

Evaluation of Pupil Premium Spending at Waverley Academy 2016-2017

Objective of Pupil Premium SPENDING: Estimated income £196,680 to implement a range of strategies and intervention which can improve the progress and attainment of pupils and remove any potential barriers to inequalities.

Year Group	Planned Expenditure /Resource	Objective	Approx. Cost	Impact	Next steps
Whole school	Family support work Employment of Parent Support Advisor	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning. PSA to organize & facilitate parental courses & upskill parents in supporting their children. Enhance communication and support for specific families. Carryout Deputy Designated Safe-Guarding Officer role.	£25,400	Initially attendance improved and systems that were put into place were working well. Departure of the Attendance officer and difficulties in recruitment with the WCAT embargo a drop in attendance was noticed by SLT and plans were put into place. End of year attendance 93.1%	Deputy Head to monitor and set systems for attendance in the Autumn term. New person advertised for and training will ensure that systems are robust and followed. Deputy head to then monitor the new system.
	Supporting families to ensure children have the appropriate equipment for the day Provision of spare uniform for vulnerable children.	All children are prepared for the day	£700	Children that were targeted attended school more frequently and on time. Discussions with the children showed that they enjoyed being the same as everyone else.	To continue to support any families who may need help.
	Overcoming barriers Employment of Behaviour Support Worker	Targeted intervention to work with disruptive pupils, enabling them to access the curriculum and prevent wasted learning time of peers. Supporting learning within the nurture groups. Develop Orchard facility Monitor behaviour incidents across school by development of CPOMS	£15,500	Reduction in behavioural issues during lesson time. Less external exclusions and more internal exclusions to safeguard and improve attendance. 65% of these targeted children made expected progress throughout the year.	To continue to develop nurture groups Internal exclusions where possible Continue to monitor and record on CPOMS.
	Overcoming barriers Employment of TA to support learning & additional training as required to meet the needs of targeted children	Providing additional support for children with a range of needs – emotional, social, behavioural, attendance/punctuality etc. Supporting learning within the nurture group. Development of CPOMS	£12,500	CPOMS developed and 100% staff trained TA recruited however they did not meet the needs of the school. Inclusion team working with children in nurture groups and two children have moved away from the orchard and are now back fully integrated into class. TA and teacher now trained in THRIVE	Continue CPOMS training for new staff and monitor to ensure that the correct use and recording is happening. THRIVE assessments to be carried out and time spent with them to develop the area identified.

<p>Overcoming barriers Revised charges for Breakfast Club where appropriate.</p>	<p>Improving attendance and punctuality. Ensuring children are ready to learn.</p>	£600	<p>A number of children who were targeted did not attend breakfast club for long enough to monitor the impact.</p>	<p>To refine and target children who may need breakfast club in the future when it has been identified through SLT or TAC/TAF meetings.</p>
<p>Overcoming barriers Provision for targeted children – 2.0 staff & breakfast.</p>	<p>Ensure targeted children are attending school regularly, punctually & having had breakfast prior to the start of the school day.</p>	£2,200		
<p>Individualising support Use of additional adults to facilitate responsive intervention for phonics, reading, writing and maths.</p>	<p>Targeted support for children to access new curriculum at expected level through pre-learning tasks & responsive interventions. Small group work to extend children's ability to meet age related expectations.</p>	£65,350	<p>Assessment data All assessment data showed an increase in results EY 66% - 69% Phonics Y1 30% - 59% Phonics Y2 retake 26% - 50% KS1 R 32% - 51% W 26% - 27% M 26% - 41% KS2 R 37% - 49% W 53% - 54% M 38% - 46%</p>	<p>To continue to identify and implement intervention to continue to raise attainment results and progress.</p>
<p>Quality of support staff provision Member of SLT to monitor quality & provision of additional adults for PPG children through coaching sessions.</p>	<p>To ensure additional adult provision enables PPG children to make rapid progress.</p>	£3500	<p>Progress for PPG sig below national</p>	<p>Work with support staff to support, train and develop and complete performance management targets.</p>
<p>Individualising support Non-teaching time for SEND Leader to further develop the provision for High Priority Need children.</p>	<p>To ensure children with complex needs make good progress.</p>	£4300	<p>Out of the three children who were targeted as high priority need children they all made their expected progress throughout the year. SEND leader now checking robust targets are set.</p>	<p>To identify children who are high priority and put into place any intervention that they require.</p>
<p>Learning in the Curriculum Release time for Deputy Head Teacher responsible for Standards & Pupil Progress & Teaching & Learning to further develop & monitor the quality of learning & teaching throughout school.</p>	<p>To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.</p>	£5,750	<p>No inadequate teaching and 30% increase across the year of good or better teaching. Good or better teaching consistently judged as 55%</p>	<p>Through CPD and monitoring and support to ensure that the percentage of teaching at good or better is increased.</p>
<p>Learning in the Curriculum Release time for staff to attend training within the Trust including PPG network meetings, maths support training from TLE.</p>	<p>To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.</p>	£2,400	<p>KS2 R progress no sig difference 19% difference ARE W Progress sig difference 22% difference ARE M Progress no sig difference 50% difference ARE</p>	<p>To identify and provide intervention for PPG children.</p>
<p>Learning in the Curriculum Purchase of teacher laptops.</p>	<p>To provide tools to support teacher planning & assessment.</p>	£2,000	<p>Increased use of formative assessment noted by the assessment co-ordinator through phase</p>	<p>To continue to monitor formative assessment through book looks and</p>

				meetings.	observations.
	Engaging parents Letters sent to targeted parents inviting them to parent's evening.	Parents given guidance and support with regard to the curriculum, children's levels and next steps.	£80	Higher percentage of parents attended through parental consultation days and targeted parents attending other days after school/before school. On average 88% of targeted parents attended the appointments that had been rearranged.	To look at and decide on next year how to promote and carry out parents evenings to ensure that the majority of parents attend.
	Engaging Parents Inspire mornings – purchase resources & refreshments.	Increase parental involvement in school life. Increase life opportunities for the world around us.	£2,500	Inspire coffee events were offered for children and parents of Early Years children who will start nursery officially in September 2017. Parent's comments showed that parents enjoyed the meetings and found it a useful way to discuss their anxieties about school.	To continue with these coffee events next year.
	Learning in the Curriculum CPD for support staff -making visible progress	Improve performance of support staff	£6,500	Some improvement noticed but this is to continue next year to ensure that they receive support and CPD.	To continue with the development and deployment of support staff.
6	Learning in the Curriculum Senior teachers to provide intervention to target most able children	To ensure most able PPG reach full potential	£4,600	Children attended the sessions KS2 higher ability PPG achieved R 14% M 17%	To continue with intervention within classes
All	Curriculum enrichment Visits/visitors into school to enrich learning, including artists.	Enjoyment of learning. Raising self-esteem and self-motivation. Enhance learning in topic areas & stimulate writing in cross-curricular areas.	£2,400	Supplementing of visits and visitors in school have increased children motivation and increased their quality of work on the subject according to pupil interviews. Real history alive Visits to Crucial crew, Conisbrough castle, Yorkshire museum, Eden camp, Eureka, The deep, Austerfield, Magna, Wildlife park and Forest schools.	To continue to supplement visits and visitors.
1/2	Learning in the Curriculum Additional adults to enable more targeted teaching of phonics	Individualising teaching to enable a greater % of pupils to pass the phonics test.	£12,450	Y1 increased pass rate from 30% to 59% Y2 retake increased pass rate from 26% to 50%	To continue to develop phonics teaching and curriculum through phase meetings.
All	Learning in the Curriculum Reading enrichment & promoting reading for pleasure resources by providing replacement reading books, guided reading sets & establish reading areas around the school.	Raise attainment & progress in reading Stimulate reading & broaden reading experiences.	£8,495	All year groups data from 2016-2017 show an increase in progress (see progress sheet).	To ensure that all children make at least expected progress from their starting points.
KS1	Universal Free School Meals - Top up funds	To ensure children are healthy & ready to learn.	£19,480	KS1 data R 32% - 51% W 26% - 27% M 26% - 41%	Continue to fund free school meals.

EYFS Pupil Premium

Year Group	Planned Expenditure /Resource	Objective	Approx. Cost	Impact	Next steps
EYFS	<p>Learning in the Curriculum Additional FS TA to develop prime areas of learning Enhance adult/child ratios because the children are entering school significantly below what is typically expected.</p>	Early intervention to enable potential PPG children to meet ARE at end of FS.	£2,100	Waverley achieved 69% GLD and the National was 70%	To maintain at least the national average for GLD.
EYFS	<p>Learning in the Curriculum Provide summer transition packs containing resources to encourage parents to support their children.</p>	Maintain the momentum of progress made in FS.	£400	Baseline purchase in line with teacher assessment identified gaps and starting points for individual children.	To develop and reform the baseline. To ensure that anyone that starts completed the baseline assessment within 4 weeks of starting.
EYFS	<p>Learning in the Curriculum Equipping EYFS with appropriate resources & funding to supporting integrated learning & rising numbers.</p>	Raise % pupil meeting GLD at the end of EYFS	£2,300	3% increase on GLD 69% of PP children gained GLD	To maintain GLD