

West Thornton Primary Academy

Review of PPG Spending 2018/19

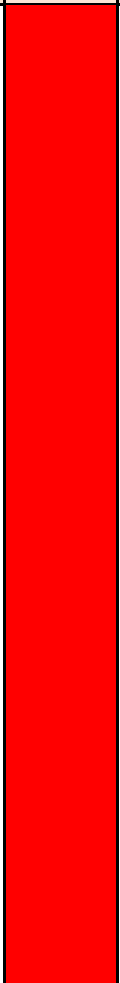
Summary information				
West Thornton Primary Academy				
2018/19	Total PP budget	£506840	Date of most recent PP Review	Sept 2018
855	Number of pupils eligible for PP	381	Date for next internal review of this strategy	Oct 2019

Current attainment			
	<i>Pupils eligible for PP in the school</i>	<i>Pupils not eligible for PP in the school</i>	<i>National average for all pupils in 2019</i>
<b>% achieving expected standards in R, W and M combined at KS2</b>	<b>53%</b>	<b>64%</b>	65%
<b>% achieving high standards in R, W and M combined at KS2</b>	<b>5%</b>	<b>0%</b>	11%
<b>% achieving expected standard in reading KS2</b>	<b>71%</b>	<b>73%</b>	73%
<b>% achieving high standard in reading KS2</b>	<b>16%</b>	<b>18%</b>	27%
<b>% achieving expected standard in writing KS2</b>	<b>68%</b>	<b>73%</b>	78%

% achieving GD in writing KS2	8%	0%	20%
% achieving expected standard in maths KS2	84%	82%	79%
% achieving high standard in maths KS2	29%	36%	27%
% achieving expected standards in reading at KS1	48%	84%	76% (2018)
% achieving expected standards in writing at KS1	45%	80%	70% (2018)
% achieving expected standards in maths at KS1	50%	81%	76% (2018)
% achieving GLD in EYFS	54%	71%	71.5%

**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	RAG	Lessons learned (and whether you will continue with this approach)
5c Internal coaching	Regular systematic observation of teaching and Learning has	Half termly report for	SLT, Acting CEO,	SLT teaching time and		There was a significant turnover of staff, new and inexperienced leaders in many year groups and teaching teams.

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<p>programme run through the teaching school.</p> <p>Team teaching with senior leaders.</p> <p>Rigorous systematic tracking of disadvantaged children ensures that these children remain high profile and cannot slip through the net.</p>	<p>contributed to raise standards.</p> <ul style="list-style-type: none"> <li>Teaching targets vulnerable pupils where appropriate.</li> <li>A culture of high expectations is evident in the school. PP pupils are able to make accelerated progress.</li> <li>Leaders at all levels ensure that individuals required to make accelerated progress are supported and regularly review interventions.</li> </ul>	<p>SLT the week</p> <p>Nov 2018, Jan 2019, March 2019, May 2019, July 2019</p>	<p>Govs, Directors</p>	<p>support - £75,000</p> <p>Internal coaching programme - £1,200</p>		<p>2019/20– secure stability of staff, training / support for middle leaders and strengthen professional development.</p>

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	<b>Lessons learned</b> (and whether you will continue with this approach)
	<ul style="list-style-type: none"> <li>• Year group leaders ensure that TAs are deployed effectively in the learning zones to secure the progress of pupil premium children.</li> <li>• Impact is measured through attainment outcomes, behaviour and attendance measures. Evidence from monitoring, ASP, IDSR, SATs, SSRs, and RIS is considered.</li> <li>• Narrowing of achievement gap targets are met in each year group.</li> </ul>					

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	<b>Lessons learned</b> (and whether you will continue with this approach)
5c Evaluation of PP spending to secure greater impact.  RIS and SLT will have dedicated time on a weekly basis to monitor teaching and learning and provision of Pupil Premium.	<ul style="list-style-type: none"> <li>• Improved outcomes for pupils at PPG pupils at risk of underperforming.</li> <li>• Improved provision and outcomes for :               <ul style="list-style-type: none"> <li>- higher attaining pupils higher attaining pupils in Y1, 2 and 3 in reading writing and maths.</li> <li>- higher attaining pupils in Y4 and Y5 in writing.</li> <li>- higher attaining pupils in Y6 in reading, writing and maths.</li> </ul> </li> </ul>	Weekly	SLT, Acting CEO, Govs, Directors	Consultation from Director of Education / Acting CEO  £2,000		Attainment for disadvantaged increased at the end of KS2. Wide gaps remain at KS1 and EYFS.  2019/20– distribute the responsibility for managing the achievement of DP.  Stabilise and improve teaching.

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	<b>Lessons learned</b> (and whether you will continue with this approach)												
5 f Narrow the gaps between PP and non - pp higher attaining pupils in Y6 in reading, writing and maths through use of interventions and run by additional teacher in Year 6	<ul style="list-style-type: none"> <li>12% + combined RWM at greater depth</li> <li>Increased proportion of higher attaining pupils achieving at greater depth is in line with or exceeds national averages.</li> <li>Gaps are narrowed at expected PP and non PP at expected and greater depth.</li> </ul>	Nov 18 Jan 18 March 19 May 2019	Principal, SLT YGL, RIS  Data will be reported to SLT, CEO, Govs and directors	£53,500 - cost of additional teacher		<p>The attainment gap narrowed in reading writing and maths compared to (2018) outcomes.</p> <table border="1" data-bbox="1469 515 1939 654"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>71% (48%)</td> <td>81% (80%)</td> </tr> <tr> <td>W</td> <td>63% (70%)</td> <td>73% (89%)</td> </tr> <tr> <td>M</td> <td>84% (70%)</td> <td>82% (89%)</td> </tr> </tbody> </table> <p>Outcomes for disadvantaged pupils in reading and maths have strengthened year on year. The gap has narrowed for writing though overall attainment for writing has declined.</p> <p>2019/20– Year 6 focus on writing will begin in September to ensure more pupils reach the expected standard.</p>		DP	NDP	R	71% (48%)	81% (80%)	W	63% (70%)	73% (89%)	M	84% (70%)	82% (89%)
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5e Narrow the attainment gap between PP and non -	Gaps between higher attaining pp and non – pp pupils have narrowed.	Nov 18 Jan 18 March 19	Principal, SLT YGL, RIS	Cost of 3 TAs - £39,105		18/19 Years 5 and 4 - DP achieved better or as well as NDP pupils in reading writing and maths.												

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	Lessons learned (and whether you will continue with this approach)
DP higher attaining pupils in Y4 and Y5 in writing through use of additional teacher		May 19 July 19	Data will be reported to SLT, Acting CEO, Govs and directors	SENDCo support - £26,400		2019/20 - overall attainment needs to be strengthened in the current Years 5 AND 6 through quality first teaching.
5a Narrowing the GLD gap for pupils in EYFS. At least 75% of pupil premium children will achieve GLD in 2019.	<ul style="list-style-type: none"> <li>Leaders closely track disadvantaged pupils from their starting points in EYFS moving forward.</li> <li>Gaps have narrowed for PP and non – PP pupils.</li> <li>Leaders quickly identify disadvantaged pupils who are below age expectations and put provision in place that</li> </ul>	Nov 18 Jan 18 March 19 May 19 July 19	EYFS team, SLT and  Data will be reported to SLT, Acting CEO, Govs and directors	See total staffing cost +  £17,000 speech and language support.  TA salary - £25,000		<p>Only 54% of DP achieved GLD.</p> <p>2019/20 – strengthen the quality of teaching to secure high quality continuous provision both indoor and outdoor.</p> <p>Continue to develop links and raise aspiration and involvement by parents.</p> <p>Ensure that children with lower than ARE speech and language are identified and support put in place by the end of Autumn 1.</p>

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	<p>accelerate their progress and readiness for KS1.</p> <ul style="list-style-type: none"> <li>• EYFS are aware of who their disadvantaged pupils are and every opportunity is taken to develop language and strong learning behaviours.</li> <li>• Reception YGLs act swiftly to put specific interventions put in place to narrow the gap in speaking and listening, number, shape and space and personal, social and emotional. (based on 2018-19 baseline data). These interventions are reviewed regularly.</li> </ul>					



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	<ul style="list-style-type: none"> <li>A high premium is placed on parental engagement and parents are well supported with home learning.</li> </ul>					
Raise standards in phonics in Year 1 through intervention and quality first teaching.	<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"> <li>Regular screening in 5 x a year - to ensure pupils are not falling through the net.</li> <li>Additional interventions for at risk disadvantaged pupils - focus on sounds identified as</li> </ul>	Oct 18 Dec 18 Feb 19 April 19 May 19 June 19	Monitored by Year 1 lead and SSch	3 days teacher - £16,250  Phonics CPD for support and teaching staff - £1000		<p>Only 53% of DP were successful in Phonics Screening due to instability in Year 1.</p> <p>2019/20 – high quality teaching to ensure that phonics is being taught consistently and effectively</p>

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	not secure in screening <ul style="list-style-type: none"> <li>• Nov 2018 - Year group leader / SLT monitor the quality of phonics teaching in Year 1 - provide additional CPD where necessary.</li> <li>• Phonics lead to monitor and track progress and quality of provision.</li> </ul>			5 days P/W TA - £25,000		
Raise standards in phonics in Year 2 through intervention and quality first teaching.	72% of pupils pass the phonics screening test <ul style="list-style-type: none"> <li>• Regular screening of these pupils</li> <li>• Year group leaders and teachers aware of who these pupils are</li> <li>• Appropriate support and intervention is in place</li> </ul>	Feb 19 April 19 May 19 June 19	Monitored by Phonics leader and DHT (Year 1 )	See above for teacher salary.  5 days P/W TA - £25,000		Only 47% of PPG pupils who were rescreened were successful due to staff instability.  2019/20 – high quality teaching to ensure that phonics is being taught consistently and effectively

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	<ul style="list-style-type: none"> <li>Phonics lead monitors and track progress and quality of provision.</li> </ul>					
<p>Daily interventions in R, W and M led by team of TAs.</p> <p>Team teaching and planning support from member of SLT.</p> <p>Writing and maths through use of small group focus teaching and daily interventions.</p>	<ul style="list-style-type: none"> <li>Narrow the gaps between PP and non - pp higher attaining pupils in Y1,2,3 in reading.</li> </ul>	Feb 19 April 19 May 19 June 19	YGLs , SLT  Data will be reported to SLT, Acting CEO, Gobs and directors	5 days P/W TA - £25,000  SLT teaching and support - £33,383		<p>The gap between DP and non DP did not significantly reduce due to high turnover of staff.</p> <p>2019/20 - leaders and middle leaders to secure improvements through quality first teaching. Specialist TA identified to deliver targeted interventions.</p>

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	Lessons learned (and whether you will continue with this approach)
<p>Specialist SEND provision in place for PP SEND pupils at risk of exclusion.</p> <p>SEND pupils working below ARE to receive weekly intervention</p>	<ul style="list-style-type: none"> <li>Comprehensive provision map in place for PP SEND pupils.</li> <li>PP SEND pupils make good or better progress relative to their starting points/peers nationally.</li> <li>PP SEND passports regularly reviewed.</li> </ul>	<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>SENDCo costs . £33,000</p> <p>TA support £50,000</p>		<p>Specialist provision did not have the expected impact on exclusions or learning for the pupils accessing the provision. Impacted by staffing instability.</p> <p>2019/20 – Accurate provision mapping to be established, strengthen use of the code of practice and redefine the provision to support pupils emotionally and socially.</p>
<p>Target Tracker</p> <p>Implement target tracker by Dec 2018.</p>	<ul style="list-style-type: none"> <li>Leaders at all levels can accurately track of outcomes for PP pupils in reading writing and maths.</li> <li>increased awareness and accountability from middle and year group leaders of</li> </ul>	<p>Target tracker launched - October 2018</p> <p>Data collected October, December 2018, Feb,</p>	<p>Data will be reported to SLT, CEO, Govs and directors</p>	<p>£3000 + £1200 standardised training</p>		<p>Target Tracker is now established in the academy.</p> <p>2019-20 - use is being established by middle leaders so they take greater responsibility and accountability for driving standards an outcomes within year groups.</p>

Strategy / Intervention	Desired outcome and success criteria	Review dates	Reviewed by	Cost	RAG	<b>Lessons learned</b> (and whether you will continue with this approach)
	performance of PPG pupils <ul style="list-style-type: none"> <li>• Identification of under- performing groups of pupils</li> <li>• Evaluation of assessment statements allow SENCO, subject leaders, year group leaders and class teachers to deliver effective interventions.</li> </ul>	April, May , July 2019  Accurate data available from March 2019				
Deliver cpd for staff on how to use Target Tracker effectively for Assessment	Training, monitoring of PPG data,.... <ul style="list-style-type: none"> <li>• There is consistency of judgement across classes, year groups, all schools in the trust.</li> </ul>	Data collected October, December 2018, Feb, April, May , July 2019	Data will be reported to SLT, CEO, Gobs and directors	SLT salary - £25,000		See above

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	<ul style="list-style-type: none"> <li>• Leaders quality assure data.</li> <li>• Attendance data used more precisely to target vulnerable pupils.</li> </ul>	Accurate data available from Dec 2018				
Reading Scheme	<ul style="list-style-type: none"> <li>• Profile of reading raised across the school.</li> <li>• Reading for pleasure is in action.</li> <li>• PP pupils have access to high quality texts.</li> <li>• PP more able pupils are appropriately challenged.</li> <li>• Improved outcomes for reading across the school</li> </ul>	Nov 18 Jan 18 March 19 May 19 July 19	YGLs , SLT  Data will be reported to SLT, Acting CEO, Gobs and directors	£7,750		Reading scheme not introduced until the summer term. Limited impact 2018-19  2019/20 – develop systematic use of reading scheme across school. Monitor use by targeted pupils. High quality training for staff on the teaching and learning of reading.

**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	RAG	Lessons learned (and whether you will continue with this approach)
Place-2-be  Counselling services for pupils and families.	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	Inclusion team.	£35,000		Over 60 pupils in receipt of PPG accessed the 1-2-1 counselling service. The majority identified as having severe needs.  Entry and exit questionnaire analysis show improvements from the perspective of both teachers and pupils.
Family support worker – carrying out preventative work with pupils and families (coffee mornings, workshops, 1:1 mentoring, pastoral support,	<ul style="list-style-type: none"> <li>Improved attendance for pupils who were previously PA.</li> <li>Improved behaviour for pupils who previously displayed challenging behaviour.</li> <li>Qualitative evidence from</li> </ul>	Dec 18 April 19 July 19	Inclusion team.	£17,802  Family support worker		FSW worked with families in crisis across both sites. This contributed to improvements in attendance and welfare of the children and the families that were supported.

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preventative safeguarding work).	parent surveys demonstrate they have benefited from support.					
Educational welfare PPG PA pupils to be prioritised by the EWO team working with the attendance officers and the DHT	Overall attendance to remain above national average 96%+ PA to remain below national average of 11.3%	Weekly monitoring meetings in both sites. - with termly reports.	DHT & attendance team	£21500		Overall attendance at the end of year was 96.3% and PA 6.4%  2019/20 – focus on overall and PA at the hub as it is still weaker than RR though improving.