

Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	WELHOLME ACADEMY				
Academic Year	2017/2018	Total PP budget	£302'280	Date of most recent PP Review	Jan 2018
Total number of pupils	549	Number of pupils eligible for PP	187	Date for next internal review of this strategy.	Sept 2018

1. Current achievement July 2017 year 6 cohort.

End of KS2 pupils	Pupils eligible for PP		Pupils not eligible for PP
% achieving ARE +/- GD in reading	52%(ARE)	11%(GD)	ARE-55%
% achieving ARE +/- GD in writing	68%	27%	ARE-71%
% achieving ARE +/- GD in maths	57%	5%	ARE-58%
% achieving ARE+/- GD in reading, writing & maths combined	47%		ARE-49%
% making at least expected progress in reading	-0.2		
% making at least expected progress in writing	+4.7		
% making at least expected progress in maths	0.0		

2. Current achievement July 2017 year 5 cohort.

End of KS2 pupils	Pupils eligible for PP		Pupils not eligible for PP
% achieving ARE +/- GD in reading	54%(ARE)	11%(GD)	ARE-66%
% achieving ARE +/- GD in writing	48%	11%	ARE-56%
% achieving ARE +/- GD in maths	54%	13%	ARE-58%
% achieving ARE+/- GD in reading, writing & maths combined	46%	6%	ARE-52%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Significant number of children enter FS2 with reading, writing and number skills below expectations and from a number of different early years settings. (See baseline data).	
B.	Many children enter Foundation stage with unidentified social, emotional and mental health difficulties.	
C.	Many pupils have unidentified speech and language difficulties on entry.	
D.	Lack of extended vocabulary along with limited life experiences inhibits reading comprehension and ability to reason in mathematics.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Culture of low expectations and aspirations and sometimes limited home support which prevents sustained achievement in KS2.	
E.	Social and emotional issues for a small group of pupils (mostly pp) has a detrimental impact on their progress and that of their peers.	
F.	Poor attendance of a group of PP pupils.	
G.	Large number of children who start the school at other than usual starting points, often with additional needs, and have often moved school several times.	
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language skills for pupils eligible for pp from Foundation stage to end of KS2.	Pupils eligible for pp have developed language skills which enable them to attain as highly as other pupils across the curriculum.
B.	Attendance for PP pupils is in line with all pupils nationally.	Persistent absent rates for PP pupils decreases and overall attendance of disadvantaged pupils is at least 95%
C.	More children to attain greater depth at the end of KS1 and KS2 in reading, writing and maths for all pp pupils.	Pupils eligible for PP attain as highly as non-disadvantaged pupils.
D.	Social and emotional issues addressed.	These children are able to self-manage, have a range of strategies for coping and access the full curriculum and therefore make accelerated progress from their starting point and narrow the gap with non-disadvantaged pupils in school and nationally.

6. Planned expenditure					
Academic year		2017-2018.			
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?
Improved language skills for pupils eligible for pp across the school.	<p>Review of talk partner work and further staff training to develop talk critique.</p> <p>To embed Power of reading high quality literature in all classes. Staff training in Early Years Power of Reading.</p> <p>Language rich environments created in all areas of the school.</p> <p>Further development of collaborative learning and Kagen groupings to encourage pupil talk and interaction in groups.</p> <p>Opportunities created for Educational visits that all children can participate in to extend vocabulary and to ensure that cost is not a barrier to participation.</p>	<p>Baseline with Early Excellence identifies gaps in oracy, reading and writing.</p> <p>EEF- overall, studies of oral language interventions consistently show positive benefits on learning.</p>	<p>Staff meetings for all staff to ensure well trained.</p> <p>Observing good practice in other Trust schools.</p> <p>Lesson observations and leadership enquiry walks.</p>	D.Turrell. C.Burman L.Briggs	July 2018

Attendance for PP pupils is in line with all pupils nationally.	Developing parental involvement through the deployment of attendance Learning mentor and EWO. Use of texting parents.	EEF project which indicates this has a reduction in absenteeism.	External EWO involved to support the school. Weekly monitoring by head teacher and safeguarding team.	D.Turrell	Half termly.
Attendance for PP pupils is in line with all pupils nationally.	Opportunities for all children to take part in outdoor activities and visits to enrich the curriculum. Celebrations and attendance rewards. Attendance prizes to encourage improved attendance.	Evidence from pupil questionnaires that children are keen to participate and engage in school and with these activities. Talking to parents and children at 'sharing time' and parents meetings.		D.Turrell	End of each half term.
More children to attain greater depth at the end of KS1 and KS2 in reading, writing and maths for all pp pupils.	Developing reading comprehension strategies. Introduction of Reciprocal reading. Maths same day intervention. CLP home support materials.	EEF research suggests that when teaching assistants are used to deliver structured programmes with high-quality support and training, teaching assistants can have a positive impact on pupil learning.	Impact overseen by head teacher, deputy head teacher and literacy leader.	D.Turrell	July 2018
Social and emotional issues addressed- children are able to self-manage, have a range of strategies for coping and access the full curriculum and therefore make accelerated progress from their starting point.	Improving all staff's behaviour management. Intensive family support programmes with specially trained staff.	EEF states that the association between parental involvement and a child's academic success is well established.	Regular Team Teach training for all staff and internal staff training on behaviour management.	K.Glasby	July 2018.
Total budgeted cost					£75'000

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?
Improved language skills for pupils eligible for pp across the school.	One to one support from TA in school. Chatter box small group intervention.	Baseline - Early Excellence report identifies oracy as low in Foundation stage. Children's written work and reasoning skills across school are low.	TA covering the programme has received thorough training from speech therapist and shadowed external NHS speech therapist for last two years.	K.Glasby	May 2018
Pupils eligible for PP attain as highly as non-disadvantaged pupils in reading, writing and maths.	Daily computer based literacy skills programme- Lexia.	EEF project currently showing promise. Lexia progress reports showing good progress.	Staff well trained. Analysis of regular reports from Lexia programme to evaluate the impact on progress.	K.Glasby	July 2018
Pupils eligible for PP attain as highly as non-disadvantaged pupils.	Small group tuition – year 6 reading comprehension. Intensive support groups of three or four children in reading or maths during the school day- All by myself project. Beat dyslexia programme.	Use of in school tracking data. EEF study demonstrates that one to one teaching with TAs is an effective strategy to increase numeracy skills in Year 2-6 pupils.		D.Turrell	July 2018
Pupils eligible for PP attain as highly as non-disadvantaged pupils.	One to one support – RWI year 1.	Internal data. Some of the children need to catch up and this programme has been shown to be effective in the past year. EEf study of effectiveness of one to one work.	Staff well trained and supported by senior leader in school. 6 weekly tracking of data and retesting of children on the programme.	L.Briggs	End of every half term.
Social and emotional issues addressed- children are able to self -manage, have a range of strategies for coping and access the full curriculum and therefore make accelerated progress from their starting point.	Small group tuition. One to One Play therapy. Small group art therapy- All led by teacher. Access to daily Lunchtime club in nurture room led by Learning Mentors. Access to playtime physical activity group led by TAs.	Discussions with staff, pupils and parents. Case studies, reviews. Boxall Profile data. EEF research suggests-on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	All staff leading these projects have relevant and current training. Also assess successful integration back in class.	K.Glasby	April 2018
Total budgeted cost					£218'785
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?

Higher attainment at the end of KS1 in reading and writing for all pp pupils	Investment in reading incentive badges, remarkable reader prizes and certificates. Hold parent workshops to help parents understand RWI and literacy expectations and support with	Encouraging parents and pupils to read together at home and giving parents the skills to do this.	Monitor engagement of pupils in weekly home reading tasks- monitor whether there is an increase in participation. Talk to the children to establish whether attitudes to reading have improved.	D.Turrell C.Burman.	
Total budgeted cost					£1000

7. 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

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.