

Wood End Park Academy

Pupil Premium Strategy

2020 - 2021

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM). An amount is also allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care). In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

The funding is allocated to address the current underlying inequalities between disadvantaged pupils (new term for those in receipt of Pupil Premium) and their peers.

The allocation for Wood End Park Academy in 2020-2021 is **£248,825**

Wood End Park Academy has a clear strategic plan for its use of Pupil Premium Funding. We first and foremost focus on quality first teaching for all our pupils, including disadvantaged pupils.

We feel it is important for all teachers to be aware of the disadvantaged pupils in their class. Information is updated on a class context sheet when pupils become eligible for funding. To ensure achievement for our disadvantaged pupils, teachers are required to take into account the needs of their particular pupils in each lesson.

Provision is also based on what has been noted to be effective from regular review.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. A member of the SLT leads and oversees whole academy work on Pupil Premium. The aims:

- To ensure the funding is used for each Pupil Premium child
- To measure impact of strategies in place
- To advise adjustments to provision due to performance outcomes not being on track

Summative assessments are sat by the children in years 1 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are also made of all pupils (Early Years to year 6), including disadvantaged, in non core subjects so we can ascertain attainment and progress in any moment of time. This also means we can challenge any underperformance.

Pupil Achievement Meetings are held with each class teacher termly to analyse the progress made by the children and the impact of the interventions that are in place in helping the

children make progress towards their end of year targets. Team leaders' schedules involve the tracking and monitoring of progress of disadvantaged children in their year group ensuring that all avenues are explored to narrow the gap in progress and attainment between disadvantaged pupils and their peers.

The allocated Governor for Pupil Premium meets regularly with the Pupil Premium Lead to go through the Pupil Premium strategy for the Academy. Discussions are held on how funding is allocated and the impact of the spending. This review may lead to the strategy being revised. All revisions are shared with the Academy Council.

Current Barriers to Educational Achievement for Our Disadvantaged Pupils

At Wood End Park Academy we have identified the following needs:

- A. From home e.g. the home may lack resources for learning or pupils may not have had learning modelled to them. The children may not have adequate support for homework and resources to achieve this.
- B. The need to develop learning behaviours such as increased self-motivation, independence or resilience. The academy embraces the philosophy of Growth Mind Set which supports pupils' attitudes to learning
- C. The need for higher rates of attendance (at least in line with the national averages)
- D. Lack of engagement in learning: March 20th to July 20th 2020 due school's partial closure and non-attendance.

Desired Aims and Outcomes

Desired Outcome		Measure (how they will be measured)
<u>A.</u>	Good progress and attainment	The achievement of disadvantaged pupils to always be (at least) on par to non-disadvantaged pupils (without placing non-disadvantaged pupils at a disadvantage). For more disadvantaged pupils to leave at Exceeding, especially in reading
<u>B.</u>	Improved learning behaviour for all disadvantaged children including those with SEMHD needs	Evidence through completion of home learning activities, Participation in extra-curricular activities particularly upper KS 2 Disadvantaged pupils with specific PSED show a reduction in behavioural and emotional incidents
<u>C.</u>	Regular attendance: <i>Support the provision of an enriched curriculum</i> <i>Promote enjoyment of school life and the school environment</i>	Attendance of Disadvantaged children is in line with the national average of 96%
<u>D.</u>	Catch Up in Learning	Identified pupils will be part of lessons that take place beyond the school day; impact of these will be evaluated. Performance of identified pupils will be ascertained during work that is part of our Recovery Programme.

The academy has also committed to the National Tutoring Programme and is already in talks with Teach First to use tutors from this organisation starting November 1st 2020.

Planned Strategy for 2020 - 21

	Provision	Allocation: Time / Cost	Monitored by	End of Year standards 2021																																
IN-SCHOOL PROVISION																																				
A	EYFS: 1 teacher To raise number of disadvantaged pupils achieving the expected standard EYFS teacher	2 hrs wkly £4,333	Pupil Premium Lead	Good Levels of Development (GLD) Target to be formed from baseline assessments <table border="1"> <thead> <tr> <th>Baseline</th> <th>Target</th> <th>Spring 2</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Baseline	Target	Spring 2																													
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A D	Year 1: Learning Support Assistant Small group and 1:1 work with pupils to accelerate and consolidate learning of phonics	Full time £18,821	Pupil Premium Lead	% of Disadvantaged (DA) pupils to pass their phonics test. <table border="1"> <thead> <tr> <th>End of year target 20/21</th> <th>On entry % Sept 2020</th> <th>Termly Outcome</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	End of year target 20/21	On entry % Sept 2020	Termly Outcome																													
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A	Year 1: Learning Support Assistant In class support for pupils to raise attainment in reading, writing and maths and keep gap narrowed (expected standards) with non-disadvantaged pupils		Team Leader Vice Principal	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target 20/21</th> <th>On entry % Sept 2020</th> <th>Termly outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>25%</td> <td></td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>44%</td> <td></td> </tr> <tr> <td>Maths</td> <td>42%</td> <td>38%</td> <td></td> </tr> </tbody> </table>	% EXS	End of year target 20/21	On entry % Sept 2020	Termly outcome	Reading	33%	25%		Writing	50%	44%		Maths	42%	38%																	
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A	Year 2: Key pupils to be identified on class LSAs timetables as priority focus. PP lead to work closely with team leader and vice principal to track performance.	£11,643.23	Vice Principals	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target 20/21</th> <th>On entry % Sept 2020</th> <th>Termly outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>58%</td> <td></td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>50%</td> <td></td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>58%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target 20/21</th> <th>On entry % Sept 2020</th> <th>Termly outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>18%</td> <td></td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>9%</td> <td></td> </tr> <tr> <td>Maths</td> <td>9%</td> <td>9%</td> <td></td> </tr> </tbody> </table>	% EXS	End of year target 20/21	On entry % Sept 2020	Termly outcome	Reading	67%	58%		Writing	67%	50%		Maths	75%	58%		% EXC	End of year target 20/21	On entry % Sept 2020	Termly outcome	Reading	25%	18%		Writing	9%	9%		Maths	9%	9%	
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D	Year 2: Small group booster lessons each Saturday led by a teacher 48 sessions	£1,680																																		

	Reading booster (before school) for pupils to achieve expected standards. Booster (after school)			<table border="1"> <tr> <td>Writing</td> <td>72%</td> <td>71%</td> <td></td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>62%</td> <td></td> </tr> <tr> <td>SPAG</td> <td>75%</td> <td>74%</td> <td></td> </tr> </table>	Writing	72%	71%		Maths	64%	62%		SPAG	75%	74%																			
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A	Year 6: Vice Principal Teaching target pupils to meet expected standards in writing Target small groups to meet expected standards in reading and writing	Wkly Intervention £4226.15	Principal																															
A	Year 6: Pupil Premium Lead / Daily core teaching group of target pupils to meet expected standards in reading and maths After school booster x1wkly for target pupils	4 days £52,096	Principal																															
A	Year 6: Pupil Premium Lead Maths booster (after school) to achieve expected standards																																	
A	Years 2 to 5 Team Leaders (YTL) Release time per team leader for strategic leadership work to ensure targeted PP pupils exceed in core subject areas. Monitor disadvantaged and feedback on next steps for continually raising attainment of disadvantaged pupils.	£11,643.23	Vice Principals	<table border="1"> <thead> <tr> <th>%EXC</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>25%</td> <td>9%</td> <td>9%</td> <td></td> </tr> <tr> <td>3</td> <td>48%</td> <td>22%</td> <td>52%</td> <td>43%</td> </tr> <tr> <td>4</td> <td>42%</td> <td>37%</td> <td>30%</td> <td>33%</td> </tr> <tr> <td>5</td> <td>32%</td> <td>29%</td> <td>21%</td> <td>32%</td> </tr> </tbody> </table> <p>Targets set for disadvantaged pupils' achievement in each year group: Exceeding (EXC) standards</p>	%EXC	Reading	Writing	Maths	Grammar	1					2	25%	9%	9%		3	48%	22%	52%	43%	4	42%	37%	30%	33%	5	32%	29%	21%	32%
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ADDITIONAL BOOSTER PROVISION incl. ONLINE BOOSTER SESSIONS																																		

<p>A/ B</p>	<p>Whole School: Higher level Teaching Assistants</p> <p>Booster Support to achieve expected standards and narrow the gap: (including online sessions)</p> <p>Year 2 – 1 HLTA Year 3 – 1 HLTA Year 4 – 1 HLTA Year 5 – 1 HLTA: Wed after scl Year 6 – 1 HLTA: Wed after scl</p> <p>Homework support for pupils to meet EXC and EXS standards (including online session)</p> <p>Year 2 – 1 LSA Year 1 - HLTA Year 3 – 1 HLTA Year 4 – 1 LSA Years 5 and 6- HLTAs</p>	<p>10 hrs weekly</p> <p>£3000 £3000 £3000 £3000 £3000 = £12,000</p> <p>1 hour weekly</p> <p>£720 £720 £720 £720 £720 £720 = £4320</p>	<p>Vice Principals Yrs 3-6</p>	<table border="1"> <thead> <tr> <th>%EXS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33%</td> <td>50%</td> <td>42%</td> <td></td> </tr> <tr> <td>2</td> <td>67%</td> <td>67%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>3</td> <td>74%</td> <td>78%</td> <td>91%</td> <td>70%</td> </tr> <tr> <td>4</td> <td>82%</td> <td>76%</td> <td>83%</td> <td>76%</td> </tr> <tr> <td>5</td> <td>71%</td> <td>71%</td> <td>72%</td> <td>78%</td> </tr> <tr> <th>%EXC</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> <tr> <td>2</td> <td>25%</td> <td>9%</td> <td>9%</td> <td></td> </tr> <tr> <td>3</td> <td>48%</td> <td>22%</td> <td>52%</td> <td>43%</td> </tr> <tr> <td>4</td> <td>42%</td> <td>37%</td> <td>30%</td> <td>33%</td> </tr> </tbody> </table>	%EXS	Reading	Writing	Maths	Grammar	1	33%	50%	42%		2	67%	67%	75%	75%	3	74%	78%	91%	70%	4	82%	76%	83%	76%	5	71%	71%	72%	78%	%EXC	Reading	Writing	Maths	Grammar	2	25%	9%	9%		3	48%	22%	52%	43%	4	42%	37%	30%	33%
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<p>A/ B</p>	<p>Yr 6 – Saturday classes x 3 teachers</p> <p>Classes to provide tailored support for individual pupils in core subjects– google meet to be used in event of local lockdown</p>	<p>3 hours weekly</p> <p>£11,970</p>	<p>Vice Principals</p>	<table border="1"> <thead> <tr> <th rowspan="2">% Target 2020-2021</th> <th colspan="2">Year 3</th> <th colspan="2">Year 6</th> </tr> <tr> <th>EXS</th> <th>EXC</th> <th>EXS</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74</td> <td>48</td> <td>80</td> <td>24</td> </tr> <tr> <td>Writing</td> <td>78</td> <td>22</td> <td>72</td> <td>27</td> </tr> <tr> <td>Maths</td> <td>91</td> <td>52</td> <td>64</td> <td>19</td> </tr> <tr> <td>Grammar</td> <td>70</td> <td>43</td> <td>75</td> <td>19</td> </tr> </tbody> </table>	% Target 2020-2021	Year 3		Year 6		EXS	EXC	EXS	EXC	Reading	74	48	80	24	Writing	78	22	72	27	Maths	91	52	64	19	Grammar	70	43	75	19																					
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<p>A/ B</p>	<p>Years 2 & 5: - Recovery Plan (Covid 19) August 2020</p> <p>Yr 5 Summer School (5 teachers x 3hrs 15mins per day – 9 days)</p> <p>Yr 2 Summer School (2 teachers x 3hrs per day – 4 days)</p> <p>Years 6 Holiday Classes (Autumn and Spring)</p>	<p>£4,725</p> <p>£840</p> <p>£2,835</p>	<p>Principal / Vice Principal</p>																																																			
<p>TRAINING AND SUPPORT</p>																																																						
<p>A-C</p>	<p>Educational Psychologist Provide training for staff working with disadvantaged pupils with SEMHd / learning needs</p>	<p>5 days</p> <p>£2625</p>	<p>Pupil Premium Lead</p>																																																			

	Provide individual pupil assessments and reports to ensure provision is tailored accurately to drive progress and attainment of pupils with SEMHD/learning needs Provide support/training for target families																		
D	Yr 5 and 6 Teaching and learning Lead Upskill each year 5 and year 6 teacher Key PP focus: targeted pupils to meet exceeding standard	3hrs40min wkly £5,821.62		<table border="1"> <thead> <tr> <th>EXC %</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>32%</td> <td>29%</td> <td>21%</td> <td>32%</td> </tr> <tr> <td>6</td> <td>24%</td> <td>27%</td> <td>19%</td> <td>19%</td> </tr> </tbody> </table>	EXC %	Reading	Writing	Maths	Grammar	5	32%	29%	21%	32%	6	24%	27%	19%	19%
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CURRICULUM /RESOURCES/HOME LEARNING

B	Year 6: Resources Support personal study and for completing homework at home in same standard as used at school SATs revision booklets Homework equipment Yrs 3 & 4 (Recovery Plan-Covid 19) Reading support: Story time Magazine subscription £2 x 84 pupils x 12 months Year 4: (Recovery Plan-Covid 19) Revision booklets £1.50 x 36	£1250 £2,016 £54.00	Vice Principal	<table border="1"> <thead> <tr> <th>%EXS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> </thead> <tbody> <tr><td>1</td><td>33%</td><td>50%</td><td>42%</td><td></td></tr> <tr><td>2</td><td>67%</td><td>67%</td><td>75%</td><td>75%</td></tr> <tr><td>3</td><td>74%</td><td>78%</td><td>91%</td><td>70%</td></tr> <tr><td>4</td><td>82%</td><td>76%</td><td>83%</td><td>76%</td></tr> <tr><td>5</td><td>71%</td><td>71%</td><td>72%</td><td>78%</td></tr> <tr> <th>%EXC</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> <tr><td>2</td><td>25%</td><td>9%</td><td>9%</td><td></td></tr> <tr><td>3</td><td>48%</td><td>22%</td><td>52%</td><td>43%</td></tr> <tr><td>4</td><td>42%</td><td>37%</td><td>30%</td><td>33%</td></tr> </tbody> </table>	%EXS	Reading	Writing	Maths	Grammar	1	33%	50%	42%		2	67%	67%	75%	75%	3	74%	78%	91%	70%	4	82%	76%	83%	76%	5	71%	71%	72%	78%	%EXC	Reading	Writing	Maths	Grammar	2	25%	9%	9%		3	48%	22%	52%	43%	4	42%	37%	30%	33%
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B D	Recovery Plan (Covid 19) Laptops for online tutoring <i>Note: 67 PP children on home delivery rota during lockdown.</i> Vouchers for internet access £5.00 = 1GB for approx. 20hrs	Approx. 20 x £450 £9,000 £400																																																				

ATTENDANCE/ ENRICHMENT ACTIVITIES

C	Attendance EYFS to Yr 6: Support Staff Tracking and managing the attendance of disadvantaged pupils Attendance Resources	£500	Pupil Premium Lead	Attendance of disadvantaged pupils to be 96%
C	Attendance Year 5: Encourage attendance to school	£2000	Pupil Premium Lead	Attendance target – 96%

WEPA Pupil Premium Strategy

	with reward of residential		
C	Breakfast Club: To encourage good attendance, Vouchers Staffing Resources	£15 per half term 15 pupils = £1,350	
B/C	Clubs: Places at Saturday Computing Classes - 4 places x 38 weeks	£3.50 per pupil = £532	
B/C	Clubs: Other Club Places: 20 places per term	£1400	
A/C	Trips: Places for a least one trip per year for each pupil on disadvantaged register	£5000	
	Total Budget £248,825	£248,825	

