

Pupil premium strategy statement (primary)

1. Summary information					
School	Waverley Academy				
Academic Year	2017-18	Total PP budget	£163,020	Date of most recent PP Review	
Total number of pupils	217	Number of pupils eligible for PP	124	Date for next internal review of this strategy	January 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	67%
% making progress in reading	39%	77%
% making progress in writing	43%	81%
% making progress in maths	46%	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.	Behaviour issues linked to attachment and pupils with specific social and emotional needs and low self-esteem and self-confidence that affect their learning.
B.	Language – Low levels of communication upon entry to school; pupils with limited language and poor speaking and listening skills.
C.	Parental engagement with school – ensuring more parents engage with the school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Situations at home can impact on social, emotional and mental health of pupils as well as affecting attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children's behaviour to not have a detrimental effect on their academic progress through support from mentoring and additional adult support. Measured through CPOMS.	Fewer behaviour incidents will be recorded on CPOMS system.
B.	Improve oral language skills for pupils eligible for PP in Early Years and for children who enter school with poor literacy skills.	Pupils eligible for PP in Early Years class make rapid progress by the end of the Reception Year so that they meet age related expectations.
C.	Parents to engage with school and communicate about needs of the children.	School and parents will have a relationship which is open and issues can be discussed.

D.	To share and work with families about the impact of home life on social, emotional and mental health. Increased attendance rates.	Families will have access to additional support where necessary and attendance will improve.
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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?
<p>B Improve oral language skills in Early Years.</p> <p>B For children with communication difficulties and low literacy attainment on entry to develop quickly their literacy skills.</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on developing the oracy skills of pupils in EYs.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. EEF Toolkit suggest high quality feedback is an effective way to improve attainment. It is a sustainable approach that can be embedded across school.</p>	<p>Phase meetings to deliver training across EY and KS1.</p> <p>Peer observations of attendees to embed learning.</p>	<p>Deputy head</p>	<p>Feb 2018</p>
<p>For children to undertake activities to raise their self-esteem, and self-confidence. For children's behaviour not to have a detrimental effect on their academic progress.</p>	<p>Inclusion team 2 members</p> <p>SENCO Part timetable</p> <p>THRIVE licensed practitioners approach/resources for activities and further training</p> <p>Resources provided for lunchtime playtime – inside and outside</p> <p>Kagan Training</p>	<p>Parental questionnaires have shown that overall parents think that the behaviour in school has improved.</p> <p>Pupils voice state that they feel safe in school.</p> <p>Lunchtime staff/inclusion team are to interact with children in the activities.</p>	<p>Tracking of the outcomes of the pupils that attend sessions and this will be analysed through CPOMS having decreased behaviour incidents.</p> <p>Monitoring and discussions of children in inclusion meeting that happens weekly.</p> <p>Monitoring Kagan approach through learning walks/staff meeting discussions/ phase meetings and formal observations.</p>	<p>Deputy head/ SENCO</p>	<p>Feb 2018</p>
Total budgeted cost					<p>£83900</p>

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 Improved oral language skills in Early Years	ELKLAN used 1 to 1 with children for language intervention	Some children need targeted support. This is a programme which has been evaluated independently and shown to be effective in other schools within the authority. See website evaluation reports – https://www.elklan.co.uk/reviews/evaluation-reports	Organise timetable to ensure that staff have chance to deliver and talk to the children.	Early Years teachers	June 2018
Improve outcomes	<p>Training to TAs from English lead and phonics lead on reading strategies and phonics.</p> <p>Bespoke 1 to 1 reading</p> <p>Small group work in reading</p> <p>Maths partnership with the hub and Maths lead</p> <p>Part timetable English lead and maths lead.</p> <p>Maths catch up</p> <p>Booster groups</p> <p>Intervention 1 to 1 and small group</p>	<p>Baselines and attainment data show reading is an area for development. Training staff on reading and phonics to develop an all-around approach. Phonics screening check demonstrates that the average has increased with a higher percentage being at ARE.</p> <p>Phonics Year 1 2016 – 30% 2017 – 59%</p> <p>EEF toolkit suggests that targeted interventions matched to specific needs can be effective. https://educationendowmentfoundation.org.uk</p> <p>Higher attaining pupils Last year's exit data shows the 4 higher attaining disadvantaged pupils did not reach their potential across all areas. In response to this data we have booster groups taking place to boost higher attaining children in reading and maths. Children are also receiving focused and targeted small group work for writing.</p>	<p>Deliver training to staff and then support and monitor to recognise the impact.</p> <p>Monitor and evaluate baseline starts to exit data.</p>	MLT/SLT	July 2018
Total budgeted cost					£61720

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?
Enrichment beyond the curriculum	Breakfast club supplemented After school clubs Supplemented visits and residential.	All children are able to attend. Attendance of targeted children to increase. Whole school attendance last year was 93.1%	After school lead to timetable broad and balanced after schools clubs. Breakfast club children identified and families spoken to. Office staff to sort supplemented visits.	Office After school lead	July 2018
Increased attendance rates	Recruitment of an attendance/behaviour member of staff Payback to the LA for EWO services to support and deliver training and ensure practices, policies and procedures are correctly followed.	Children need to attend school to improve their attainment. Addressing attendance is key nationally and Ofsted. Attendance last year was 93.1% which is below the national average and therefore employing a member of staff to attend to data day to day and the deputy head to monitor attendance as a whole school.	Regular discussions with the support worker. Identifying persistent absentees and holding meetings. SLT will collaborate to ensure new provision and school policies work smoothly together.	Behaviour and attendance lead BW	Jan 2018
Total budgeted cost					£17400

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
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
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
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>				