoring of attendance data by learning mentor, head teacher, EWO | | D.Turrell  C.Mahoney | July 2017 |
| **Total budgeted cost** | | | | | | | | £27 000 |