

WEST PARK ACADEMY PUPIL PREMIUM REVIEW 2017 – 2018



Review expenditure for target 1- Quality of teaching for all - Total budgeted cost- £62000.00			
Desired outcome	Chosen approach	Impact review	Lessons learned
<p>Early Intervention A-Improved listening, attention and communication skills across EYFS</p>	<p>We continue to purchase a Local Authority Senior Speech and Language Therapist for half a day each week (32 weeks).</p> <p>TA works across school delivering high quality speech and language interventions and support staff on follow up work in class.</p>	<p>EYFS- 23% of pupils are Disadvantaged - 14 pupils (9 boys and 5 girls). 64% of Disadvantaged pupils achieved the GLD, however 80% of the disadvantaged pupils who didn't achieve were also SEND so only 1 child disadvantaged did not achieve GLD. Nationally, 73% of non-Disadvantaged pupils achieved the GLD. National Disadvantaged is 54% (number of SEND included in this not known). Disadvantaged pupils performance is better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. This was due to the number of SEND children who were also disadvantaged in this cohort. Speech, reading and writing continue to be a target to improve for pupils who are disadvantaged to ensure that they make good progress into KS1.</p>	<p>All pupils continue to be language linked on entry to identify Sp&L issues. Additional teacher to continue to target disadvantaged pupils who are not on track particularly in sp, reading and writing. Phonics to be targeted in the outdoor area and provision which appeals to boys.</p>
<p>A-% of PP (not SEND) pupils achieving GLD at end of Reception exceeds that of others nationally and this is maintained year on year. Target met</p> <p>B-% of PP pupils achieving the expected standard in Y1 in phonics screening check exceeds that of others nationally and this is maintained year on year.- Target met</p>	<p>Additional Reception class in place to ensure that there are smaller classes and quality first teaching principles employed.</p> <p>Guided reading linked to phonics teaching is embedded across EYFS</p> <p>Whole school Reading training is embedded into EYFS/ Y1 practice</p> <p>Ensure that children who did not achieve the expected standard in Y1 phonics are given early intervention in year 2</p>	<p>Year 1 Phonics Screening Check The percentage of pupils achieving the expected standard is 92%. The percentage achieving the standard has increased by 7%. This is a 3 year continuous improvement. 37% of pupils are Disadvantaged - 22 pupils (10 boys and 12 girls). 91% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.</p>	<p>To ensure standards are maintained despite change of staff and that all staff deliver phonics to the same standard across both EYFS and KS1 Phonics to be targeted in the outdoor area</p> <p>In year 2 boys who are disadvantaged (but not SEND) to be targeted in all aspects of English and to receive top up phonics from a Y1 practitioner.</p>

<p>Whole School Reading Approach</p> <p>B-There is a consistent approach to the teaching of reading across the Academy</p> <p>C-Improved progress and attainment for target children</p>	<p>Whole school CPD on the teaching of reading delivered by English lead throughout the year</p> <p>PM targets linked to Reading development</p>	<p>Key Stage 1- The percentage of all pupils achieving the expected standard or above in reading is 76%. This is in line with national with 28% achieving the greater depth standard. 29% of this year group are disadvantaged. 65% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. National disadvantage is 60%.</p> <p>RWM combined at KS1- All disadvantaged pupils who achieved the GLD at EYFS went on to achieve at least the expected standard in RWM at KS1</p> <p>KS2- 49% of cohort are Disadvantaged - 28 pupils (12 boys and 16 girls). RWM combined (EXP) - 64% of Disadvantaged pupils achieved the expected standard compared to 67% of 'Other' pupils Nationally.</p> <p>In reading- 68% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. National Disadvantaged is 60%.</p> <p>Disadvantaged pupils performance is better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>	<p>Reading continues to be a focus this year. Systems put in place to improve fluency.</p> <p>Improved assessment systems in place to ensure that all children judged to be on track have achieved non-negotiables in order to be on track to meet end of KS1 standard in reading</p> <p>Embed the structured programme of reading across the school. Ensure that progress meetings target those children who are at risk of not achieving their progress score in reading from KS1-2</p>
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Review expenditure for target 2 - Targeted Support - Total budgeted cost- £60000.00																																																																																																																																																																															
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<p>Pastoral Support D-Attendance for PP pupils is in line with their peers</p> <p>D-PP children are well supported to make good progress in their learning</p> <p>D-Parents engage with school and seek support if required.</p>	<p>All about me programme delivered by HSFW</p> <p>Full time home school family co-coordinator to work with families as part of the Early Help Support process. As part of this role she will also monitor pupils and follow up quickly on absences. First day response provision.</p> <p>HSFW trained to deliver support to vulnerable pupils using NLP techniques.</p> <p>Mindfulness first Aiders in school able to deliver support.</p> <p>EHAs in place for vulnerable pupils and impact monitored</p> <p>Monthly attendance meetings with HSFW and Principal</p> <p>Information sessions for parents- informal and formal - and Marvellous Me ensure that parents feel comfortable with engaging with school.</p>		Aut 16	Aut 17	Spring 17	Spring 18	Summer17	Summer 18																																																																																																																																																																							
		Attendance	95.6%	96.1%	95.7%	96.1%	95.7%	95.9%																																																																																																																																																																							
		% of pupils absent for 10%+ of sessions	12.7%	10%	8.2%	7.7%	7.2%	7.1%																																																																																																																																																																							
		Pupil Premium	94.8%	95.2%	94.7%	95.1%	94.9%	94.8%																																																																																																																																																																							
<p>The gap between attendance of PP pupils and non PP pupils remains at approximately 1 % This was due to a small number of children who were experiencing additional difficulties and were being supported through Early Help</p> <p>Parents and children feel well supported by the HSFC- see Poverty Proofing Feedback</p> <p>Marvellous Me well received by parents- see Poverty Proofing feedback</p> <p>The attainment gap between PP and their peers is closing by the end of Year 6- see below</p>																																																																																																																																																																															
<p>Tracking System Analysis - Pupil Premium Impact</p> <p>West Park Academy</p> <p> ↓ Gap decrease (from end of previous year) ↑ Gap increase (from end of previous year) </p> <p>YEAR 6</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 6 PP(28) Non PP(30)</th> <th rowspan="2">Group</th> <th colspan="2">End of Y5 Exp (35) 5+</th> <th colspan="2">Autumn 1 Exp (35.5)</th> <th colspan="2">Autumn 2 Exp (36) 6-</th> <th colspan="2">Spring 1 Exp (36.5)</th> <th colspan="2">Spring 2 Exp (37) 6=</th> <th colspan="2">Summer 1 Exp (37.5)</th> <th colspan="2">Summer 2 Exp (38) 6+</th> </tr> <tr> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> <th>Pts</th> <th>Exp</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Reading</td> <td>PP</td> <td>33.6</td> <td>-1.4</td> <td>35.2</td> <td>-0.3</td> <td>35.2</td> <td>-0.8</td> <td></td> <td></td> <td>36.3</td> <td>-0.7</td> <td></td> <td></td> <td>37.1</td> <td>-0.9</td> </tr> <tr> <td>Non PP</td> <td>34.6</td> <td>-0.4</td> <td>35.8</td> <td>0.3</td> <td>35.8</td> <td>-0.3</td> <td></td> <td></td> <td>37.1</td> <td>0.1</td> <td></td> <td></td> <td>37.8</td> <td>-0.2</td> </tr> <tr> <td>Gap</td> <td>0.93</td> <td></td> <td>0.57</td> <td style="color: green;">↓</td> <td>0.57</td> <td style="color: green;">↓</td> <td></td> <td></td> <td>0.85</td> <td style="color: green;">↓</td> <td></td> <td></td> <td>0.72</td> <td style="color: green;">↓</td> </tr> <tr> <td rowspan="3">Writing</td> <td>PP</td> <td>33.2</td> <td>-1.8</td> <td>34.8</td> <td>-0.7</td> <td>34.8</td> <td>-1.2</td> <td></td> <td></td> <td>35.8</td> <td>-1.2</td> <td></td> <td></td> <td>37.0</td> <td>-1.0</td> </tr> <tr> <td>Non PP</td> <td>34.0</td> <td>-1.0</td> <td>35.5</td> <td>0.0</td> <td>35.5</td> <td>-0.5</td> <td></td> <td></td> <td>36.4</td> <td>-0.6</td> <td></td> <td></td> <td>37.7</td> <td>-0.3</td> </tr> <tr> <td>Gap</td> <td>0.80</td> <td></td> <td>0.68</td> <td style="color: green;">↓</td> <td>0.68</td> <td style="color: green;">↓</td> <td></td> <td></td> <td>0.66</td> <td style="color: green;">↓</td> <td></td> <td></td> <td>0.73</td> <td style="color: green;">↓</td> </tr> <tr> <td rowspan="3">Maths</td> <td>PP</td> <td>34.0</td> <td>-1.0</td> <td>35.2</td> <td>-0.3</td> <td>35.2</td> <td>-0.8</td> <td></td> <td></td> <td>36.4</td> <td>-0.6</td> <td></td> <td></td> <td>37.2</td> <td>-0.8</td> </tr> <tr> <td>Non PP</td> <td>34.6</td> <td>-0.4</td> <td>35.9</td> <td>0.4</td> <td>35.9</td> <td>-0.1</td> <td></td> <td></td> <td>37.1</td> <td>0.1</td> <td></td> <td></td> <td>37.8</td> <td>-0.2</td> </tr> <tr> <td>Gap</td> <td>0.61</td> <td></td> <td>0.68</td> <td style="color: red;">↑</td> <td>0.68</td> <td style="color: red;">↑</td> <td></td> <td></td> <td>0.64</td> <td style="color: red;">↑</td> <td></td> <td></td> <td>0.58</td> <td style="color: green;">↓</td> </tr> </tbody> </table>								Year 6 PP(28) Non PP(30)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Reading	PP	33.6	-1.4	35.2	-0.3	35.2	-0.8			36.3	-0.7			37.1	-0.9	Non PP	34.6	-0.4	35.8	0.3	35.8	-0.3			37.1	0.1			37.8	-0.2	Gap	0.93		0.57	↓	0.57	↓			0.85	↓			0.72	↓	Writing	PP	33.2	-1.8	34.8	-0.7	34.8	-1.2			35.8	-1.2			37.0	-1.0	Non PP	34.0	-1.0	35.5	0.0	35.5	-0.5			36.4	-0.6			37.7	-0.3	Gap	0.80		0.68	↓	0.68	↓			0.66	↓			0.73	↓	Maths	PP	34.0	-1.0	35.2	-0.3	35.2	-0.8			36.4	-0.6			37.2	-0.8	Non PP	34.6	-0.4	35.9	0.4	35.9	-0.1			37.1	0.1			37.8	-0.2	Gap	0.61		0.68	↑	0.68	↑			0.64	↑			0.58	↓
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<p>Mental Health is still the barrier to improving PP attendance. Increase to 37 hours of HSFC in order to give more time to deal with rise of SEMH and Early Help demands</p> <p>EYFS practitioners have carried out home visits to all new starters this year so that they can address issues and parental questions/ concerns in their own homes and observe the children in an environment that is familiar to them.</p>																																																																																																																																																																															

	NLP practitioner in school to support children with social emotional mental health	Annual information sessions in Maths and English expectations and how to support are in place (afternoon and evening sessions available). This is not particularly well attended beyond EYFS.	
C- Children come into school ready to learn	Breakfast club in place and discretionary support provided for PP children.	Numbers of children attending Breakfast Club are about 50/day of these 20 of these pupils are pupil premium. PP pupils receive a free breakfast. This is a year on year increase in the number of children attending.	Lexia to be run over breakfast club to target children in Y3 and 4 who are off track

<p>C- Children are accessing a range of activities designed to build confidence and self-esteem</p>	<p>Additional funding support for FSM/LAC children to be able to access residential trips eg Robinwood</p> <p>Mixed ability collaborative after school clubs to be developed on a termly basis such as Let's get cooking/Eco Warriors.</p>	<p>31% of pupils who attended Robin wood residential were PP and were able to access assistance with the cost. This reflected the % of PP pupils in the cohort.</p> <p>All year 4 pupils attended Wilderness school over the year.</p> <p>Additional top up swimming is in place for Year 4 pupils to ensure more children achieve the expected standard at the end of Year 6</p> <p>Over the year 2105 children accessed After-school clubs this year (32.5%of these were Pupil Premium Pupils). Parents and children felt that they benefited both health and fitness levels as well as mental health issues – see Poverty Proofing feedback</p>	<p>To make the offer of assistance more visible to parents of PP pupils on trip letters and through the website.</p>
<p>Personalised Provision C-PP pupils who are also SEND and significantly behind their peers are accessing a relevant and personalised curriculum in a suitable environment</p>	<p>Additional classroom environment to provide 1:1 and Small group 'bespoke' tuition for children unable to access national curriculum as a result of additional needs.</p> <p>HLTA to be trained to be able to lead and manage this facility under the guidance of the SENCO</p> <p>Bespoke training for the HLTA to ensure they can lead and manage children with complex needs</p>	<p>Rainbow room established.</p> <p>Attainment tracked through PIVOTs indicate that children are making good progress.</p> <p>Children accessing PP funding in Rainbow room made accelerated progress in reading (4 milestones)</p>	<p>To maintain this and continue support staff through training.</p>