

Village Primary Academy - Pupil Premium Strategy Statement - 2018/2019

Principal	Debbie Beeston		
No & % of KS1-6 Eligible Pupils:	207/531 39%	No & % of EYFS Eligible Pupils: FS2 2 yr olds	24/90 27%
Pupil Premium Budget:	£319,440	Early Years Pupil Premium	£18,240
Date of most recent PP review	July 2018	Date for next review of this strategy	29 January 2019

Current Attainment KS2

Number of disadvantaged Y6 PP pupils in 2017-18 cohort = 50/75 67%	<i>Pupils eligible for PP (Village Primary)</i>	<i>Pupils not eligible for PP (2017 national average)</i>
% achieving EXPECTED in reading, writing and maths	52	67
Reading	66	77
Writing	68	81
Maths	70	80
% achieving GREATER DEPTH in reading, writing and maths	2	11
Reading	22	29
Writing	2	21
Maths	26	27
Progress score in Reading (2017 national data until ASP 2018 is published)	+0.4	0
Writing	+0.9	0
Maths	-0.4	0

Current Attainment KS1		
Number of disadvantaged Y6 PP pupils in 2017-18 cohort = 50/75 67%	<i>Pupils eligible for PP (Village Primary)</i>	<i>Pupils not eligible for PP (2017 national average)</i>
% achieving EXPECTED in reading	80	79
writing	71	72
maths	77	79
% achieving GREATER DEPTH in reading	26	28
writing	14	18
maths	17	23
Current Attainment - Phonics		
% achieving EXPECTED in Y1 phonics	75	84
% achieving EXPECTED in Y2 phonics (cumulative)	97	
Current Attainment - EYFS		
% achieving EXPECTED GLD	70%	72% (2016)

Barriers to future attainment for PPG eligible pupils at our school

A	Lower progress rates made by PPG children, particularly in key stage 2
B	Language deficit - a gap in language, vocabulary acquisition and oral communication skills
C	Low aspirations, expectations & awareness of how to support pupils now & in the future
D	Multiple factors of deprivation affecting; emotional well-being, social skills, support and challenges at home, including within the family
E	Limited knowledge of the world beyond the community
F	Lower than national attendance rates and higher than national persistent absenteeism

Desired outcomes in relation to each priority/barrier

Desired outcome		Approach chosen to achieve and reason for selection
A	<p>Every child receives teaching which is good and frequently outstanding in every classroom every day.</p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ year 2; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p>	<p>CPD for Quality First Teaching / mentoring and coaching support - see research findings of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>
B	Disadvantaged pupils develop a more extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	<p>EEF - Improving Literacy in KS1</p> <p>Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary</p> <p>EEF - Improving CLL in Early Years</p>

		<p>Prioritise the development of communication and language</p> <p>EEF Improving Literacy in KS2</p> <p>... activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p>
C	<p>Disadvantaged pupils & families have high expectations and aspirations for their children. Families know how to support their children to achieve well.</p>	<p>EEF - Improving CLL in Early Years</p> <p>Support parents to understand how to help their children learn - encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.</p> <p>EEF - parental engagement +3 months</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis</p>
D	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported</p>	<p>Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions weekly</p> <p>see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully.</p>
E	<p>Pupils have a breadth of experiences that enable them to contextualise their learning</p>	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully. Education Endowment Trust Toolkit</p>
F	<p>Disadvantaged absence & persistent absentee rates are at least in line with national</p>	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully.</p>

Village Primary Academy - Pupil Premium Action Plan - 18/19

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>Every child receives teaching which is good and often outstanding in every classroom every day.</p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning</p>	<ul style="list-style-type: none"> -Accelerated reading programme -Training for all staff re diagnostic use of accelerated reader -Non-contact time for lead EN leader -Additional reading - TAs/ volunteers - training -PDMs - moderation for reading in-house and across schools 	<p>EEF research - Improving Literacy at KS2 (April 17)</p> <p>'Rapid provision of support is important, but it is critical to ensure it is the right support.... Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use & interpret these effectively.</p>	<p>Half termly AR diagnostic reports per year group</p> <p>Autumn lesson observations by SLT/ EN leader</p> <p>Termly data analysis of progress & attainment</p> <p>PP leader & EN or MA leader book scrutiny for PP progress & outcomes</p> <ul style="list-style-type: none"> -Reading - autumn 18 -Writing - Spring 19 -Maths - Spring 19 	<p>English leader & team</p> <p>PP leader & EN/ MA leaders</p>	<p>End of Jan 2019</p>
<p>Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning</p>	<ul style="list-style-type: none"> -Research AR facility for testing vocabulary -Devise school programme for teaching of vocabulary - the Village way -PDM for staff -Clear expectations - health check 	<p>EEF - Improving Literacy in KS1</p> <p>Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary</p> <p>EEF - Improving CLL in Early Years</p> <p>Prioritise the development of communication and language</p> <p>EEF Improving Literacy in KS2</p> <p>... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where</p>	<p>Monitoring activities - use & progress in vocabulary - use of AR tests to monitor progress</p>	<p>EYFS leader</p> <p>English leader & team</p>	

<p>-Maths - strategy of pre-teach & post teach to enable more PP pupils to keep up and attain at EXS or GDS</p>	<p>-PDM time for bar modelling & other areas pertinent from monitoring to improve teaching & thus outcomes for maths -Non-contact time for lead MA leader to support maths development</p>	<p>pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p> <p>EEF - maths mastery approach - On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme. The small positive effect can be estimated as equivalent to approximately one month.</p>	<p>Termly data analysis of progress & attainment</p> <p>PP leader & EN or MA leader book scrutiny for PP progress & outcomes -Reading - autumn 18 -Writing - Spring 19 -Maths - Spring 19</p>	<p>EYFS leader Maths team led by K Barnard</p>	
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Improving the use of feedback -minimal strategic feedback -PDMS -INSET</p>	<p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p>	<p>Book scrutiny - autumn 18, Spring 19 & Summer 19</p>	<p>EN & MA leaders Deputy Principal</p>	<p>End of Feb 19 End of June 19</p>
	<p>Improving challenge that is provided - - daily AFL, including minimal strategic feedback -health check development -PDM - moderation & year group working to develop appropriate challenges -coaching from EN/ MA/ EYFS/ other teachers to improve practice of colleagues</p>	<p>EEF - Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.....</p>	<p>Termly data analysis of progress & attainment</p> <p>Part of Spring 19 lesson observations</p> <p>PP leader & EN or MA leader book scrutiny for PP progress & outcomes -Reading - autumn 18 -Writing - Spring 19 -Maths - Spring 19</p>	<p>EN, MA & EYFS leaders Outstanding teachers to support colleagues</p>	<p>End of Jan 19 End of April 19</p>

<p>Assessment New target tracker assessment system Training for all SLT Training for all teaching staff PDMS -moderation in y groups using school based assessment systems 10,000</p>	<p>EEF - Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.....</p>	<p>Staff provided with PDM at outset to utilise the system Moderation of year group assessments by phase leaders/ principal</p>	<p>EN & MA leaders Deputy Principal & Assistant principals as phase leaders</p>	<p>End of Dec 18 End of April 19 End of July 19</p>
<p>Leadership capacity to support & challenge (ass heads x 2, EN, MA, EYFS lead)</p>	<p>Leadership capacity at both senior & middle leadership level is crucial in supporting & challenging staff to improve practice & raise pupil outcomes - distributed leadership impact</p>	<p>Clear expectations for SLT & EN/ MA/ EYFS leaders in relation to improving disadvantaged pupil outcomes</p>	<p>Principal</p>	<p>End of Jan 19 End of July 19</p>
<p>Total budgeted cost: £157,680</p>				

Planned expenditure 18-19

ii. Targeted support

Emphasis on QFT and provision delivered by all staff - need to receive high quality CPD appropriate to their role

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?
Every PP child receives teaching which is good and frequently outstanding in every classroom every day. Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ year 2; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment/ standards.	SEND support - SLC Develop system for supporting pupils in EYFS/ KS1 & where appropriate KS2 for SLC intervention Research & consider purchase of scheme - eg talk boost Train TA (s) to deliver programme with clear entry & exit strategies and data 15,000	EEF research - Improving CLL in Early Years Use high quality targeted support to help struggling children	Impact measured per pupil in terms of value added in SL & C as well as tracking their overall EN outcomes	SENDco	End of Feb 19 End of June 19
	Additional TAs employed to support disadvantaged pupil progress in EYFS & KS1	EEF - MAKING BEST USE OF TEACHING ASSISTANTS Ten reasons to improve the use of Teaching Assistants - Improving the use of your current TA workforce is a better investment of Pupil Premium funds than employing more TAs	Guidance to all staff re use of TAs to particularly support / challenge disadvantaged pupils - remit of expected progress & some above expected shared with all staff (5.11.18)	Principal	Termly through lesson observations & summative assessments - is impact of additional TA showing? Where? Why?
Disadvantaged Y6 pupils progress & attainment in line with national	Phonics support - 1:1 0.4 teacher for Y1 & Y2 Additional TA support for assessment of phonics 6-8 weekly in EYFS, KS1 Additional intensive TA/ teacher intervention from March 19	EEF research - effectively implement an effective phonics programme • Training—ensure all staff have the necessary pedagogical skills and content knowledge • Responsive—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.	Y1 teacher asked to oversee phonics in Y1 & work in conjunction with HLTA for phonics 6-8 weekly assessments for all EYFS & KS1 pupils with new grids to show progress & current attainment	KS1 phonics HLTA & Y1 teacher Deputy principal to oversee	Every 6-8 weeks after assessments
	Y6 raising attainment	EEF - Improving Literacy in KS2 Use high quality structured interventions	Fortnightly discussions with Y6 staff - principal & assistant principal	UKS2 assistant head & principal	Oct 18 - mock SATs Dec 18 - assessments Feb 19 - Mock Sats

<p>Disadvantaged pupils' progress in reading is at least in line with the national expectation</p> <p>Attainment for targeted disadvantaged pupils improves in reading & maths</p>	<p>Release time for Y6 team to attend high quality CPD Formulation of Y6 Raising attainment action plan (RAP)</p>	<p>to help pupils who are struggling with their literacy EEF - Improving Mathematics in Key Stages Two and Three Use structured interventions to provide additional support and use tasks and resources to challenge & support pupils' mathematics</p>	<p>PP book trawls fortnightly - principal & assistant principal & 1 X Y6 teacher from Nov 18</p>	<p>Y6 teachers & TA every 3 weeks</p>	<p>March 19 - assessments</p>
	<p>Additional reading - TAs/ volunteers - training & supervision 5,000</p>	<p>EEF - Improving Literacy in KS2 Support pupils to develop fluent reading capabilities</p>	<p>Programme of training developed by EN team ready for Dec 18 - then added to termly for volunteers (20 mins) Drop in to reading sessions by class teacher/ EN leader</p>	<p>English leader & team</p>	<p>End of Jan 19 End of June 19</p>
	<p>Maths - strategy of pre-teach & post teach to enable more PP pupils to keep up and attain at EXS or GDS</p>	<p>EEF - Improving Mathematics in Key Stages Two and Three Use structured interventions to provide additional support and use tasks and resources to challenge & support pupils' mathematics</p>	<p>Monitoring overview by MA lead & maths team - discussions</p>	<p>Maths leader & team</p>	
	<p>Keep up strategies - TAs to release teachers to provide intervention groups in targeted year groups</p>	<p>KS2 PP pupil outcomes at 'expected' or above were below Nat 17 other pupils R 66% V 77% -11% W 68% V 81% -13% M 77% V 79% -2% C 53% V 67% -14% EEF - The Attainment Gap (Jan 18) 'Leaving education without any qualifications at all carries a large economic cost to the individual (as well as to society in terms of lost output).</p>	<p>Maths lead to monitor books/sessions / discuss with staff leading sessions to ascertain how well the pupils are progressing Staff to use individual assessments to record sessions/ progress</p>	<p>Principal & SLT</p>	<p>End of Feb 19 End of April 19 End of July 19</p>
<p>Total budgeted cost: £100,000</p>					

Planned expenditure 18-19

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?
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported	PFSW & behaviour manager interventions / support programmes	EEF toolkit - behaviour interventions -	-Use of RM Integris to log behaviour incidents - regular analysis (fortnight) by Deputy & behaviour co-ordinator	Deputy principal	End of Dec 18
	Positive play intervention	1. approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;	-Records of positive play - use of Boxall profile assessment information	Behaviour co-ordinator	End of April 19
	Time to talk	2. universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. more specialised programmes which are targeted at students with specific behavioural issues National agenda of promoting & supporting positive mental health for pupils	-Logs of pupils accessing Time to Talk & nos of times they access this CPOMS logs of families/ pupils - checked weekly by principal & deputy Termly assessments for R W M - show progress	PFSW	End of July 19
Disadvantaged absence & persistent absentee rates are at least in line with national	Attendance Officer support First day calling Liaison with EWO & trust Regular contact with families via letter/phone/ face to face contact Plans to improve attendance for disadvantaged pupils Principal involvement with meetings and phone calls	DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says:	Fortnightly meetings with principal & attendance officer to monitor pupils & address issues/ plan actions Attendance & PA checks every 2 weeks to be discusses at meeting Termly analysis of data by trust - ask for half termly if possible	Attendance officer Principal	End of every month from Sept 18→ July 19

		... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions			
<p>Pupils have a breadth of experiences that enable them to contextualise their learning</p> <p>As a result of enrichment activities disadvantaged pupils' motivation and thus progress is at least in line with national & a proportion above.</p>	Enrichment & wider curriculum visits, incl residential	EEF toolkit - enrichment in the form of: sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	Termly data assessments for RWM Additional assessments by provider/ leader in other areas of development Pupil interviews - 1x a year	Assistant principal PP lead	End of Dec 18 End of April 19 End of July 19
	Additional curriculum - Forest, music, PWA, Arts core participation, other ELS activities , including breakfast & after school clubs.		Termly data assessments for RWM Additional assessments by provider/ leader in other areas of development Pupil interviews - 1x a year	Assistant principal PP lead	End of Dec 18 End of April 19 End of July 19
	Out of school clubs - breakfast & after school provision			Principal PP lead	End of Jan 19 End of June 19
All pupils are able to wear school uniform as per the academy policy	Uniform - provision of school uniform for disadvantaged pupils in need			Principal	End of June 19
Disadvantaged pupils have access to quality revision materials/ guidance.	Revision books CPG for Y6 Revision club from March 19	Pupils are provided with a quality revision guide that they can use independently to support their preparation for SATs		Principal Behaviour support	End of May 19 - ask pupils for feedback
	Total budgeted cost: £80,000				