

West Thornton Academy

Pupil premium spending plan 2018-19

Date of last review October 2018

Next review December 2018

Number of pupils	855
Number of pupils eligible for pupil premium grant (Reception to Year 6)	381
PPG per pupil	£1320
Projected PPG in total	£506840

Objectives

To diminish the internal and external barriers to learning experienced by disadvantaged pupils.

Internal:

1. Social and emotional intelligence
2. Low ambition and aspiration
3. Gap in learning outcomes in reading, writing and maths for disadvantaged pupils
4. Increase the proportion of PP pupils that are working at greater depth
5. Speech and language skills
6. Lower starting points for disadvantaged pupils entering reception

External

1. Attendance (general and persistent)
2. Routine – sleep, food, homework
3. Parental engagement with learning and school - including support in participating with clubs, member of office team to identify and support parents with PPG applications,

Therefore the following objectives have been identified.

1. Narrow the attainment gap through quality first teaching and ensuring that teachers and LSAs are aware of who the disadvantaged pupils in their classes are and how they are being supported.
2. Deliver a curriculum that engages, that develops knowledge, understanding and skills, and that gives all pupils a love of books and reading
3. To provide a range of therapeutic and family interventions that impact positively on the well – being and emotional / mental health of disadvantaged pupils
4. To engage the parents of disadvantaged pupils more closely with their children's learning
5. To provide a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils.
 - a. Reduce gaps at end of EYFS focusing on speech, language and communication
 - b. Reduce the gap in phonics screening outcomes at the end of Year
 - c. Reduce the attainment gap at the end of Key stage 1 and Key stage 2
 - d. Secure strong progress for DSEN disadvantaged pupils with a focus on those in Year 5.
 - e. Introduce Target Tracker to strengthen the monitoring of outcomes and the impact of interventions for disadvantaged pupils.
 - f. Identify effective short term interventions to reduce gaps in learning and improve outcomes for disadvantaged pupils
6. To provide mentoring / support for Behaviour for Learning that impacts positively on the engagement of disadvantaged pupils
7. To continue to develop strategies for measuring and evaluating the effectiveness and impact of pupil premium grant use and therefore ensure that accountability for pupil premium children is shared across the school community (all staff and leadership, including governors and directors)

Narrow the attainment gap through quality first teaching. To provide a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils. Continue to develop strategies for measuring and evaluating the effectiveness and impact of pupil premium grant use

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost
<p>Ensure that ppg are receiving quality first teaching and are making progress that results in the narrowing of gaps</p> <p>Rigorous systematic tracking of disadvantaged children ensures that these children remain high profile and cannot slip through the net.</p>	<p>Quality first teaching through class teaching this is monitored regularly (e.g. NQT observations, drop ins, book scrutiny).</p> <p>Year group leaders and experienced teachers to support the monitoring process through support in weekly planning meetings and specific subject support. Additional support is provided to teaching staff when required to ensure consistency in teaching e.g. team teaching, support plans, additional training.</p> <p>The Pupil Premium leader tracks vulnerable groups and ensures that all teaching targets individual pupils when needed. A culture of high expectations is evident in the school. All pupils are expected to make progress.</p> <p>The DHT responsible for Pupil Premium ensures that individuals not making progress are supported and promotes the culture that all children should make progress.</p> <p>Year group leaders ensure that TAs are deployed effectively in the learning zones to secure the progress of pupil premium children.</p> <p>Impact will be measured through attainment outcomes, behaviour and attendance measures. Evidence from monitoring, SATs, SSRs will also be considered.</p> <p>Narrowing of achievement gap targets will be met in each year group.as appropriate</p>	<p>Half termly report for SLT the week before each half term on the provision that PPG pupils are receiving.</p> <p>Nov 2018, Jan 2019, March 2019, May 2019, July 2019</p>	<p>SLT, CEO, Govs, Directors</p>	<p>Total staffing costs associated with PPG are £326484 - this include 10% Year group leader costs, 30% of DHT with responsibility for PP, attendance officers, ART and Music teachers, family support worker, Explorer zone costs, additional SALT support,</p>

<p>Sharp evaluation of PP spending to secure greater impact.</p>	<p>The DHT will have dedicated time on a weekly basis to lead Pupil Premium. This will include time to: track and monitor pupil progress and attainment, analyse data; monitor interventions; update case studies, support staff and children when required,, background reading to ensure that leaders and school staff are up to date with current practice. Ongoing throughout the year.</p> <p>Leaders to produce a format for reporting to SLT.</p>	<p>Weekly</p>	<p>Weekly log to be kept alongside tracking documents to demonstrate impact of directed time.</p>	<p>See above</p>
<p>Additional teacher in Year 6</p>	<p>80% + of the pupils in Year 6 are disadvantaged . Currently the % of disadvantaged pupils on track to achieve the expected standard is 68% (4% above national). The Year 6 team will identify the key marginal pupils (those missing the expected standard in one or two subjects) to secure an increase in the combined scores. Teachers will also identify PPG pupils that are at the expected standard but are at risk of not having made sufficient progress since KS1 and additional teacher will provide appropriate teacher led focus groups to accelerate learning.</p> <p>Success will be measured by Year 6 SAT outcomes being at or above those of non disadvantaged pupils.</p> <p>Year 6 leaders report on the progress of PPG pupils at half termly progress meetings - the cohort is 88% PPG so appropriate that is is considered as a single cohort.</p> <p>Year 6 team will identify short term interventions for PPG pupils that are identified as not secure for reaching the expected standard at the end of KS2.</p>	<p>Nov 18 Jan 18 March 19 May 2019</p>	<p>Principal, SSch and Year 6 team.</p> <p>Data will be reported to SLT, CEO, Govs and directors</p>	<p>See total staffing costs</p>
<p>Additional Year 5 teacher</p>	<p>Similar approach to Year 6. Year 5 is over 80% PPG. There needs to be a particular focus on writing in this cohort as there is a 35% attainment gap for the cohort as a whole.</p> <p>Year 5 has a higher proportion of pupil premium pupils than other year groups in the school and a significant number identified as SEND The PPG pupils in this cohort will be closely tracked by SENCO and impact of interventions monitored.</p> <p>Year 5 team will identify short term interventions for PPG pupils that are identified as not secure for reaching the expected standard at the end of KS2.</p>	<p>Nov 18 Jan 18 March 19 May 19 July 19</p>	<p>Principal SSch and Year 6 team.</p> <p>Data will be reported to SLT, CEO, Govs and directors</p>	<p>See total staffing costs</p>

	Performance management target for Year 5 teachers - focus on narrowing the gap wor writing			
Reducing the GLD gap for pupils in EYFS. At least 75% of pupil premium children will achieve GLD in 2019.	<p>Use PPG funding to target pupils in EYFS that are at risk of not achieving GLD. Strategies should include;</p> <ul style="list-style-type: none"> ● Identify from baseline where the gaps are for disadvantaged pupils. ● Close tracking of disadvantaged pupils from their starting points in EYFS - moving forward. ● Quickly identify disadvantaged pupils who are below age expectations and put provision in place that will accelerate their progress and readiness for KS1. ● Ensure that all EYFS are aware of who their disadvantaged pupils are and every opportunity is taken to develop language and strong learning behaviours. ● Specific interventions put in place to narrow the gap in speaking and listening, number, shape and space and personal, social and emotional. (based on baseline data) ● Improve links with parents and parental engagement. <ul style="list-style-type: none"> ○ Library links with Broad Green library / Playground library on Rosecourt Road ○ Early Birds / shared lunches ○ Maths and literacy packs to take home ○ Range of shared home learning activities 	Nov 18 Jan 18 March 19 May 19 July 19	EYFS team, SLT and SGB	See total staffing cost + £17000 speech and language support.
Phonics in Year 1	<p>In 2018 there was a 20% gap in disadvantaged pupils successfully completing phonics screening, 2019 at least 80% of disadvantaged pupils will have completed the phonics screening.</p> <ul style="list-style-type: none"> ● Year 1 pupils screen by October 2018 - pupils identified at risk of not completing screening in June 2019 ● Additional interventions for at risk disadvantaged pupils - focus on sounds identified as not secure in screening ● Screening in 5 x a year - to ensure pupils are not falling through the net. ● Nov 2018 - Year group leader / SLt monitor the quality of phonics teaching in Year 1 - provide additional CPD where necessary. 	Oct 18 Dec 18 Feb 19 April 19 May 19 June 19	Monitored by Year 1 lead and SSch	See general staffing costs Phonics CPD for support and teaching staff - £1000

<p>Improving outcomes for for PPG SEN</p>	<ul style="list-style-type: none"> ● Increase accountability for year groups to manage and monitor the impact of interventions through systematic collection of entry and exit points (provision map) ● Interventions in year groups will corallalate with agreed targets in pupil passports. ● SENCO will review progress against passport targets termly and record progress which in turn will feed into provision map. ● Subject leaders to evaluate interventions and support year group leaders and SENCO in developing provision to support underperforming pupils in their subject. 	<p>Nov 18 Jan 18 March 19 May 19 July 19</p>	<p>SENCO, Principal and SSch.</p> <p>Data will be reported to SLT, CEO, Govs and directors</p>	<p>See total staffing costs.</p>
<p>Target Tracker</p>	<p>Implement target tracker by Dec 2018.</p> <ul style="list-style-type: none"> ● accurate tracking of outcomes for PP pupils in reading writing and maths ● increased awareness and accountability from middle and year group leaders of performance of PPG pupils ● Identification of under performing groups of pupils ● Evaluation of assessment statements will allow SENCO, subject leaders, year group leaders and class teachers to deliver short sharp interventions. These will reduce gaps in learning and accelerate progress ● Simplified evaluation of the impact of PPG spending ● Consistency of judgement across the schools in the trust. ● Attendance data used more precisely to target vulnerable pupils. 	<p>Target tracker launched - October 2018</p> <p>Data collected October, December 2018, Feb, April, May , July 2019</p> <p>Accurate data available from Dec 2018</p>	<p>Reviewed by SLT and year group leaders</p>	<p>£3000 + £1200 standardised training</p>

To provide a range of therapeutic and family interventions that impact positively on the well – being and emotional / mental health of disadvantaged pupils. To engage the parents of disadvantaged pupils more closely with their children’s learning. To provide mentoring / support for Behaviour for Learning that impacts positively on the engagement of disadvantaged pupils

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost
Place-2-be	Reduce barriers to learning through improving the mental health of disadvantaged learners through providing access to counselling services. Pupils will show improved outcomes (MH questionnaire, attendance, behaviour and learning) and a reductions in behaviours and issues that create barriers to learning	Dec 18 April 19 July 19	SSch SSch SSch	£45,000
Family support worker	To work with and support families on reducing the external barriers to learning, these will include attitudes to learning, attendance and parental engagement. In addition to adult numeracy, literacy and parenting classes etc. This will give parents greater confidence when supporting their child with learning and interactions with the school. Impact will be measured through improved attendance, monitoring the quality and frequency of homework, parents attendance at parents evenings, assemblies and coffee mornings.	Dec 18 April 19 July 19	SSch SSch SSch	See total salary costs
Whole school	Pupils with emotional and behaviour difficulties are able to manage their behaviour more successfully and engage with learning. Parents work closely with school staff to support pupils. Improved progress and outcomes, reduction in exclusions, improved attendance.	Dec 2018 April 2019 June 2019	Monitoring of pupils using family support services by SENCO	See total staffing costs
Educational welfare	PPG PA pupils to be prioritised by the EWO team working with the attendance officers and the DHT, Weekly check of PPG pupils that have slipped below the 95% level of attendance. Parents will be written to and evidence of illness will be required. This will apply to all pupils in the school, not just PPG.	Weekly monitoring meetings in both sites. -with termly reports.	SSch and attendance team	£21500 Walking bus £1488

<p>Improve behaviour and reduce exclusions</p>	<p>Inclusion team to continue develop a range of strategies that will reduce exclusions and behaviour. This will include mentoring services, talk groups run by Place to Be and targeted conversations with parents of vulnerable pupils. Partnerships with external agencies and behaviour support services.</p>			<p>See total staff costs</p>
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