



## Pupil premium strategy statement: Wyndham Primary Academy

1. Summary information					
<b>School</b>	Wyndham Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£269,680	<b>Date of most recent PP Review</b>	2015
<b>Total number of pupils</b>	358 (Y1-6) 448 (R-Y6)	<b>Number of pupils eligible for PP</b>	173 (Y1-6) 179 (R-Y6)	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% working at the expected standard or above in reading, writing and maths</b>	77%	71% (67%)
<b>% working at the expected standard or above in reading</b>	81%	82% (77%)
<b>% working at the expected standard or above in writing</b>	85%	82% (81%)
<b>% working at the expected standard or above in maths</b>	88%	88% (80%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	To ensure Pupil Premium children continue to close the gaps between Non Pupil children within school and national.
<b>B.</b>	Pupils limited range of vocabulary throughout the school.
<b>C.</b>	To close the gap between Year 1 and 5 PP and national.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parents / carers don't fully understand PP funding and therefore do not realise what their child is entitled to.

4. Outcomes				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
<b>A.</b>	<p>‡All PP chn to make atleast expected progress from their prior attainment at the end of EYFS/KS1 and KS2..</p>	<p>100% of Prior Middle Attainers within the PP cohort (EXP at KS1/EYFS) to achieve age related expectations, EXP 100% of Prior High Attainers within the PP cohort (EXC at EYFS / GD at KS1) to achieve a higher standard</p>		
<b>B.</b>	<p>‡Ensuring targeted PP children make better than expected progress from their prior attainment at the end of EYFS/KS1, resulting in a greater percentage achieveing the higher standard. 2017 only 12%, 19% and 19% achieved the higher standard in reading, writing and maths – we want this to be in line with national figures, below.</p> <table border="1" data-bbox="224 478 1344 606"> <tr> <td>           2017 KS2 PP GD/HS            Reading: 12%            Writing: 19%            Maths: 19%         </td> <td>           2017 KS2 National Other GD/HS            Reading: 29%            Writing: 21%            Maths: 27%         </td> </tr> </table>	2017 KS2 PP GD/HS Reading: 12% Writing: 19% Maths: 19%	2017 KS2 National Other GD/HS Reading: 29% Writing: 21% Maths: 27%	<p>100% of Prior High Attainers within the PP cohort (EXC at EYFS / GD at KS1) to achieve a higher standard Prior Lower attainers and middle attainers within the PP cohort to be stretched and convert to expected or higher standard.</p>
2017 KS2 PP GD/HS Reading: 12% Writing: 19% Maths: 19%	2017 KS2 National Other GD/HS Reading: 29% Writing: 21% Maths: 27%			
<b>C.</b>	<p>‡Broaden vocabulary choices (Speech and language skills) in pupils eligible for PP.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectation or above.</p>		
<b>D.</b>	<p>‡Narrow the gap between PP and National pupils in year 1 and 5.</p>	<p>The gap between PP and Non-PP pupils in writing will narrow to at least within 5% so that 85% of PP pupils are working at the expected level. Measured in Y5 and 1 by teacher assessments (weekly) and successful moderation practices established across the academy trust.</p>		
<b>E.</b>	<p>Increased opportunities for parents and carers to apply for PP.</p>	<p>All pupils that are entitled to PP funding will receive the funding.</p>		
<p><b>*Linked to the SDP</b></p>				

## 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. 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>PP attainment at KS1 and KS2 was good in 2016 therefore we need to sustain this by continuing with the</p> <ul style="list-style-type: none"> <li>-Level of interventions</li> <li>-Tracking of pupil's progress.</li> <li>-Quality First Teaching.</li> <li>-Mastery approach in all subjects</li> <li>-Provide children with a creative, enriching curriculum.</li> <li>-Detailed planning of lessons.</li> <li>-Internal / External moderation.</li> </ul>	<p>Weekly weigh ins Performance Management meetings Observations and Drop ins Planning scrutiny Internal / external moderation.</p> <p>All children will experience enrichment activities that promote development and thinking skills.</p>	SLT	Termly
B. PP children to make better than expected progress in RWM (achieve higher standard in reading, writing and maths)	<p>Continual Professional Development on mastery approach in all subjects – magnifying glasses, mastery glasses.</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches</p>	<p>CPD on mastery approach Weekly weigh ins Performance Management meetings Observations and Drop ins Planning scrutiny Internal / external moderation.</p>	SLT	Termly

	<p>Thinking skills – Kagen and Thinking hats</p> <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>Quality questioning is effective in deepening knowledge and understanding this will enable the pupils to develop their understanding in reading, writing and maths (mastery approach)</p>	<p>Assessment</p> <p>All children will experience enrichment activities that promote development</p> <p>Parent/carer workshops are held to support learning at home.</p>		
<p>C. Broaden vocabulary choices for all PP children.</p>	<p>Staff training on broadening vocabulary choices throughout school.</p> <p>Use of Descriptosaurus.</p> <p>Word buckets in each classroom.</p> <p>‘Talk for Writing’ (T4W) and ‘Talk Boost’ will be used to enhance the speech and language development of all pupils.</p> <p>A 4D room will provide enrichment opportunities and experiences unimaginable.</p> <p>Class books for every child every half term (£15,000)</p> <p>Trips and visitors to bringing children’s learning experiences to life and enrich language (£23,500)</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest oral interventions which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use staff meetings to deliver training.</p> <p>Our S&amp;L SLE will support all teachers.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>Pupil Premium Ambassador</p>	<p>Half termly</p>

	Wyndham Farm enhance children's learning experiences and broaden vocabulary choices (£4,000)				
D. Narrow the gap in writing (Year 1 and 5)	<p>Children to write 2 pieces of independent writing a week with pupils and staff focussing on editing and re-drafting work.</p> <p>Broaden children's vocabulary through desired outcome C.</p> <p>Targeted interventions for our focus cohorts, year 1 and year 5, through the Pre and Post teachers, HLTAs and TAs.</p> <p>Reading / writing group interventions weekly with a TA.</p> <p>Weekly writing conferences.</p>	<p>We want to invest some of the PP in KS2 writing and ensure the gap is narrowing between PP and Non-PP. We want 85% of PP in all year groups to be working at (or exceeding) expected level. By focussing on writing 2 pieces of independent work a week children will have a deeper understanding of how to edit / improve their work. They will be supporting their peers, one to one writing conferences and self-assess their work throughout the week.</p>	<p>Staff training on hot and cold pieces of writing (editing)</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Drop ins, observations, reflections and feedback.</p>	<p>Literacy ambassador</p> <p>Pupil Premium Ambassador</p> <p>Head teacher</p>	Half termly
<b>Total budgeted cost</b>					£42,500

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?
<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.</p> <p>Easter School / tuition (£12,000)</p>	<p>Pre and post teachers to offer one to one support to certain individuals and small group work. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF toolkit). Small group work tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Post / Pre teachers' weekly data meetings on interventions.</p> <p>PP weekly weigh in reports and monthly position statements.</p> <p>PP Provision mapping.</p>	<p>Paul Lowther Assistant Head</p> <p>SLT</p>	<p>Weekly</p>
<p>C. Broaden vocabulary choices for all PP children.</p>	<p>Small group provision for every child with S&amp;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>Some of the students need targeted support to catch up. Broadening vocabulary is a school development priority so Pre/Post teachers will be used to support children one to one or in small groups which EEF toolkit suggest tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Work across the trust to research best practise.</p>	<p>S&amp;L SLE</p>	<p>Termly</p>
<p>D. Narrow the gap in writing (Year 1 and 5)</p>	<p>Team teaching in year 1 and 5 for English and follow up activities in the afternoon.</p> <p>Targeted interventions for our focus cohorts, year 1 and year 5, through the Pre and Post teachers, HLTAs and TAs.</p>	<p>We want to provide extra support to narrow the gap. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by Head teacher.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Ambassador</p>	<p>Half termly</p>

<b>Total budgeted cost</b>					£186,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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)	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.	Thorough parent / carer mornings.  Regular parent / carer feedback.  Monitored by PP lead and Head teacher.	Pupil Premium Ambassador	Half termly
<b>Total budgeted cost</b>					£6,500

6. Review of expenditure				
Previous Academic Year				
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 difference in assessment systems from the old curriculum to the new curriculum – so supporting the children to meet the higher pitch of the new curriculum and therefore making expected progress.	Pre/Post teachers Quality first teaching CPD on Mastery training Targeted children Weekly weigh ins Target maps Additional adults Homework club Thinking skills Progress summary	High: Pupils and staff have followed the mastery approach. We measured the impact on attainment for all children, not just PP eligible. Success criteria: Children are able to talk about their learning and those secure are able to understand why.	Staff were positive about the training and believe it has affected attitudes of students. We will repeat the training for new staff and develop our mastery approach, but continue implementing the approach and monitoring pupil response.	£3690.72
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
To meet the expected standard in RWM in KS1 and KS2 SATS.	Tuition from Pet XI to boost year 6.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met  Attainment across KS2 was above national and our PP cohort was above National Other measures. See chart below.	This was very effective as the year 6 pupils engaged well with the tutors and made progress in the core subjects.  PP pupils were above national average in RWM.	£8000



## KS2 2016 – 2017 Results

	Reading	Writing	Maths	SPAG	Combined
PP	80.8%	84.36%	88.5%	84.6%	76.9%
National Other	76.6%	80.8%	79.8%	81.5%	66.9%
	+4.2%	+3.56	+8.70	+3.1%	+10%

### 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
Provide PP pupils with extra-curricular activities.	Free breakfast clubs and after school activities.	Pupils that attended the after school activities enjoyed them and developed better social, emotional skills.	Next year we will try to provide more intensive after-school support, with parental engagement to encourage the partnership with school.	£12,480

## 7. Additional detail

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](http://www.aschool.sch.uk)