



Pupil premium strategy statement: Wyndham Primary Academy

1. Summary information					
School	Wyndham Primary Academy				
Academic Year	2018/2019	Total PP budget	£285,380	Date of most recent PP Review	2015
Total number of pupils	351 (Y1-6) 444 (R-Y6)	Number of pupils eligible for PP	173 (Y1-6) 179 (R-Y6)	Date for next internal review of this strategy	Feb 2019

2. Current attainment	Year 6 Data 2017 – 2018		Year 2 Data 2017 - 2018	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at the expected standard or above combined	73%	81% (70%)		
% working at the expected standard or above in reading	77%	92% (80%)	81%	82% (79%)
% working at the expected standard or above in writing	83%	89% (83%)	76%	79% (74%)
% working at the expected standard or above in maths	80%	88% (81%)	81%	84% (80%)

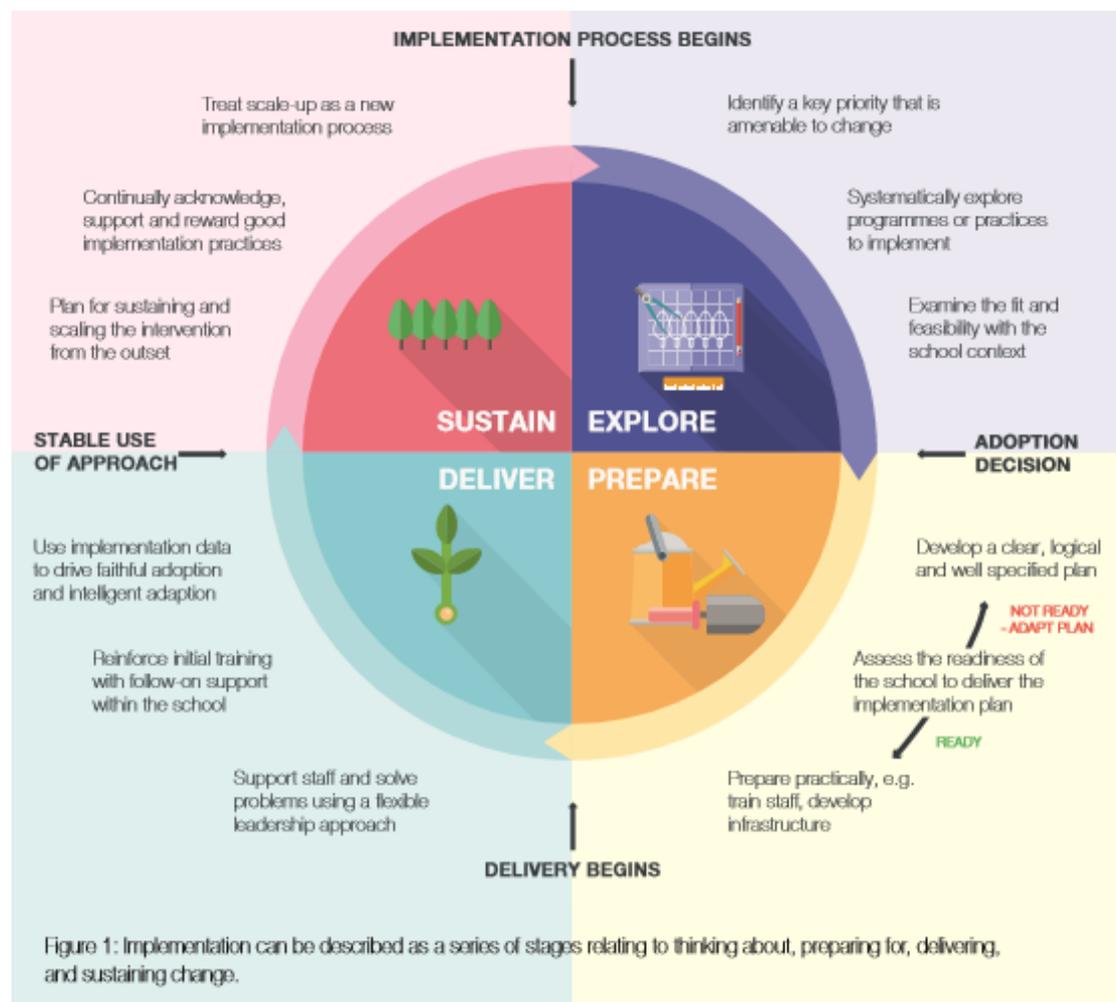
3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills, including pupils limited range of vocabulary, linked to limited life experiences and availability of quality texts (Reading and Writing)
B.	Limited life experiences resulting in PSED barriers (gross and fine motor development, speech development and overall physical development).
C.	A significant proportion of children enter school with social, emotional and developmental needs which require support
D.	Fluency of number facts and procedural strategies alongside application to problem solving and reasoning (Maths)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parents / carers don't fully understand PP funding and therefore do not realise what their child is entitled to.
F.	Absence (and persistent absence) higher for our PP children.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	<p>Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and of inference in reading</p> <p><i>KA1: Educational Excellence to ensure Personal Greatness</i> <i>KA2: A World Class Creative Curriculum enhanced by personalised Mastery Principles.</i></p>	<p>Oracy is a golden thread and key feature of quality first teaching with a high focus on vocabulary broadening and strong teacher role modelling. High quality interactions with adults re-cast language and grammar structures to extend expressive language with highly immersive experiences generating awe and wonder.</p> <p>All PP chn to make at least expected progress from their prior attainment at the end of EYFS/KS1 and KS2. Ensuring targeted PP children make better than expected progress from their prior attainment at the end of EYFS/KS1, resulting in a greater percentage achieving the higher standard.</p> <p>100% of Prior High Attainers within the PP cohort (EXC at EYFS / GD at KS1) to achieve a higher standard</p> <p>Prior Lower attainers and middle attainers within the PP cohort to be stretched and some converted to expected or higher standard.</p>
B	<p>Children access early intervention after an early diagnosis so that any physical development or speech and language issues are addressed promptly to ensure that as children journey through the school, attainment gaps narrow.</p> <p><i>KA1: Educational Excellence to ensure Personal Greatness</i></p>	<p>Staff are confident in sign posting interventions and they are timely and</p> <p>The gap between PP and Non-PP pupils will narrow to at least within 5% so that 85% of PP pupils are working at the expected level.</p>
C	<p>Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.</p> <p><i>KA3: Everyday a Mindful Day</i></p>	<p>Teams of Key Adults and Behaviour Support practitioners are proactive in supporting children and they settle to learn well enabling them to access the curriculum and make progress. Increased communication between adults results in a more joined up consistent approach. A Trauma and Attachment informed approach allows us to create the necessary steps to support children in their social and emotional development and avoid behaviour flash points for our most vulnerable children. Fundamental needs, like breakfast and healthy snacks, are subsidised to help support children.</p>
D	<p>Children match their mathematical fluency for number and operations to problem solving and reasoning. A fast recall of facts and procedures avoid cognitive overload enabling learners to tackle more challenging questions.</p> <p><i>KA1: Educational Excellence to ensure Personal Greatness</i> <i>KA2: A World Class Creative Curriculum enhanced by personalised Mastery Principles.</i></p>	<p>A greater percentage of PP children achieve the expected standard with the aim of 85% and a greater percentage achieve the Greater Depth standard in Maths.</p>
E	<p>Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides.</p> <p><i>KA3: Everyday a Mindful Day</i></p>	<p>Attendance of parents of disadvantaged pupils at parent evenings and other events eg curriculum workshops is high. Parents of children supported in the Key Adult and Nurture Provision meet regularly with the Teams and develop a strong partnership approach to promoting their child's progress and engagement.</p> <p>The attendance of DPs at intervention opportunities before and after school is high,</p> <p>All pupils that are entitled to PP funding will receive the funding.</p>
F	<p>Increased attendance rates for pupils eligible for PP.</p> <p><i>KA3: Everyday a Mindful Day</i></p>	<p>Eliminate the attendance gap between PP and non-PP pupils (no more than one child) and ensure this is at least 96%. There is a drop in Persistent absence to less than 10%.</p>
School Development Plan 2018 - 2019		
<p>KA1: Educational Excellence to ensure Personal Greatness Core Objective: Outcomes for children and pupils: 85% (Phase 1 and 2) and 80% (EYFS) to be secure with year group objectives with 25% to be greater depth. Identified children with SEND to make progress in line with other pupils with similar starting points</p> <p>KA2: A World Class Creative Curriculum enhanced by personalised Mastery Principles. Core Objective: Teaching, Learning and Assessment: 100% of teaching and learning typicality is to be good and 75% to be outstanding</p> <p>KA3: Everyday a Mindful Day Core Objective: Health and Wellbeing: To develop a mindful school community that is aware of and responsible for their own lives and the lives of other individuals in the world.</p> <p>KA4: Everyone a Leader Core Objective: Leadership and Management: To help others to extract the greatness they have inside them and continue to develop high quality leadership across Wyndham.</p>		

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Guidance Report



5. Planned expenditure					
Academic year		2017/18			
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.					
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	When will you review implementation?
A) Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and of inference in reading	All PP children purchased a copy of the class text. Consistency of vocabulary teaching practice throughout the school. Awe and wonder experiences to hook in learners All children purchased a copy of the class text £15,000 Kagan cooperative learning and active learning experience All children will experience enrichment activities. Drill down in quality of teacher modelling and teacher-pupil interactions. Pre-Post Teaching 'Talk for Writing' (T4W) and 'Talk Boost' will be used to enhance the speech and language development of all pupils. A 4D room will provide enrichment opportunities and experiences unimaginable. Parental Engagement Workshops	EEF Teaching and Learning Toolkit strands Feedback +8m impact Metacognition +7m impact Cooperative Learning +5m Impact One to One Tuition +5m Impact Oral Language Intervention +5m impact Guidance Reports on Preparing for Literacy, KS1 and KS2 .	Prepare Clear vision from the English team established Use staff meetings to offer training. Ensure change champions are clear in vision – Phase Leaders Deliver Coaching support for staff Watch Me, Help You Teacher on a Page CPD links Team teaching with English lead Sustain RIPs Focus for clarity of team vision Observations and Drop ins Planning scrutiny Internal / external moderation. Weekly weigh ins Governor data challenge in FGB Meeting and PP Focus designated Governor	SLT English Team	Half Termly – SLT Meetings
C) Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.	Whole school approach to self-regulation and emotional literacy Staff training – Jennifer Whyman £295 Self-regulation zone (Derby Life Skills Grant) Parental Engagement Workshops	Social and Emotional Learning +4m impact Dr Bruce Perry and Louise Bomber's work on Trauma and Attachment	Prepare Work alongside Jennifer Whyman Ensure change champions are clear in vision – Wellbeing Champion and SENDCo Subject team action planning and practitioner enquiry reading Deliver Training session with Jennifer RIPs reflect SDP aims (KA3) Subject Team focused work Sustain	SENDCo Wellbeing Champion Trauma and Attachment Team	Half Termly – SLT Meetings

			RIPs Focus for clarity of team vision Subject team take staff voice and pupil voice Revisit in staff meetings		
<i>D) Children match their mathematical fluency for number and operations to problem solving and reasoning. A fast recall of facts and procedures avoid cognitive overload enabling learners to tackle more challenging questions.</i>	Whole school approach to Maths Mastery Maths Fluency First Focus – weekly frontload of skills Times Tables Rockstars Additional Support time of Maths Lead Challenge focus in enquiry based learning and active maths learning Parental Engagement Workshops	Mastery Learning +5m impact Digital Technology +4m impact	<p>Prepare</p> <p>Clear vision from the Maths team established Use staff meetings to offer training. Ensure change champions are clear in vision Continue to be outwardly looking</p> <p>Deliver</p> <p>Staff meeting on cognitive science and cognitive load theory Maths Team support offer in coaching and team teaching</p> <p>Sustain</p> <p>RIPs Focus for clarity of team vision Observations and Drop ins Planning scrutiny Internal / external moderation. Weekly weigh ins</p>	SLT Maths Team	Half Termly – SLT Meetings
Total budgeted cost					£15,295

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	When will you review implementation?
B) Children access early intervention after an early diagnosis so that any physical development or speech and language issues are addressed promptly to ensure that as children journey through the school, attainment gaps narrow.	Small group provision for every child with S&L or vocabulary need ('Talk Boost')	EEF Teaching and Learning Toolkit strands One to One Tuition +5m Impact Oral Language Intervention +5m impact Guidance Reports on Preparing for Literacy, KS1 and KS2 .	Prepare Speech and Language resources in place and diagnostic tools available Deliver Baseline audit and identification Appropriate matching of pupil need to intervention Peer support for adults delivering Sustain Coaching Drop-Ins Monitoring impact (monthly position statement)	SLT SENDCo	Half Termly – SLT Meetings Monthly data check
A) Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and of inference in reading D) Children match their mathematical fluency for number and operations to problem solving and reasoning. A fast recall of facts and procedures avoid cognitive overload enabling learners to tackle more challenging questions.	Post / Pre teachers Learning mentors PP ambassador (£174,500) Weekly weigh ins to determine which PP child needs extra support Weekly Intervention reports to monitor the impact. Jigsaw provision for small group of children. Easter School / tuition (£12,000)	EEF Teaching and Learning Toolkit strands Feedback +8m impact Metacognition +7m impact Cooperative Learning +5m Impact One to One Tuition +5m Impact Oral Language Intervention +5m impact Guidance Reports on Preparing for Literacy, KS1 and KS2 . Guidance Reports on Maths KS2 – KS3	Prepare Clear vision from the English/Maths team established Use staff meetings to offer training Ensure change champions are clear in vision – Phase Leaders Planning of Easter school Deliver Coaching support for staff Watch Me, Help You Teacher on a Page CPD links Team teaching with English lead Sustain RIPs Focus for clarity of team vision Observations and Drop ins Planning scrutiny Internal / external moderation. Weekly weigh ins		Half Termly – SLT Meetings
Total budgeted cost					£186,500

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	When will you review implementation?
E)Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides.	Appointment of EY PP Lead to use existing positive parent-teacher relationships to promote applications Parent / carer mornings to help support parents understand PP. Uniform vouchers for every child eligible for PP (£6,500)	The Teaching & Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school therefore getting parents involved and helping them to understand PP funding will help them support their child. Parental Engagement +3m Impact	Prepare Appointment of additional Early Years PP Lead Deliver Training for EY PP Lead on Research School PP Programme Parental engagement – letters, drop in times, stall at parents' evening Sustain Regular parent / carer feedback. Monitored by PP lead and Head teacher.	SLT and Phase Leaders	Half Termly – SLT Meetings
F)Increased attendance rates for pupils eligible for PP.	Mini Bus maintenance (getting children in school every day – to ensure they are not late nor absent £3,500) EWO and Designated Family Liason Lead as roles within school Whole school attendance approach – with rewards Regular monitoring	Government Strategies Document by DERA	Prepare Work of Family Liaison Lead and EWO visualised and appropriate policies in place Deliver Relationship building with families – chance to meet, lots of informal chats with parents Sustain Monitoring of data in SLT (monthly) in relation to impact tracking	Attendance Officer	Monthly – Family Liaison Lead to present in SLT Meetings
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. PP children to make at least expected progress in RWM.	<p>Progress summaries For each class</p> <p>Targeted children highlighted in Performance Management.</p> <p>Ownership of class data (weekly weigh in)</p> <p>Target maps</p> <p>Additional adults to be used flexibly</p> <p>Key children not moving to be a focus of a pupil profile to dig deeper.</p> <p>Homework club and Catch up club for children needing extra provision.</p> <p>Mini Bus maintenance (getting children in school every day – to ensure they are not late nor absent £3,500)</p>	<p>Staff's discussion on data showed increasing awareness of more in depth data analysis as shown in phase rips, with more targeting around sub-grounds, phase level need (including phase level teacher need) and greater depth.</p> <p>Improved % of children at greater depth across the school.</p> <p>Homework club and catch up clubs had a powerful impact on children and supported them in many ways, including both academic and wellbeing.</p> <p>Mini-bus supports families as needed and feedback from families is key.</p>	<p>Deepen tracking of pupil progress within key stage and use of pupil progress summary reports.</p> <p>More data analysis of sub-ground to be made accessible.</p> <p>More data analysis of non-core subject to support deeper data tracking would be useful.</p> <p>Target maps had a mixed impact linked to individual teachers' instruction style. Unsure of the overall impact as clarity of learning objective linked to How/What and power of the question of the week.</p> <p>Way Forward: ensure consistency of practice over the use of working walls and learning journey.</p>	£3,500

<p>B. PP children to make better than expected progress in RWM (achieve higher standard in reading, writing and maths)</p>	<p>Continual Professional Development on mastery approach in all subjects – magnifying glasses, mastery glasses. Thinking skills – Kagen and Thinking hats Progress summaries For each class. Targeted children highlighted in Performance Management. Ownership of class data (weekly weigh in) Target maps Additional adults to be used flexibly Key children not moving to be a focus of a pupil profile to dig deeper.</p>	<p>Staff's discussion on data showed increasing awareness of more in depth data analysis as shown in phase rips, with more targeting around sub-grounds, phase level need (including phase level teacher need) and greater depth. Improved % of children at greater depth across the school.</p>		
<p>C. Broaden vocabulary choices for all PP children.</p>	<p>Staff training on broadening vocabulary choices throughout school. Use of Descriptosaurus. Word buckets in each classroom. 'Talk for Writing' (T4W) and 'Talk Boost' will be used to enhance the speech and language development of all pupils. A 4D room will provide enrichment opportunities and experiences unimaginable. Class books for every child every half term (£15,000) Trips and visitors to bringing children's learning experiences to life and enrich language (£23,500) Wyndham Farm enhance children's learning experiences</p>	<p>QLA for year 6 reading shows an above national result for the vocabulary strand. Commentary on feedback from external moderation (year 6) and trust moderation included notes on richness of pupils' language.</p>	<p>Continue with these approaches and deepen further with teaching on modes of formality in language (from QLA).</p>	<p>£38,500</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>AB. PP children to make better than expected progress in all RWM</p> <p>Improved attainment for the low prior attainers (LPA's)</p> <p>Improved attainment for the middle prior attainers (MPA's)</p> <p>Improved attainment for the higher prior attainers (HPA's)</p>	<p>Post / Pre teachers Learning mentors PP ambassador (£174,500)</p> <p>Weekly weigh ins to determine which PP child needs extra support</p> <p>Weekly Intervention reports to monitor the impact.</p> <p>Jigsaw provision for small group of children. Easter School / tuition (£12,000)</p>	<p>Overall, PP gaps narrowed over the year from the September baseline to the end of year data EYFS narrowed to within 5% Year 2 – Data was in-line for PP and non-PP Year 6 – gap was within 5%</p> <p>Greater % of PP children achieving greater depth</p>		£186,500
<p>C. Broaden vocabulary choices for all PP children.</p>	<p>Small group provision for every child with S&L or vocabulary need.</p> <p>Class books for every child every half term (£15,000)</p> <p>Word buckets in each classroom.</p> <p>'Talk Boost'</p>	<p>QLA for year 6 reading shows an above national result for the vocabulary strand. Commentary on feedback from external moderation (year 6) and trust moderation included notes on richness of pupils' language.</p>	<p>Continue with these approaches and deepen further with teaching on modes of formality in language (from QLA).</p>	£15,000

D. Narrow the gap in writing (Year 1 and 5)	Team teaching in year 1 and 5 for English and follow up activities in the afternoon. Targeted interventions for our focus cohorts, year 1 and year 5, through the Pre and Post teachers, HLTAs and TAs. Reading / writing group interventions weekly with a TA. Weekly writing conferences.	<p>Year 1 The data narrowed over the year and increased intervention supported more children achieving the phonic screen (84%)</p> <p>Year 5 Data did narrow over the year and whole class data improved by over 10%. Ongoing tracking of the PP gap has been really useful in supporting these dialogues.</p>	<p>Year 1 The gap in maths needs to be a focus for next year in year 2. Continue to develop a balanced approach to reading, both phonic decoding and reading comprehension.</p> <p>Year 5 Looking at staffing, start with interventions and high impact support from the off, with additional adult support and immediate targeting.</p>	
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E. Make more parents / carers aware of the PP funding	Parent / carer mornings to help support parents understand PP. Uniform vouchers for every child eligible for PP (£6,500)	At one point school data dipped to 45% and went back up to 55%.	This continues to be a focus area because of ongoing changes in benefits system. Look next year at updated training and consider sharing best practice ideas across the network.	£6,500

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>