

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Prudhoe West Academy (WISE)				
Academic Year	2020-21	Total PP budget	£80700	Date of most recent PP Review	July 2019
Total number of pupils	278	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school) Autumn 2020 (R-y4)</i>	<i>National Average for all pupils (2018)</i>
% achieving expected standard in reading (as measured in the school)	67%	75%
% achieving expected standard in writing (as measured in the school)	54%	70%
% achieving expected standard in mathematics (as measured in the school)	77%	76%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Language and communication skills for some PP children are low on entry to the Early Years and therefore this can later hinder progress in reading and writing.	
B.	Attainment of some groups of PP pupils across the school are a cause for concern. Some PP children have poor literacy skills and this is impacting on all areas of learning. 40% of PP children also have Special Educational Needs. There are currently 37 children on the SEN register and 57% of these are PP children.	
C.	Behaviour and emotional issues for children eligible for PP are having a detrimental effect on their academic progress and that of their peers.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Some parents do not support home learning well, for example, they do not hear their child read on a regular basis. The children have not regularly accessed Google classroom or paper-based learning packs during lockdown, shielding or isolation periods.	
E.	Emotional wellbeing and unsettled family circumstances.	
F.	Some children do not have the necessary resources at home e.g. computer or tablet, pencils, crayons, paper or the help and support.	

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	Improved CLL scores for pupils in nursery and preschool in July 2021 to give them a head start moving into reception.
B.	Improve outcomes for PP pupils in reading, writing and maths (Y2 and 3) in KS1 and KS2 so that more pupils reach age related expectations, closing the gap between PP pupils and All pupils.	Results in July 2021 will show that the difference between PP and All has narrowed in each year group
C.	Number of behaviour "incidents" reduced during lesson time, and at playtime/ lunchtime for specific PP with this as a SEN, so children are able to spend some time with their peers in the playground.	Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school
D.	Improved % of pupils reading at home, and in school to improve outcomes in reading.	Improved reading exit data in all year groups for pupils eligible for PP Targeted PP parents attend Parent workshops and parent evenings.
E.	For the small number of PP pupils who have low attendance-including PA for non-medical pupils - will improve in line with national average.	2018/2019 attendance for PP was 94.93% compared to All 96.04%. PP attendance will be in line with the school average.
F.	Improve pupil wellbeing and ensure they have all the requirements to access learning at all times. Provide opportunities to develop pupils' cultural capital.	Higher attaining PP pupils will be nearer to reaching their potential. Parent observations are added to Evidence Me profiles. More PP pupils complete homework tasks. PP pupils are able to access key visits.

5. Planned expenditure						
Academic year:		2020-21				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
i. Quality of teaching for all						
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A: Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	<ul style="list-style-type: none"> -Liaise with Kirsty Paige (SALT) in accessing support for teachers, in the development of speaking and listening in EYFS through the use of Launchpad to literacy. -New staff to be trained in the use of Launchpad to Literacy. -Launchpad used as a diagnostic tool to identify gaps and plan interventions. -Embed Talk for Writing within Early Years. -Communication and Language workshop for parents. 	<ul style="list-style-type: none"> -Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. -Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. -All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. 	<ul style="list-style-type: none"> Ongoing CPD for Launchpad to Literacy. Monitor impact of interventions through half termly progress reports / assessments. Lesson observations Talk for Writing narrative assessments. 	<ul style="list-style-type: none"> EYFS LEAD KR HoS Trust Speech and Language Consultant 	<ul style="list-style-type: none"> October 2020 April 2021 June 2021 	<ul style="list-style-type: none"> £1470 S & L support EYFS Lead NCT x 4 days £600
Rationale	<p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>					

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
B: Improve outcomes for PP pupils in reading (phonics), writing and maths in KS 1 and 2 so that more pupils reach age related expectations.	Reading -Audit and reorganisation of phonics books. -Purchase phonic books for older readers. -WISE Reads CPD -New staff trained in Sounds Write. -Accelerated Reader training for staff to improve monitoring of progress.	An Evaluation of Sounds-Write by the Department for Education 2013. See below.	-Ongoing CPD throughout the year for projects including Accelerated Reader, Wise Reads, Talk for Writing, Maths Mastery. -Yearly MAT assessment cycle in place.	English Lead SD Early Reading and Phonics Lead KF CH/MB SLT	December 2020 April 2021 July 2021	Reading Books £430 Sounds Write training £860 Subject Lead NCT £1824
	Writing -Sounds Write approach to support spellings. -Spelling Shed online programme. -Increased opportunities for extended writing. -Embed Talk for Writing further CPD and workshops for staff to develop expertise.	Talk for writing follows an imitation, innovation and reinventing structure. https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_TalkForWriting.pdf	-MAT moderation taking place half termly -Pupil progress meetings to ensure timely and effective intervention for children at risk of falling behind Internal, peer and external reviews			Spelling Shed £150
	Maths -Maths Mastery CPD to embed approach across school. -Same day interventions. -Times-tables Rock Stars	Maths Mastery approach evidences increase in attainment https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/mastery-learning/	Monitoring cycle including lesson observations, book look, learning walks.	Maths Lead TI CH / MB SLT		Specialist Maths Lead £1,715 Non Contact for training maths lead £1800
	-Maintain teacher numbers to ensure classes remain single form year groups and drive up standards with smaller class sizes.	EEF Research - Reducing class sizes - moderate impact 3+ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-classsize/		SLT		Class Teacher £30,599

Rationale	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
D: Improved % of pupils reading at home, and in school to improve outcomes in reading.	<ul style="list-style-type: none"> -Monitor reading, contact parents if reading is not happening. -Share and stay parent workshops - phonics / reading. -Reorganise phonic books to ensure they are correctly matched to child's ability. -Introduce reading challenges / rewards to motivate children. - HLTA Reading support for PP pupils. - Catch-Up Reading and Maths Club for PP pupils provided by teacher 	Limited parental support with reading and homework for particular children. This slows reading and writing progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/homework-primary/	Monitor class reading records and Accelerated Reader. Monitoring children's reading.	English Lead SD Early Reading and Phonics Lead KF CH/MB SLT	December 2020 April 2021 July 2021	Subject Lead NCT Costs included in B HLTA £4,256
Total budgeted cost						£43704

ii. Targeted Support						
Intended Outcome	Action	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 outcomes for PP pupils in Reading (phonics), Writing and Maths in KS1 and KS2 so that more pupils reach age related expectations, closing the gap between PP pupils and All pupils.</p>	<p>-Regular SENCO meetings with class teachers. -Procedures in place so whole school staff aware of children who are our most vulnerable. -SENCO to ensure effective deployment of SEN support. -Audit SEN resources - Deploy high quality , structured interventions: Launchpad, Phonological Awareness programme, Sounds Write, First Class at Maths etc.</p>	<p>EEF Research https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-sen-and-what-weve-learned-so-far/</p>	<p>-Termly SEN reviews -Half termly evaluation of provision in Nurture, Launchpad, phonics, First Class at Maths groups -Graded response in place from SENCO to inform decision making -Reports from external agencies - Speech and Language, Communication and Language Team. -Sandwell Maths Assessments</p>	<p>SENCO - MB SLT Class Teachers</p>	<p>December 2020 April 2021 July 2021</p>	<p>NCT -SEN reviews £1000 TA interventions £19,437 Sandwell Maths Assessments £500</p>

<p>B Improve outcomes for PP pupils in phonics</p>	<ul style="list-style-type: none"> -New staff trained in 'Sounds Write' approach. -Phonics groups streamed across year groups. -TAs to provide small group intervention during phonics sessions in Key Stage 1 and 2 -Teacher to provide catch-up phonics intervention. -Deliver phonological awareness programme for pupils who do not make progress. 	<p>EEF research Moderate impact https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1</p>	<ul style="list-style-type: none"> -Monitor phonic groups. -Phonic checks every half term. -Additional interventions to accelerate progress 	<p>Phonics Lead - KF</p>	<p>Baseline September 2020</p> <p>November 2020</p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>May 2021</p> <p>June 2021</p>	<p>5 X 30 min sessions 3 TA £2,322</p>
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iii. Other approaches

Intended Outcome	Action	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>C: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime PP children are able to spend some time with their peers in the playground.</p>	<ul style="list-style-type: none"> -Continue to develop Opal: Outdoor play and learning' programme to be used at playtimes to support pupil well being. -Inset Opal all staff. -Collect materials, toys, objects. -Emotional Regulation CPD -Revision of reward systems. -Continue to develop nurture room provision. ELSA CPD for support staff. 	<p>Supporting School Improvement through Play - An evaluation of the outdoor play and learning programme (OPAL) published by Play England (2011)</p>	<ul style="list-style-type: none"> Monitor behaviour incidents Observation of playtimes Pupil voice 	<p>KW / EW</p> <p>SLT</p> <p>SENCO</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>	<p>OPAL Resources £3000</p> <p>Nurture provision Staffing £4,845</p> <p>Behaviour awards £500</p>

	-Friends Resilience 10-week Programme to develop social and emotional skills and emotional well-being.					
E: For the small number of PP pupils who have low attendance-including PA for non-medical pupils will improve in line with national average.	-Whole school approach to incentives for attending. Gold, Silver achievement prizes and reward assembly. -Continue to use the Early Bird attendance awards for nursery children. -Share and stay sessions for parents and carers to ensure they are aware of the learning that takes place in school.	https://educationendowmentfoundation.org.uk/school-the-mes/parental-engagement/	Weekly review of attendance Track on Scholarpack	JG CH / MB	December 2020 April 2021 July 2021	Attendance Awards £500
F Improve pupil wellbeing and ensure they have all the requirements to access learning at all times. Provide opportunities to develop pupils' cultural capital.	-Whole School Assembly. Mission Mental Health project: run by PE specialist to promote a healthy mind to combat anxiety, stress and mental health. -Weekly Health and Happiness assemblies run in co-ordination with music Teacher and singing. -Introduce new PSHE resources. -Further develop enrichment sessions. -Friends Resilience 10-week Programme to develop social and emotional skills and emotional well-being.	Sutton Trust Report https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf Preventing Anxiety and Promoting Social and Emotional Strength in Children: A Evaluation of the Fun Friends Program http://uploads.friendsresilience.org/wp-content/uploads/2016/12/05025846/Pahl-Barrett-2010-Preventing-anxiety...-evaluation-Fun-Friends_AdvancesSchoolMentalHealthPromotion.pdf	Pupil Voice. Pupil interview. School Council Fewer behaviour incidents at break times, lunchtime.	CH Pupil Voice Lead - KR MG	December 2020 April 2021 July 2021	£1500 including PSHE resources Mental Health Lead NCT £465 Friends Resilience £600

	<ul style="list-style-type: none"> -Subsidise educational enrichment experiences - visits outside of school/ visitors into school and to provide transport where appropriate. -theatre visit - pantomime -residential visits -visiting authors -visits to local cultural landmarks. 	EEF research Outdoor adventure learning - moderate impact.				£2500
Total budgeted cost						£37169