

## Wood End Park Academy

### Pupil Premium Strategy

#### 2019 - 2020

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 2019-2020 is **£323, 000.00**

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. The achievement of disadvantaged pupils to always be (at least) on par to non-disadvantaged pupils (without placing non-disadvantaged pupils at a disadvantage).
- B. For more disadvantaged pupils to leave at Exceeding, especially in reading
- C. The need for higher rates of attendance (at least in line with the national averages)
- D. Develop learning behaviours such as increased independence, self-motivation or resilience. The academy embraces the philosophy of Growth Mind Set which supports pupils’ attitudes to learning

**Desired Aims and Outcomes**

Desired Outcome and how they will be measured		Measure
<b><u>A.</u></b> <b><u>B.</u></b>	Good progress and attainment	Disadvantaged pupils leave at least in line with non-disadvantaged pupils. If this is not the case, we aim to ensure that the gap from on entry between the two groups is always narrowing.
<b><u>D.</u></b>	Improved learning behaviour for all disadvantaged children including those with SEMHD needs	Improved learning behaviours impacting good levels of progress and attainment. Good learning behaviours also demonstrated by targeted disadvantaged pupils are evident through homework records, pupil voice surveys, quality of work in books.  Disadvantaged pupils with specific PSED needs show increased participation in class, reduction in behavioural incidents, resulting in improved progress
<b><u>C.</u></b>	Regular attendance	Attendance of Disadvantaged children is in line with the national average of 96%

**Planned Strategy for 2019 – 20**

	<b>Provision</b>	<b>Allocation: Time / Cost</b>	<b>Monitored by</b>	<b>End of Year standards 2020</b>												
<b>B</b>	Reception: Teacher  To raise number of disadvantaged pupils achieving the expected standard	2 days weekly(52 weeks)  £12,112	Pupil Premium Lead	Good Levels of Development (GLD)  Target to be formed from baseline assessments  <table border="1"> <thead> <tr> <th>Baseline</th> <th>End of year outcome 2019</th> <th>End of year outcome 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td>73%</td> <td></td> </tr> </tbody> </table>	Baseline	End of year outcome 2019	End of year outcome 2020		73%							
Baseline	End of year outcome 2019	End of year outcome 2020														
	73%															
	Reception: Teacher  To work with nursery nurses to raise number of disadvantaged pupils develop skills in their outdoor learning	2 hrs weekly  £4735	Principal													
<b>A</b>	Yr 1: Phonics teacher  Year 1: Learning Support Assistant  Small group and 1:1 work with pupils to accelerate and consolidate learning of phonics	10hrs wkl  £21,487  Full time  £14,191	Pupil Premium Lead	% of Disadvantaged (DA) pupils to pass their phonics test  <table border="1"> <thead> <tr> <th>Target</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>96%</td> <td></td> </tr> </tbody> </table>	Target	Outcome	96%									
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<b>A</b>	Year 1: Learning Support Assistant  In class support for pupils to keep gap <u>narrowed</u> ( <b>expected</b> standards) with non disadvantaged pupils in English and Mathematics.			<table border="1"> <thead> <tr> <th>% EXS</th> <th>On-entry Gap Autumn 2019</th> <th>Outcome Gap with non DA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-4</td> <td></td> </tr> <tr> <td>Writing</td> <td><b>-12</b></td> <td></td> </tr> <tr> <td>Maths</td> <td>-3</td> <td></td> </tr> </tbody> </table>	% EXS	On-entry Gap Autumn 2019	Outcome Gap with non DA	Reading	-4		Writing	<b>-12</b>		Maths	-3	
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<b>B</b>	Year 2: Deputy Principal  Small core teaching group of target pupils to keep gap narrowed ( <b>exceeding standards</b> ) in reading and writing	5 hours £6,632	Principal	Autumn Baseline  <table border="1"> <thead> <tr> <th>% EXC</th> <th>On entry %</th> <th>On-entry Gap Autumn 2019</th> <th>Outcome Gap with non DA -2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>-6</td> <td></td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>+2</td> <td></td> </tr> </tbody> </table>	% EXC	On entry %	On-entry Gap Autumn 2019	Outcome Gap with non DA -2020	Reading	26%	-6		Writing	22%	+2	
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A	<p>Year 2: Higher Learning Support Assistant –</p> <p>Daily reading booster group (before school) for targeted pupils to meet <b>expected</b> standards in reading</p>	<p>2.40hrs wkly</p> <p>£3000</p>	Deputy Principal	<table border="1"> <thead> <tr> <th>%EXS</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>95%</td> <td>95%</td> <td></td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>87%</td> <td></td> </tr> <tr> <td>Maths</td> <td>95%</td> <td>83%</td> <td></td> </tr> </tbody> </table>	%EXS	End of year target	On entry %	Outcome 2020	Reading	95%	95%		Writing	91%	87%		Maths	95%	83%	
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A	<p>Year 2: SENDs teacher (UQ3)</p> <p>Small daily morning teaching groups for target pupils to meet <b>exceeding</b> standards in core subjects</p>	£16,080																		
A	<p>Year 2: SENDs teacher (UQ3)</p> <p>1:1 interventions (pm) for target pupils to meet <b>expected</b> standards in core subjects</p>																			
A	<p>Year 4: Tutor (UQ3)</p> <p>After school booster for pupils to achieve <b>expected</b> standards in reading</p>	<p>£20 x13 wks</p> <p>£260</p>		<table border="1"> <thead> <tr> <th>%EXS</th> <th>End of year target</th> <th>On entry % 2019</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>79%</td> <td></td> </tr> </tbody> </table>	%EXS	End of year target	On entry % 2019	Outcome 2020	Reading	88%	79%									
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A	<p>Year 4: Pupil Premium Teacher</p> <p>Small daily morning teaching groups for target pupils to meet <b>expected</b> standards in core subjects</p>	<p>45% timetable</p> <p>£16,340</p>	Principal	<table border="1"> <thead> <tr> <th>%EXS</th> <th>End of year target</th> <th>On entry % 2019</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>79%</td> <td></td> </tr> <tr> <td>Writing</td> <td>79%</td> <td>71%</td> <td></td> </tr> <tr> <td>Maths</td> <td>86%</td> <td>76%</td> <td></td> </tr> </tbody> </table>	%EXS	End of year target	On entry % 2019	Outcome 2020	Reading	88%	79%		Writing	79%	71%		Maths	86%	76%	
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A	<p>Year 5: Learning Support Assistant</p> <p>1:1 interventions (catch up) for target pupils to meet <b>expected</b> standards and narrow the gap in writing and maths</p>	<p>10 hours</p> <p>£1,948</p>	Pupil Premium Lead	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>78%</td> <td>66%</td> <td></td> </tr> <tr> <td>Maths</td> <td>81%</td> <td>72%</td> <td></td> </tr> </tbody> </table>	% EXS	End of year target	On entry %	Outcome 2020	Writing	78%	66%		Maths	81%	72%					
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A	<p>Year 5: Higher Learning Support Assistant</p> <p>Small group support to target pupils in core subjects</p> <p>Reading booster (before school) for pupils to achieve <b>expected</b> standards.</p> <p>Homework club (after school)</p>	<p>Full time</p> <p>£28,331</p>	Pupil Premium Lead	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81%</td> <td>75%</td> <td></td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>66%</td> <td></td> </tr> <tr> <td>Maths</td> <td>81%</td> <td>72%</td> <td></td> </tr> </tbody> </table>	% EXS	End of year target	On entry %	Outcome 2020	Reading	81%	75%		Writing	78%	66%		Maths	81%	72%	
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<b>B</b>	<p>Year 6: Pupil Premium Tutor (PL)</p> <p>Small group daily interventions for pupils to <b>exceed</b> in core subjects</p> <p>After school booster for pupils to <b>exceed</b> in math</p>	<p>Full time</p> <p>£32,795</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>13%</td> <td></td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>15%</td> <td></td> </tr> <tr> <td>Maths</td> <td>26%</td> <td>19%</td> <td></td> </tr> </tbody> </table>	% EXC	End of year target	On entry %	Outcome 2020	Reading	21%	13%		Writing	21%	15%		Maths	26%	19%																																								
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<b>A/B</b>	<p>Years 1 to 6:</p> <p>A rota of observing PP staff to give regular feedback for improved practice</p> <p>Developing new teacher</p>	<p>£26,631</p>	<p>Vice Principals</p> <p>Teaching and learning lead</p> <p>Pupil Premium Lead /</p>	<p>Targets set for disadvantaged pupils' achievement in each year group: Expected (EXS) and Exceeding (EXC) standards</p> <table border="1"> <thead> <tr> <th rowspan="2">%</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>EXS</th> <th>EXC</th> <th>EXS</th> <th>EXC</th> <th>EXS</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>91%</td> <td>18%</td> <td>82%</td> <td>18%</td> <td>91%</td> <td>18%</td> </tr> <tr> <td>2</td> <td>95</td> <td>26</td> <td>91</td> <td>26</td> <td>95</td> <td>39</td> </tr> <tr> <td>3</td> <td>88</td> <td>33</td> <td>85</td> <td>27</td> <td>91</td> <td>24</td> </tr> <tr> <td>4</td> <td>88</td> <td>27</td> <td>85</td> <td>21</td> <td>88</td> <td>21</td> </tr> <tr> <td>5</td> <td>81</td> <td>28</td> <td>78</td> <td>24</td> <td>81</td> <td>24</td> </tr> <tr> <td>6</td> <td>77</td> <td>21</td> <td>79</td> <td>21</td> <td>74</td> <td>26</td> </tr> </tbody> </table>	%	Reading		Writing		Maths		EXS	EXC	EXS	EXC	EXS	EXC	1	91%	18%	82%	18%	91%	18%	2	95	26	91	26	95	39	3	88	33	85	27	91	24	4	88	27	85	21	88	21	5	81	28	78	24	81	24	6	77	21	79	21	74	26
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<b>A/B</b>	<p>Years 1 to 6: Team Leaders</p> <p>Release time per team leader for strategic leadership work to monitor gaps between disadvantaged and non-pupils and feedback on next steps for continually raising attainment of disadvantaged pupils.</p>	<p>£17464.85</p>	<p>Vice Principals</p>																																																								

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<p><b>A/ B</b></p>	<p>Whole School: Higher level Teaching Assistants</p> <p>Reading boosters (before school) to achieve <b>expected</b> standards and narrow the gap:</p> <p>Year 3 – 1 HLTA</p> <p>Year 4 – 1 HLTA</p> <p>Year 5 – 1 HLTA</p> <p>Year 6 – 2 HLTAs</p> <p>Homework club for pupils to meet EXC and EXS standards</p> <p>Year 2 – 2 HLTAs</p> <p>Year 1 - LSA</p> <p>Year 3 – 1 HLTA</p> <p>Year 4 – 1 HLTA</p>	<p>10 hrs weekly</p> <p>£3000</p> <p>£3000</p> <p>£3000</p> <p>£6000</p> <p>5 hours weekly pm</p> <p>£3000</p> <p>£1500</p> <p>£1500</p> <p>£1500</p>	<p>Vice Principals Yrs 3-6</p>																	
<p><b>A/ B</b></p>	<p>Year 6: 3 Teachers</p> <p>Saturday Classes in core subjects:</p>	<p>3 hours weekly</p> <p>£11,970</p>	<p>Vice Principals</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>67%</td> <td></td> </tr> <tr> <td>Writing</td> <td>79%</td> <td>61%</td> <td></td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>63%</td> <td></td> </tr> </tbody> </table>	% EXS	End of year target	On entry %	Outcome 2020	Reading	77%	67%		Writing	79%	61%		Maths	74%	63%	
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<p><b>A/ B</b></p>	<p>Year 6:</p> <p>Summer School (5 teachers x 2hrs per day – 4 days)</p> <p>Holiday Classes (Autumn and Spring)</p>	<p>£1400</p> <p>£2,835</p>	<p>Principal / Vice Principal</p>	<table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target</th> <th>On entry %</th> <th>Outcome 2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>13%</td> <td></td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>15%</td> <td></td> </tr> <tr> <td>Maths</td> <td>26%</td> <td>19%</td> <td></td> </tr> </tbody> </table>	% EXC	End of year target	On entry %	Outcome 2020	Reading	21%	13%		Writing	21%	15%		Maths	26%	19%	
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<p><b>D</b></p>	<p>Year 6: Resources</p> <p>Support personal study and for completing homework at home in same standard as used at school</p> <ul style="list-style-type: none"> <li>- A copy of Carrie’s war per pupil</li> <li>- SATs revision booklets</li> <li>- Homework equipment</li> <li>- Thesauruses</li> </ul>	<p>£216</p> <p>£526</p> <p>£1250</p> <p>£500</p>	<p>Vice Principal</p>																	

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<b>A</b>	Vice Principal  Reading with targeted year 3 and 5 pupils.	1 day wkly  £4972		<table border="1"> <tr> <th rowspan="2">%</th> <th colspan="2">Reading</th> </tr> <tr> <th>EXS</th> <th>EXC</th> </tr> <tr> <td>3</td> <td>88</td> <td>33</td> </tr> <tr> <td>5</td> <td>81</td> <td>28</td> </tr> </table>	%	Reading		EXS	EXC	3	88	33	5	81	28									
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<b>A-D</b>	SEMHD: Pupil Lead Teacher  Working with targeted disadvantaged pupils with concerns of SEMHD  Provide support for target families	50% timetable  £22,881	Pupil Premium Lead	<table border="1"> <tr> <th rowspan="2">%</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>EXS</th> <th>EXC</th> <th>EXS</th> <th>EXC</th> <th>EXS</th> <th>EXC</th> </tr> <tr> <td>6</td> <td>77</td> <td>21</td> <td>79</td> <td>21</td> <td>74</td> <td>26</td> </tr> </table>	%	Reading		Writing		Maths		EXS	EXC	EXS	EXC	EXS	EXC	6	77	21	79	21	74	26
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<b>C</b>	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%																				
<b>C</b>	Attendance Year 5:  Encourage attendance to school with reward of residential	£2000	Pupil Premium Lead	Attendance target – 96%																				
<b>C</b>	Breakfast Club: To encourage good attendance,  Vouchers  Staffing  Resources	£15 per half term x 20 = £2,500  Staff Salary x 1 = £2,165																						
<b>D</b>	Clubs: Places at Saturday Computing Classes - 5 places per term x 10 weeks x 3 terms	£3.50 per pupil =  £525																						
<b>C/D</b>	Clubs: Other Club Places: 20 places per term	£1400																						
<b>C/D</b>	Trips: Places for a least one trip per year for each pupil on disadvantaged register	£6000																						
	Total Budget	£323,001.65																						

**Reviewed Expenditure for 2018-19**

	<b>Provision</b>	<b>Allocation: Time / Cost</b>	<b>Monitored by</b>	<b>End of Year standards 2019</b>																							
<b>B</b>	Reception: Early Years Vice Principal  to raise number of disadvantaged pupils achieving the expected standard	1 hour weekly  £2,370	Principal	Good Levels of Development (GLD)  Data comparing Autumn baseline percentage against End of Year Outcomes (July 2019)  <table border="1"> <thead> <tr> <th>Baseline</th> <th>End of year outcome 2018</th> <th>End of year outcome 2019</th> </tr> </thead> <tbody> <tr> <td>?</td> <td>76%</td> <td><b>73%</b></td> </tr> </tbody> </table>	Baseline	End of year outcome 2018	End of year outcome 2019	?	76%	<b>73%</b>																	
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<b>A</b>	Year 1: Learning Support Assistant  Small group and 1:1 work with pupils to accelerate and consolidate learning of phonics	Full time  £14,191	Pupil Premium Lead	% of Disadvantaged (DA) pupils to pass their phonics test  <table border="1"> <thead> <tr> <th>Target</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>96%</td> <td><b>100%</b></td> </tr> </tbody> </table>	Target	Outcome	96%	<b>100%</b>																			
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<b>A</b>	Year 1: Learning Support Assistant  In class support for pupils to keep gap <u>narrowed</u> ( <b>expected</b> standards) with non disadvantaged pupils in English and Mathematics.  To raise number of pupils achieving the <b>exceeding</b> levels by end of year		<table border="1"> <thead> <tr> <th>% EXS</th> <th>On-entry Gap Autumn 2018</th> <th>Outcome Gap with non DA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-6</td> <td><b>+14</b></td> </tr> <tr> <td>Writing</td> <td><b>-10</b></td> <td><b>+8</b></td> </tr> <tr> <td>Maths</td> <td>-5</td> <td><b>-2</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td><b>26%</b></td> </tr> <tr> <td>Writing</td> <td>11%</td> <td><b>22%</b></td> </tr> <tr> <td>Maths</td> <td>11%</td> <td><b>30%</b></td> </tr> </tbody> </table>	% EXS	On-entry Gap Autumn 2018	Outcome Gap with non DA	Reading	-6	<b>+14</b>	Writing	<b>-10</b>	<b>+8</b>	Maths	-5	<b>-2</b>	% EXC	End of year target	Outcome	Reading	11%	<b>26%</b>	Writing	11%	<b>22%</b>	Maths	11%	<b>30%</b>
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<b>B</b>	Year 2: Vice Principal  Small daily core teaching group of target pupils to <b>exceed</b> in reading and writing	6.30 hours weekly  £19,897	Principal	<table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target</th> <th>Outcome</th> <th>Outcome Gap with non DA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td><b>27%</b></td> <td><b>0</b></td> </tr> <tr> <td>Writing</td> <td>21%</td> <td><b>24%</b></td> <td><b>+5</b></td> </tr> </tbody> </table>	% EXC	End of year target	Outcome	Outcome Gap with non DA	Reading	25%	<b>27%</b>	<b>0</b>	Writing	21%	<b>24%</b>	<b>+5</b>											
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<b>B</b>	Year 2: Learning Support Assistant  Daily small group interventions (pm) for targeted pupils to <b>exceed</b> in reading and writing.	Full time  £17,555	Deputy Principal																								



WEPA Pupil Premium Strategy

A	<p>Year 2: Learning Support Assistant</p> <p>Small daily teaching group for target pupils to meet <b>expected</b> standards in core subjects</p>			<table border="1"> <thead> <tr> <th>%EXS</th> <th>End of year target</th> <th>Outcome</th> <th>Outcome Gap - with non DA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> <td>82%</td> <td>+3</td> </tr> <tr> <td>Writing</td> <td>82%</td> <td>82%</td> <td>+9</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>88%</td> <td>+13</td> </tr> </tbody> </table>	%EXS	End of year target	Outcome	Outcome Gap - with non DA	Reading	86%	82%	+3	Writing	82%	82%	+9	Maths	82%	88%	+13
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A	<p>Year 2: Learning Support Assistant – 3.20hrs</p> <p>Small daily booster group (before school) for targeted pupils to meet <b>expected</b> standards in reading and writing</p>																			
A	<p>Year 2: Learning Support Assistant</p> <p>1:1 interventions for target pupils to meet <b>expected</b> standards in core subjects</p>	<p>10 hours pm</p> <p>£6,672</p>	<p>Pupil Premium Lead</p>																	
A	<p>Year 4: Vice Principal</p> <p>Focused reading work with target pupils to continue to raise attainment and keep <b>gap narrowed</b> with non disadvantaged pupils.</p>	<p>2hrs weekly</p> <p>£4,639</p>	<p>Principal</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>Gap with non –DA on entry</th> <th>Gap with non –DA End of Year</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>-15</td> <td>-5</td> </tr> <tr> <td>Maths</td> <td>-9</td> <td>-2</td> </tr> </tbody> </table>	% EXS	Gap with non –DA on entry	Gap with non –DA End of Year	Writing	-15	-5	Maths	-9	-2							
% EXS	Gap with non –DA on entry	Gap with non –DA End of Year																		
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A	<p>Year 5: Learning Support Assistant</p> <p>1:1 interventions (catch up) for target pupils to meet <b>expected</b> standards and narrow the gap in writing and maths</p>	<p>10 hours</p> <p>£1,948</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target (National Target)</th> <th>WEPA Outcome</th> <th>Gap with non –DA End of Year</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>72% (63%)</td> <td>64%</td> <td>-16</td> </tr> <tr> <td>Maths</td> <td>70% (59%)</td> <td>66%</td> <td>-13</td> </tr> </tbody> </table>	% EXS	End of year target (National Target)	WEPA Outcome	Gap with non –DA End of Year	Writing	72% (63%)	64%	-16	Maths	70% (59%)	66%	-13				
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Writing	72% (63%)	64%	-16																	
Maths	70% (59%)	66%	-13																	
A	<p>Year 5: Learning Support Assistant</p> <p>Small group support to target pupils in core subjects</p> <p>Reading booster (after school) for pupils to achieve <b>expected</b> standards.</p>	<p>Full time</p> <p>£28,331</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target (National Target)</th> <th>WEPA Outcome</th> <th>Gap with non –DA End of Year</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86% (60%)</td> <td>72</td> <td>-6</td> </tr> </tbody> </table>	% EXS	End of year target (National Target)	WEPA Outcome	Gap with non –DA End of Year	Reading	86% (60%)	72	-6								
% EXS	End of year target (National Target)	WEPA Outcome	Gap with non –DA End of Year																	
Reading	86% (60%)	72	-6																	
A	<p>Year 5: Teacher</p> <p>Maths boosters (before school) for targeted pupils to achieve <b>exceeding</b> standards</p>	<p>½ hour weekly</p> <p>£665</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXC</th> <th>End of year target (National Target)</th> <th>WEPA Outcome</th> <th>Gap with non –DA End of Year</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>26% (12%)</td> <td>19%</td> <td>-11</td> </tr> </tbody> </table>	% EXC	End of year target (National Target)	WEPA Outcome	Gap with non –DA End of Year	Maths	26% (12%)	19%	-11								
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WEPA Pupil Premium Strategy

<b>B</b>	<p>Year 6: Pupil Premium Tutor</p> <p>Small group daily interventions for pupils to <b>exceed</b> in core subjects</p> <p>After school booster for pupils to <b>exceed</b> in maths</p>	<p>Full time</p> <p>£32,795</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXC</th> <th>National Target</th> <th>WEPA Outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td><b>5%</b></td> </tr> <tr> <td>Writing</td> <td>10%</td> <td><b>16%</b></td> </tr> <tr> <td>Maths</td> <td>12%</td> <td><b>25%</b></td> </tr> </tbody> </table>	% EXC	National Target	WEPA Outcome	Reading	16%	<b>5%</b>	Writing	10%	<b>16%</b>	Maths	12%	<b>25%</b>
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<b>B</b>	<p>Year 6 : Tutor (External)</p> <p>1:1 work in greater depth in writing</p>	<p>£8,131</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXC</th> <th>National Target</th> <th>WEPA Outcome</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>10%</td> <td><b>16%</b></td> </tr> </tbody> </table>	% EXC	National Target	WEPA Outcome	Writing	10%	<b>16%</b>						
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<b>A</b>	<p>Year 6: Pupil Premium Teacher</p> <p>Small group and 1:1 daily interventions for pupils to achieve expected standards in reading, writing and maths</p> <p>After school booster for pupils to achieve <b>expected</b> standards in reading</p>	<p>90% timetable</p> <p>£32,680</p>	<p>Pupil Premium Lead</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>National Target</th> <th>WEPA Outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td><b>73%</b></td> </tr> <tr> <td>Writing</td> <td>63%</td> <td><b>80%</b></td> </tr> <tr> <td>Maths</td> <td>59%</td> <td><b>75%</b></td> </tr> </tbody> </table>	% EXS	National Target	WEPA Outcome	Reading	60%	<b>73%</b>	Writing	63%	<b>80%</b>	Maths	59%	<b>75%</b>
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<b>A</b>	<p>Year 6: Pupil Premium Lead /</p> <p>Daily core teaching group of target pupils to meet <b>expected</b> standards in writing and maths</p>	<p>4 days</p> <p>£43,630</p>	<p>Teaching and Learning Lead</p>	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>Outcome 2019</th> <th>National Averages</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>80%</td> <td><b>80%</b></td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td><b>75%</b></td> <td>59%</td> </tr> </tbody> </table>	% EXS	End of year target	Outcome 2019	National Averages	Writing	80%	<b>80%</b>	63%	Maths	76%	<b>75%</b>	59%
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<b>A</b>	<p>Year 6: Pupil Premium Lead</p> <p>Daily Guided Reading sessions for pupils to meet the <b>expected</b> Standard</p>			<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>Gap with non -DA</th> <th>Improvement from on entry</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>+2 <b>(-6)</b></td> <td><b>+12</b></td> </tr> </tbody> </table>	% EXS	End of year target	Gap with non -DA	Improvement from on entry	Reading	80%	+2 <b>(-6)</b>	<b>+12</b>				
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<b>A/B</b>	<p>Years 1 to 6: Pupil Premium Lead</p> <p>A rota of observing PP staff to give regular feedback for improved practice</p>		<p>Pupil Premium Lead /</p> <p>Vice Principals</p>	<p>Targets set for disadvantaged pupils' achievement in each year group: Expected (EXS) and Exceeding (EXC) standards. Target (T) and Outcome (O )</p>												

A/ B	Whole School:  Buy in IRIS. Teacher's tool to support self evaluation and enhance quality first teaching	£3000		<table border="1"> <thead> <tr> <th rowspan="2">EXS</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>T</th> <th>O</th> <th>T</th> <th>O</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>84</td> <td>96</td> <td>79</td> <td>87</td> <td>89</td> <td>83</td> </tr> <tr> <td>2</td> <td>82</td> <td>82</td> <td>82</td> <td>82</td> <td>82</td> <td>88</td> </tr> <tr> <td>3</td> <td>88</td> <td>85</td> <td>85</td> <td>74</td> <td>88</td> <td>83</td> </tr> <tr> <td>4</td> <td>86</td> <td>85</td> <td>77</td> <td>79</td> <td>89</td> <td>82</td> </tr> <tr> <td>5</td> <td>86</td> <td>72</td> <td>72</td> <td>64</td> <td>70</td> <td>66</td> </tr> <tr> <td>6</td> <td>78</td> <td>73</td> <td>80</td> <td>80</td> <td>76</td> <td>75</td> </tr> </tbody> </table>	EXS	Reading		Writing		Maths		T	O	T	O	T	O	1	84	96	79	87	89	83	2	82	82	82	82	82	88	3	88	85	85	74	88	83	4	86	85	77	79	89	82	5	86	72	72	64	70	66	6	78	73	80	80	76	75
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A/ B	Years 1 to 6: Team Leaders  Release time per team leader for strategic leadership work to monitor gaps between disadvantaged and non-pupils and feedback on next steps for continually raising attainment of disadvantaged pupils.	£24,633	Vice Principals	<table border="1"> <thead> <tr> <th rowspan="2">EXC</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>T</th> <th>O</th> <th>T</th> <th>O</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>11</td> <td>26</td> <td>16</td> <td>22</td> <td>11</td> <td>30</td> </tr> <tr> <td>2</td> <td>25</td> <td>27</td> <td>21</td> <td>24</td> <td>21</td> <td>24</td> </tr> <tr> <td>3</td> <td>27</td> <td>26</td> <td>21</td> <td>19</td> <td>21</td> <td>19</td> </tr> <tr> <td>4</td> <td>23</td> <td>24</td> <td>23</td> <td>24</td> <td>14</td> <td>20</td> </tr> <tr> <td>5</td> <td>21</td> <td>13</td> <td>21</td> <td>15</td> <td>26</td> <td>19</td> </tr> <tr> <td>6</td> <td>29</td> <td>5</td> <td>27</td> <td>25</td> <td>29</td> <td>16</td> </tr> </tbody> </table>	EXC	Reading		Writing		Maths		T	O	T	O	T	O	1	11	26	16	22	11	30	2	25	27	21	24	21	24	3	27	26	21	19	21	19	4	23	24	23	24	14	20	5	21	13	21	15	26	19	6	29	5	27	25	29	16
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A	Whole School: Higher level Teaching Assistants  Reading boosters (before school) to achieve <b>expected</b> standards and narrow the gap  Year 1 reading boosters (before school) to raise number of children meeting EXC standards	7 hrs weekly	Pupil Premium Lead (yrs 5/6) Vice Principals Yrs 1 - 4	<table border="1"> <thead> <tr> <th>% EXS Reading</th> <th>End of year target</th> <th>Gap with non -DA</th> <th>Improvement from on entry to year %</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>78%</td> <td>+2</td> <td>+10</td> </tr> <tr> <td>Year 5</td> <td>86%</td> <td>-1</td> <td>+5</td> </tr> <tr> <td>Year 4</td> <td>86%</td> <td>-1</td> <td>+4</td> </tr> <tr> <td>Year 3</td> <td>88%</td> <td>+4</td> <td>+4</td> </tr> <tr> <td>Year 1</td> <td>81%</td> <td>-6</td> <td>0</td> </tr> <tr> <td>% EXC</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>11%</td> <td>-6</td> <td>+6</td> </tr> </tbody> </table>	% EXS Reading	End of year target	Gap with non -DA	Improvement from on entry to year %	Year 6	78%	+2	+10	Year 5	86%	-1	+5	Year 4	86%	-1	+4	Year 3	88%	+4	+4	Year 1	81%	-6	0	% EXC				Year 1	11%	-6	+6																							
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A B	Whole School: Higher level Teaching Assistants  Maths Homework club for pupils to meet EXC and EXS standards maths.	6 hours weekly  £5,244		<p>Maths</p> <table border="1"> <thead> <tr> <th>Years</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>EXS %</td> <td>86</td> <td>82</td> <td>88</td> <td>89</td> <td>70</td> <td>87</td> </tr> <tr> <td>EXC %</td> <td>11</td> <td>21</td> <td>21</td> <td>14</td> <td>26</td> <td>29</td> </tr> </tbody> </table>	Years	1	2	3	4	5	6	EXS %	86	82	88	89	70	87	EXC %	11	21	21	14	26	29																																		
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A/ B	Year 6: 3 Teachers  Saturday Classes in core subjects:	3 hours weekly  £11,970	Vice Principals	<table border="1"> <thead> <tr> <th>% EXS</th> <th>End of year target</th> <th>Gap with non -DA</th> <th>Improvement from on entry</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>+2</td> <td>+10</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>+2</td> <td>+14</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>0</td> <td>+17</td> </tr> </tbody> </table>	% EXS	End of year target	Gap with non -DA	Improvement from on entry	Reading	88%	+2	+10	Writing	88%	+2	+14	Maths	87%	0	+17																																							
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A/ B	Year 6:  Summer Classes 9 teachers x 9 hours	£2,835	Principal / Vice Principal																																																								

<b>D</b>	Year 6: Resources Support personal study and for completing homework at home in same standard as used at school - A copy of Carrie's war per pupil - SATs revision booklets - Homework equipment	£216 £526 £1250	Vice Principal	
<b>D</b>	SEMHD Years 3, 4 and 6: Pupil Lead Teacher Working with targeted disadvantaged pupils with concerns of SEMHD Provide support for target families	Full time £45,762	Pupil Premium Lead	Tracking of the targeted group of pupils to show a reduction in the frequency and seriousness of incidents  <b>Analysis of behaviour records shows a 50 % reduction of incidents from the spring to the summer term.</b>
<b>D</b>	KS 1: Support staff Improving the lunch time experience of identified pupils on the Disadvantaged Pupil's register	2.30hrs weekly  £1542	Vice Principal	<b>Lunch time experience for KS 1 pupils has been improved significantly. There has been only 1 (year 1 ) lunch time incident recorded since the spring term.</b>
<b>C</b>	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 <b>94%</b>
<b>C</b>	Attendance Year 5: Encourage attendance to school with reward of Paccar Scout Camp	£2000	Pupil Premium Lead	Attendance target – 96%  <b>Year 5 attendance -September 2018 to July 2019: 94%</b>
<b>C/D</b>	Family Support Worker: Parent Partnership projects and attendance support.	Full Time £16328		Attendance target – <b>95%</b>  <b>94%</b>
<b>C</b>	Breakfast Club: To encourage good attendance, Vouchers Staffing	£15 per half term x 20 = £2,500  Staff Salary x 1 = £2,165		Children continue to be positive about their experience at clubs including breakfast club:  <i>"Breakfast club helps me get to school on time and the grown-ups help me with my homework" F - year 4</i>

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	Resources			
<b>D</b>	Clubs: Places at Saturday Computing Classes - 5 places per term x 10 weeks x 3 terms	£3.50 per pupil = £525		<p><i>"I would definitely come next year when I am in year 3 because I like playing with my friend before school. " M – year 2</i></p> <p><i>"I like learning French words and doing the cooking at French club." F – year 4</i></p>
<b>C/D</b>	Clubs: Other Club Places: 20 places per term	£1400		
<b>C/D</b>	Trips: Places for a least one trip per year for each pupil on disadvantaged register	£6000		
	Total Budget		<b>£341,880.00</b>	

**The date of the next review of the WEPA Pupil Premium Strategy is 21<sup>st</sup> August 2020**

