

## Annex 2c: Pupil premium strategy statement North Walsall Primary Academy

1. Summary information					
<b>School</b>	North Walsall Primary Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£133,000 PP £1800 EYFS £4600 LAC £600 Refugee	<b>Date of most recent PP Review</b>	15.07.18
<b>Total number of pupils</b>	210 233 (Inc Nursery)	<b>Current PP</b>	61	<b>Date for next internal review of this strategy</b>	17.12.18 End of Autumn Term
		<b>Ever 6 PP</b>	31		
		<b>EYFS PP</b>	7		
		<b>LAC PP</b>	2		
		<b>Refugee</b>	1		
		<b>Total</b>	102 43.7%		

	Historic Data							
21 pupils out of 30 in year 6 were eligible for pupil premium during the 2017-18 academic year	<i>National all 2016</i>	<i>National all 2017</i>	<i>North Walsall all 2016</i>	<i>North Walsall all 2017</i>	<i>National PP 2016</i>	<i>National PP 2017</i>	<i>North Walsall PP 2016</i>	<i>North Walsall PP 2017</i>
% achieving at or above ARE in reading, writing & maths by the end of Y6:	60%	61%	15%	33%	39%	43%	15%	24%
% achieving at or above ARE in reading by the end of	72%	71%	45%	40%	53%	77%	45%	35%
% making at or above ARE in writing by the end of Y6:	79%	76%	65%	73%	64%	81%	65%	71%
% making at or above ARE in maths by the end of Y6:	76%	75%	25%	67%	58%	80%	25%	47%
% making at or above progress in SPAG by the	NA	77%	45%	73%	NA	82%	45%	59%
% achieving GLD in Rec	66%	70%	23%	63%	52%		50%	57%
% passing the phonics screening in Y1	81%	81%	46%	56%	70%	84%	38%	0%

		Current Attainment			
	<i>National all 2018</i>	<i>North Walsall all 2018</i>	<i>National PP 2018</i>	<i>North Walsall PP 2018</i>	<i>Difference for LY</i>
% achieving at or above ARE in reading, writing & maths by the end of Y6:	64%+ 3% LY (NW -14%)	50%		41%	+17% all +17% pp
% achieving at or above ARE in reading by the end of Y6:	75% + 4% LY (NW -5%)	70%		64%	+30% all +29% pp
% making at or above ARE in writing by the end of Y6:	78% + 2% LY (NW -25%)	53%		45%	-20% all -20% pp
% making at or above ARE in maths by the end of Y6:	76% + 1% LY (NW -3%)	73%		68%	+6% all +21% pp
% making at or above progress in SPAG by the end of year 6	78% + 4% LY (NW -1%)	77%		72%	+4% all +13% pp
% achieving GLD in Rec		68%		58%	+1% pp +5% all
% passing the phonics screening in Y1	82% + 1% LY (NW - +15%)	97%	70%	89%	+89% pp +31% all

**RAG rated against LY in school performance – against national we are below floor in all areas**

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Limited language acquisition for PP children in nursery and reception– limited vocabulary along with limited letter recognition and reading skills upon entry to the EYFS stage. The current intake indicates that 50% of the nursery children are EAL and 67% of the reception children are EAL. Entry point nursery date reflects that 100% of the pupils entering reception are working well below the national standard for reading, writing, speaking and Listening of which 98% are entering at 0-20 months. Of the 100% in nursery, 26% are PP children, (this figure is expected to increase with the new census data).
<b>B.</b>	GLD rose from 65% in 2018 to 68% in 2018, with PP children achieving GLD rose from 57% to 58% still below national.
<b>C.</b>	A high crossover of PP & SEND children with complex social, emotional and behavioural needs in the exiting year 2, current Y3. With a high proportion of LA pupils not making the accelerated progress required to reach at least ARE. Reading 68%, % of PP who got reading 27%, Writing 60%, % of PP who got writing 36%, Maths 73%, % of PP who got Maths 64% with a combined of 18%. All significantly below national with a significant gap between PP and non-pp.
<b>D.</b>	Not enough HA pupils reach greater depths that are eligible for PP in KS1 & KS2. GD KS1 0% in R, W&M. GD KS2, 0% W, 10% R, 31% Maths. This was an increase in GD at KS2 from the previous year, but still below national. Read is a priority
<b>E.</b>	SEND/PP cross over at the end of KS2 the lowest performing sub group was SEN/PP in overall progress, Reading, Maths and SPAG.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	PA in 2016/17 11.25%, national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 2017/18 data PA whole school 12.8% (27), of which 63% was PP (17) of which 64% were PP/SEND (11)
<b>G.</b>	Low socioeconomic demographic 4 in 5 residents (80%) experience levels of severe multiple deprivation– compared with 44% across Walsall overall. North Walsall deprivation band is 99. (English Index of Deprivation 2015-IDACI) However, current figures for pupils eligible for PP across our school, does not accurately reflect our demographic. Parental engagement to improve.
<b>H.</b>	LAC PP – Access to resources that require additional funding to bridge the gap between home and school.
<b>3. Outcomes</b>	
	<b>Success criteria</b>

<b>A.</b>	Increase the number of PP pupils achieving GLD in reading, writing and spoken communication, closing the gap on national standards and where necessary making accelerated progress.	<ul style="list-style-type: none"><li>• Accurate baseline data</li><li>• Regular assessment points throughout the year to identify gaps</li><li>• Quality first teaching</li><li>• Increased parental engagement and home link support</li><li>• Targeted interventions for precision teaching</li><li>• SALT interventions</li><li>• Quality first phonics teaching</li><li>• Stay and play in nursery every half term.</li></ul>
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<b>B.</b>	Ensure accelerated progress, resulting in more children entering the academy at a low starting point achieve GLD, closing the gap with national expectations.	<ul style="list-style-type: none"><li>• Performance management targets allow for data driven accountability</li><li>• understanding of the EYFS framework is secure</li><li>• Targeted intervention groups across Nur &amp; Rec to ensure good if not accelerated progress</li><li>• Parental support which enables parents to support learning of sounds at home</li><li>• 1:1 provision and small group intervention to ensure gaps are addressed and closed</li><li>• 1:1 language to ensure language acquisition improves</li><li>• Increased staffing during the Autumn term in Rec to support T&amp;L</li></ul>
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<b>C.</b>	<p>Improve the behaviour and attendance of a small group of PP boys in year 3 and reset their climate for learning to ensure they are able to be successful in class. Ensure all SEND needs are factored into the daily life within the classroom to allow for quality first teaching.</p> <p>Close the gap between higher and lower achieving PP children through accelerated progress.</p>	<ul style="list-style-type: none"><li>• PA PP children targeted for breakfast club and potentially walking bus.</li><li>• Targeted intervention to tackle behaviour issues such as volcano in my tummy etc. to be run by the learning mentor.</li><li>• Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor</li><li>• SENCO to monitor and run targeted interventions for SENDPP children &amp; coach for quality first SEND provision within whole class teaching.</li><li>• Create Venn diagrams and track progress of sub-groups</li><li>• Targeted interventions for LA/SEND PP children to ensure accelerated progress</li><li>• Ensure homework supports in-class learning in-order to move forward</li><li>• Increased staffing to support with scaffolder learning.</li></ul>
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<b>D.</b>	Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national.	<ul style="list-style-type: none"><li>• Consultancy day with parents, pupil and teacher to map out next steps and support</li><li>• February/Easter half term school for reading writing and maths for targeted PP children</li><li>• Streaming cross the year group during the spring term to allow for targeted teaching</li><li>• Targeted interventions for Reading, SPAG and Maths</li><li>• Targeted afterschool boosters during the spring term</li><li>• Clubs to support enjoyment and knowledge of the chosen subject e.g. Athletics, Nessy and Oxford Owl</li><li>• Targeted home work to support in-class learning.</li><li>• Support materials that target SATs preparation CGP</li><li>• Create Venn diagrams and track progress of sub-groups</li><li>• Quality first teaching</li><li>• Streamed reading to ensure impactful, accelerated progress can be made</li></ul>
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<b>E.</b>	To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG	<ul style="list-style-type: none"><li>• Targeted interventions for LA/SEND PP children to ensure accelerated progress</li><li>• Create Venn diagrams and track progress of sub-groups</li><li>• Streaming across the year group during the spring term to allow for targeted teaching year 6</li><li>• Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor Y3</li><li>• Quality first teaching</li><li>• Buy into scaffolded support tools such as: Nessy, Oxford Owl and Mathletics</li><li>• Engage with outside agencies to ensure any and all external support is explored and exploited to ensure progress for this sub group</li></ul>
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<b>F.</b>	<p>PA PP reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 by the end of the year – Unless figures change. Specific focus on PP/SEND crossover</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<ul style="list-style-type: none"><li>• Target PP children for breakfast club – Sign up to Magic breakfast</li><li>• Possible walking bus for targeted PP children</li><li>• EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</li><li>• Clear mapping of actions following an absence.</li><li>• Use of rewards to encourage attendance-such as bouncy castle – end of year trips to the cinema + 100% whole year Bike raffle</li><li>• Office staff to create bar charts and hold weekly meetings with pupils regarding PA and overall attendance</li><li>• In-class monitoring system –such as the bug race</li><li>• Removal of pupils for absences of more than 20 days. Spotlight campaign for legal proceedings</li></ul>
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<p><b>G.</b></p>	<p>Improve Out of the classroom learning such as school trips and enrichment opportunities expanding the wider curriculum, creating a depth of learning</p> <ul style="list-style-type: none"> <li>• All pupils are exposed to first hand experiences</li> <li>• Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition</li> <li>• Pupils build confidence in public, gaining valuable life experiences</li> </ul> <p>School Trips In-School enrichment opportunities community links Residential experiences</p>	<ul style="list-style-type: none"> <li>• Every class participates in a high quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school. In addition, a number of free enrichment opportunities will be initiated in conjunction with the local community e.g. libraries and other public services</li> <li>• Enrichment opportunities made available for G&amp;T pupils. Inclusion lead to ensure such pupils are identified targeted and monitored.</li> <li>• Enter national or network competitions such as spellings bee's and times table challenges.</li> <li>• Link to King Edwards outreach program to support G&amp;T pupils</li> <li>• Develop school sports teams to compete in competitions.</li> <li>• Booster groups for pupils with a lower starting point. Afterschool clubs to include nesy.</li> <li>• Build upon link with Oxford University, whi8ch was established in 2017/18 – inspiring aspirations</li> <li>• Linking the wider curriculum to real life experiences</li> </ul>
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H.	Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school.	<ul style="list-style-type: none"> <li>• Source funding through virtual schools to support LAC pupils</li> <li>• Provide opportunities for links to be made between carers and school</li> <li>• Engage with professional agencies to ensure tailored support is in place for LAC pupils</li> <li>• Provide social, emotional, behavioural support to ensure LAC pupils are successful in schools</li> </ul>
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A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to **new polling**. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the school, whilst complimenting and enriching the existing curriculum.

**1. Planned expenditure**

**Academic year**

**2018/19**

TBC by Friday 19<sup>th</sup> October 2018