**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | Shaftoe Trust Wise Academy | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £25,080 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 114 | **Number of pupils eligible for PP** | 16 | **Date for next internal review of this strategy** | Dec  2019 |

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| 1. **Current attainment** | | | | | |
| **KS2** | | | | *Pupils eligible for PP (your school)* | *National Average for all pupils* |
| **% achieving expected standard or above in reading, writing & maths** | | | | 66% | 65% |
| **% achieving expected standard in reading (as measured in the school)** | | | | 66% | 73% |
| **% achieving expected standard in writing (as measured in the school)** | | | | 100% | 78% |
| **% achieving expected standard in mathematics (as measured in the school)** | | | | 100% | 79% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Poor speech and language in EYFS and therefore this can later hinder progress in reading and writing. | | | |
|  | | Poor fluency for some children in reading in KS1 and KS2 is hindering their comprehension skills | | | |
| **C.** | | Poor fluency recalling their number bonds (KS1) and times tables (KS2) is hindering their ability in all areas of Maths, particularly PSR | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Parental knowledge, understanding and support in reading | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** | | |
|  | Improve speech and language skills for disadvantaged children in the Nursery and Reception classes. | | For disadvantaged children in Nursery and Reception class make rapid progress by the end of the year in speech and language so that all pupils eligible for PP meet age related expectations at the end of Nursery (40-60 months emerging) and Reception (40-60 months secure). | | |
|  | To improve / maintain reading outcomes for disadvantaged children at the end of KS1 and KS2  KS1 PP 80% at EXS, 25% at GD  KS2 PP 100% at EXS (Nat EXS is 75%) | | Regular fluency checks in the Wise Read cycle  PP meetings following assessment week. Question analysis  Target / PP children to meet the expected standard/ greater depth at the end of key stages. | | |
|  | To improve maths outcomes in KS2 for disadvantaged children so that all PP children reach the expected standard in KS2. (Significantly improve our score in the Times Tables Test)  Target for KS2 PP children in 2020: 82% at EXS, (national expected for all= 79%), 33% at GD  Target score for Year 4 / PP and non-pupil premium children to score above 20 marks= 85% (currently 50%) | | Regular testing of tables (TT Rocks)  85-90% children will pass the Government tables test in Year 4  Arithmetic questions / scores to be analysed after each assessment week  PP meetings following assessment week. Question analysis  Target / PP children to meet the expected standard/ greater depth at the end of key stages. | | |
|  | To have all parents confidently supporting their children at home with:   * Reading for pleasure / bedtime stories * Practising reading fluency at home to ensure their children become confident readers * Speaking and listening, opportunities for discussion   Increase parent’s knowledge and understanding of:   * How we teach phonics in school and how they can support * What reading looks like in school on a daily basis from Nursery to Year 6 * How we teach writing and the importance of extending vocabulary and speaking clearly * Raise awareness of the importance of reading with their children | | Parent /carer workshops to raise awareness and understanding of school initiatives in core subjects, eg reading in school- EYFS, KS1 and KS2  Increased reading support at home  Open mornings-parents can be part of Wise Read  EYFS Stay and read sessions  Parent questionnaires- parents will know how we teach early reading / reading across school | | |

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| 1. Planned expenditure Academic year | | | | | | |
| A | |  | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. Quality of teaching for all | | | | | | |
| Action | Intended outcome | | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation?  COSTS |
| A.Improve speech and language in EYFS  Launchpad for Literacy  Further training for staff new into EYFS  Small group work to develop speech and language, social interaction and confidence.  Adults to constantly model conversation / speech | For 100% PP children in Reception to reach the expected level in speech and language / achieve GLD. (1 child)  Target of 83% for all children | | Communication and language approaches  emphasise the importance of spoken  language and verbal interaction for young  children. Children’s language development  benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and  reasoning.  EEF states that “Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success”. | Ongoing CPD for Launchpad to  Literacy. (new staff and new EYFS leader)  Monitor impact of interventions  through half termly progress  reports.  Impact of speaking and listening  will improve outcomes for  Reading and Writing in Early  Years.  School Targets for Reception will  be achieved.  GLD Targets set: Speaking:  School expected+ 85%  National expected+ 85%  Target will have been met and in  line with national outcomes. | EYFS LEAD VB  HT CH  Trust Speech  and Language  Consultant  Trust EYFS lead -DJ | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  Cost of Speech and Language leader – £3924 |
| B.KS1-RWI fully embedded. Continued support for VB and staff till March 2020  Purchase more home readers to match the RWI phonics  Regular fluency checks in the Wise Read cycle (once a week).  PP meetings following assessment week. Question analysis  All PP children to meet the expected standard at the end of key stages.  Children in Year 2(when fluent) to Year 6 will be on the AR program  Directors of Learning will support new staff with the implementation of Wise read and writing | To improve / maintain reading outcomes for all children at the end of KS1 and KS2 so that 100% PP children meet the expected level.  KS2 PP target-100% EXS  KS1 PP target-80% EXS, 25%GD | | RWI is embedded as Ofsted stated  EYFS needed a highly structured, systematic teaching approach to delivering phonics. Ofsted, Reading by 6, 2010 states that “The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.”  Accelerated reader has been introduced to Year 2 to support the individual child’s comprehension skills using an online program.  EEF states the importance of reading comprehension  “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” | VB will organise training clips on the portal for staff to look at. VB will then follow up during lesson observations  Children are assessed/ regrouped every 6 weeks.    PS (TA) to keep a “record of intervention notes” to be shared with VB on a weekly basis  RWI workshop for parents  Children record fluency results-staff monitor. Feed back to VB, SL and CH during Pupil progress meetings  Fluency checks to be discussed at pupil progress meetings  Half termly tracking of progress on AR-Year 2-6 teachers to meet and look at all data together.  Book scrutinies / monitoring file |  | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  RWI Resources £4996  RWI trainer in 8 full days Sep- March  Staffing  1 HLTA supports for 5 hours a week  1 TA supports a group 5 hours a week, plus intervention for another 5 hours a week  HLTA support for phonics delivery £6764  TA support for feedback £3383 |
| C. Embed the Maths Mastery Curriculum from Reception to Year 6.  Provide CPD to enable teachers to implement the mastery approach.  Support for new staff from the Trust’s Director of Maths  Daily Maths planning will include 5 stages in-line with Wise Maths to encourage peer support, collaborative learning, discussion and problem solving  Target ‘more-able’ pupils in maths through deepening their understanding using the mastery approach.  Same day intervention to address any misconceptions, reinforce skills or pre teach new skills  Audit all maths resources and purchase manipulatives  to support CPA stages  Retrieval training to support children in remembering information  Targeted feedback time for PP children during lessons / immediately after | To maintain the outcomes for all children in Maths at the end of KS2  Target for all  95% at expected  55% at greater depth  Target for PP  82% at expected  60% at greater depth  Target score for Year 4 / PP and non-pupil premium children to score above 20 marks= 85% (currently 50%) | | Teaching to mastery challenges the ‘more- able’ pupils and ensures that lower attaining pupils catch up quickly through fluid intervention. EEF Toolkit states that there is a 5 months gain through mastery learning when a high level of success is set.  The mastery approach promotes metacognition and self-regulation which have consistently high levels of impact, with pupils making an average of seven months’ additional progress.  These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.  EEF states that, “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | Book scrutinies  Lesson observations (TI, EF)  Termly tracking  Pupil progress meetings  Evidenced in lesson observations | CH, SL, TI, JF | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  TA support 5 hours a week  TA support for feedback £3383  Support from Trust director of learning for Maths £1500 |
| Total budgeted cost | | | | | |  |
| 1. Targeted support | | | | | | |
| Action | Intended outcome | | 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.Improve speech and language in EYFS  Launchpad for Literacy  Small group work to develop speech and language, social interaction and confidence.  Adults to constantly model conversation / speech | For our PP children in Reception to reach the expected level and above speech and language.  GLD prediction= %83  PP children meeting the GLD= 100% ( I child) | | Communication and language approaches  emphasise the importance of spoken  language and verbal interaction for young  children. Children’s language development  benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and  reasoning.  All children appear to benefit from such  approaches, but some studies show slightly  larger effects for children from disadvantaged  backgrounds.  EEF states that “Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success”. | Ongoing CPD for Launchpad to  Literacy. (new staff and new EYFS leader)  Monitor impact of interventions  through half termly progress  reports.  Impact of speaking and listening  will improve outcomes for  Reading and Writing in Early  Years.  School Targets for Reception will  be achieved.  GLD Targets set for PP children  School expected-83%  PP children-100%  Target will have been met and in  line with national outcomes. | EYFS LEAD VB  HT CH  Trust Speech  and Language  Consultant  Trust EYFS lead -DJ | Termly progress meetings  Lesson observations / book scrutinies during the year |
| B.KS1-RWI fully embedded. Continued support for VB and staff till March 2020  Purchase more home readers to match the RWI phonics  Regular fluency checks in the Wise Read cycle (once a week).  PP meetings following assessment week. Question analysis  All PP children to meet the expected standard at the end of key stages.  Children in Year 2(when fluent) to Year 6 will be on the AR program  PP children will receive additional 1:1/ small group reading and book discussions opportunities during the week  Target PP children to come to Library club after school down in the village | To improve / maintain reading outcomes for disadvantaged children at the end of KS1 and KS2 so that 100% PP children meet the expected level in reading. | | RWI is embedded as Ofsted stated  EYFS needed a highly structured, systematic teaching approach to delivering phonics. Ofsted, Reading by 6, 2010 states that “The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.”  Accelerated reader has been introduced to Year 2 to support the individual child’s comprehension skills using an online program.    EEF states the importance of reading comprehension  “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” | VB will organise training clips on the portal for staff to look at. VB will then follow up during lesson observations  Children are assessed/ regrouped every 6 weeks.    PS (TA) to keep a “record of intervention notes” to be shared with VB on a weekly basis  RWI workshop for parents  Children record fluency results-staff monitor. Feed back to VB, SL and CH during Pupil progress meetings  Half termly tracking of progress on AR-Year 2-6 teachers to meet and look at all data together.  Fluency checks to be discussed at pupil progress meetings  VB to monitor the PP children’s uptake to library club.  Book scrutinies / monitoring file |  | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  RWI trainer in 8 full days Sep- March  Staffing  1 HLTA supports for 5 hours a week  1 TA supports a group 5 hours a week, plus intervention for another 5 hours a week  RWI resources £500  Accelerated reader £867 |
| C. Embed the Maths Mastery Curriculum from Reception to Year 6.  Provide CPD to enable teachers to implement the mastery approach.  Support for new staff from the Trust’s Director of Maths  Daily Maths planning will include 5 stages in-line with Wise Maths to encourage peer support, collaborative learning, discussion and problem solving  Target ‘more-able’ pupils in maths through deepening their understanding using the mastery approach.  Same day intervention to address any misconceptions, reinforce skills or pre teach new skills  Audit all maths resources and purchase manipulatives  to support CPA stages  Retrieval training to support children in remembering information  Targeted feedback time for PP children during lessons / immediately after | To maintain the outcomes for all children in Maths at the end of KS2  Target for all  95% at expected  55% at greater depth  Target for PP  82% at expected  60% at greater depth | | Teaching to mastery challenges the ‘more- able’ pupils and ensures that lower attaining pupils catch up quickly through fluid intervention. EEF Toolkit states that there is a 5 months gain through mastery learning when a high level of success is set.  The mastery approach promotes metacognition and self-regulation which have consistently high levels of impact, with pupils making an average of seven months’ additional progress.  These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.  EEF states that, “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | Book scrutinies  Lesson observations (TI, EF)  Termly tracking  Pupil progress meetings  Evidenced in lesson observations |  | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  TA support 5 hours a week |
| Total budgeted cost | | | | | |  |
| 1. Other approaches | | | | | | |
| Action | Intended outcome | | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| RWI workshop for EYFS and KS1 to explain how we teach phonics in school and how parents / carer can support at home  Reading open morning where parents can drop in and be part of our reading lessons (Nursery to Y6)  Use Facebook to share information / workshops (film staff and children)  Library visits for all classes every half term  Library club for children and parents (target PP children)  Celebrate reading events- World Book Day, National Poetry Week etc | Improved % of pupils reading at home, and in school to improve outcomes in reading.  KS1 target for all=80%  KS2 target for all=95%  KS1 target for PP=100%  KS2 target for PP=100% | | Limited parental support with reading and homework for particular children. This slows reading and writing progress    https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/homework-primary/ | Monitor class reading records and Accelerated Reader.  Monitoring children’s reading  Feedback from parents (include on annual questionnaire) | VB, SL, SW ,CH, JP | Termly progress meetings-December, April, July  Lesson observations / book scrutinies during the year  Pupil voice- March 2020 |
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| Total budgeted cost | | | | | | 25,317 |
| 1. Additional detail | | | | | | |