

Pupil premium strategy statement.

1. Summary information					
School	Westwood Academy, Beresford Gardens, Hadleigh, Essex SS7 2SU				
Academic Year	2016-17	Total PP budget (Jan 16 census)	£59,400	Date of most recent PP Review	12/16
Total number of pupils	207	Number of pupils eligible for PP	45+1 <small>(service child) + £300 = £59,700</small>	Date for next internal review of this strategy	03/17

2. Current attainment at end of Key Stage 2		
(The following show the new testing arrangement outcomes for the 2014 national curriculum change).	<i>Pupils eligible for PP at Westwood (4)</i>	<i>Pupils not eligible for PP (nationally all others)</i>
% reaching the expected standard in reading, writing and maths	50%	60%
% reaching the expected standard in reading	50%	71%
% reaching the expected standard in writing	75%	79%
% reaching the expected standard in mathematics	100%	75%
% making at least expected progress in reading	2.39	0.33
% making at least expected progress in writing	0.05	0.12
% making at least expected progress in mathematics	2.37	0.24

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The change in curriculum in 2014 means that we have worked hard to close gaps and diminish differences between pupil premium pupils and their peers. The main barriers that these disadvantaged pupils face are a lack of conceptual understanding in core literacy and numeracy skills. As a result, attainment in Writing and Maths is lower for these pupils than all others, particularly in our cohort with the largest number of disadvantaged pupils, (Year 5). Progress is slower for our disadvantaged pupils (including more able disadvantaged pupils) in Writing and Maths for pupils in Year 4 and Year 6. In Year 4, 60% for disadvantaged pupils (5) in were eligible joiners in the previous academic year. (8% increase in role for cohort 2015-16). Lack of aspirational attitudes, such as: independence, perseverance and determination to succeed means that pupils are less likely to embrace challenges. A lack of Rigour with nightly reading and weekly times table practice at home, results in lower attainment for disadvantaged children in Year 6. This impacts upon grammatical accuracies in writing, subject knowledge in Maths and lack of stamina in class.

<p>B.</p>	<p>Social and emotional issues for PPG pupils in Year 2 and 5, such as lack of confidence and self-belief, have arisen as the result of bereavement in the previous academic year. This manifests itself as slower progress where these pupils become easily distracted or use avoidance tactics within the classroom environment. The Learning mentor has undertaken training to support class teachers with steps to support pupils beyond the bereavement process.</p> <p>In Year 1, the Boxall profile helps us to measure the SEMH of a pupil in receipt of the PPG funding. To ensure success with learning, alternative provision has been explored to support with compliance.</p> <p>Other barriers include pupils needing support with self-regulation, independence and self-esteem. This is a result of lack of reading practise at home or poor engagement with homework which consolidates and challenges new learning. Particularly evident for Year 5 and 6 disadvantaged pupils (particularly) boys (including those who are more able disadvantaged). This presents itself as lacking motivation or fixed mind set in the classroom environment.</p>	
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
<p>C.</p>	<p>There is a wide demographic of pupils who attend Westwood Academy which means that they face many barriers such as: weaker prior achievement and attainment, (particularly disadvantaged pupils in the Year 6 cohort) and some pupils in the current year 5 cohort. Again, some of these are a resulting factor of fixed mind sets, lack of stamina, poor engagement with regular reading, times table and spelling practice at home. Some of these barriers are a result of the mind set created by boy heavy cohorts.</p> <p>Involvement of external agencies for three pupils in Year 1,3 and 5 because of the social care agenda has hindered progress and meant that chunks of learning have been missed as a result of pupil distraction, poor engagement and concerns for emotional wellbeing, during an ongoing custody battle. These issues have had the greatest impact on our Girls disadvantaged cohort.</p>	
<p>D.</p>	<p>Poor punctuality because of issues arising from home such as parental motivation with routines; historically a lack of engagement with the school and in addition social care involvement has impacted on the attainment of two pupils in receipt of PPG funding in Years 1 and 5. This has impacted upon the overall attainment of disadvantaged girls, particularly in Year 5 where in the first term there have been 203 and 206 minutes of lost learning respectively. These issues have already been dealt with through the involvement of an Education officer and attendance meetings, which show a vast improvement on previous academic years. However, percentage of lates is at 6.2%, roughly 4% higher than other cohorts, for our Year 5 disadvantaged girls cohort as a result of this.</p> <p>Attendance for our disadvantaged pupils is lowest in Year 4. There are 5 pupils eligible for funding in this cohort and total attendances are lowest in this year group. This impacts predominantly on disadvantaged males in this cohort as a result of regular sickness.</p>	
<p>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>

A. Pupils make better than expected progress. Disadvantaged pupils will make more than 6 steps progress in each academic year in Reading, writing, Maths.
 A 10% increase in disadvantaged pupils making more than expected 6 steps progress on previous academic year. (5 steps in Year 1.)
 At least 10% increase in more able disadvantage pupils making more than expected progress on previous academic year.
 A minimum of 10% increase in attainment for ARE in all year groups.

KS2			KS1	
	Pupil Premium 100+	Pupil Premium 110+	Expected DISADVANTAGED	Greater depth DISADVANTAGED
Reading	75	38	83	50
Writing	75	38	83	50
Mathematics	75	13	83	50
GPS	75	50	-	-
Combined reading, writing, maths	75	13	83	50

91% expected to achieve expected standard in phonics.

Outcomes for disadvantaged pupils show **at least** 10% improvement (in cohort data) by end of academic year.
At least 40% of disadvantaged pupils and more able disadvantaged pupils make **more than expected** progress.

DISADVANTAGED	2015-16 Floor Targets	Westwood 2016-17 current prediction	Westwood 2016-17 accelerated prediction	Accelerated difference
Reading	-5.0	-0.2	+1.8	+2.0
Writing	-7.0	-0.2	+1.1	+1.3

Maths	-5.0	-0.4	+0.2	+0.6
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DISADVANTAGED MORE ABLE	2015-16 Floor Targets	Westwood 2016-17 current prediction	Westwood 2016-17 accelerated prediction	Accelerated difference
Reading	-5.0	+1.8	+3.6	+1.8
Writing	-7.0	+1.1	+7.0	+5.9
Maths	-5.0	+0.2	+2.4	+2.2

B.	<p>Pupils demonstrate improved learning behaviours in Yr5/6 (stamina for learning, perseverance, determination, and embracing challenges) in and around school, particularly in Maths and Literacy lessons so that there is at least a 10% Increase in attainment for disadvantaged pupils (in each cohort) by the end of Academic Year 2017.</p> <p>There will be a particular focus on boys and attitudes in Year 5 and 6. Using pupil perceptions as 'soft' data to analyse a changed mindset for boys towards greater motivation, embracing challenges and a curiosity for learning more independently. Scholarpack will be used to analyse reduction in low-level distraction as a result of changed mindset. Disadvantaged and more able disadvantaged make broadly 2 steps progress more than their peers in the academic year. PPMs identify barriers and how differences diminished, half termly and hold staff to account for this. Disadvantaged and more able disadvantaged pupils not making the expected progress in each half term closely monitored by SLT and SENCo. Attainment and progress will be tracked on a termly provision map.</p>	<p>Growth Mind set strategies enable disadvantaged boys and more able disadvantaged boys to make better progress. (90% make expected) with 40% or making more than expected progress.</p> <p>5% reduction in low level incidents recorded on scholar pack, half termly, as a result of Growth Mindset and CASPA support.</p>
C.	<p>Improved punctuality of disadvantaged Girls in Year 5 from 6.2 % to at least 4% by end of summer 2017 through support and regular meetings with Attendance consultant, rigorous monitoring by HoS/DHT and Attendance personnel following up first day contact procedures. Progress increases by at more than expected and differences diminished as a result.</p>	<p>Attendance is at least 97% Punctuality shows at least 2.2% improvement by Summer 2017. Progress increases by more than expected (6 steps+)</p>

5. Planned expenditure					
Academic year		2016-17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Better than expected progress of Pupil Premium, in particular disadvantaged boys writing	Pupil Conferencing Budgeted cost: £10,910	Sutton Trust/ Education (+8 months) Endowment Foundation research findings/ observations of impactful practice.	Intervention files monitored Work in books monitored to show progress and impact evidenced. Observations of delivery. Progress data analysed ½ termly. ½ termly PPMs.	DHT/SENCo	Monitoring cycle throughout ½ term reviews impact of strategies. Impact of provision monitored ½ termly on provision map.

Accelerate the progress of children in receipt of PPG in Year 5.	Increased hours of teachers in Year 4 and 5 to release DHT/SENCo an additional day to add leadership capacity for PPG pupils. Budgeted cost: £10,000	Sutton Trust/ EEF toolkit 'small group tuition' (+4 months) Marking conferences (+8 months) Sutton Trust/ EEF toolkit	Specific leadership time of DHT/SENCo spent supporting disadvantaged pupils in Year 5 written into monitoring/ release cycle. Pupil Perceptions PPM PMR process	DHT/SENCo	Monitoring cycle throughout ½ term reviews impact of strategies. Impact of provision monitored ½ termly on provision map.
Total budgeted cost					£20,910
ii. Targeted support					
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?
Increase in attainment of pupils in receipt of PPG, particularly more able disadvantaged boys and disadvantaged pupils in Yr3,4,5.	Diminishing differences through timely intervention and additional HLTA support in key year groups.	Previous record of impact. Sutton Trust/ Education Endowment research. (+8 months)	Work scrutiny – book evidence Observations/drop ins Pupil Perceptions	SLT/ SENCO	Half termly through the PPM process.

Increase in attainment of pupils in receipt of PPG, in Yr6. (8 steps progress Sep-May) Particular focus – more able disadvantaged readers and those working towards the expected standard in Maths,	Yr 6 boosters	Known impact from timely and targeted intervention boosters. Historically impactful. (+4 months) Sutton Trust	HoS/DHT to lead Maths/ Reading boosters Weekly liaison with Yr 6 teacher.	HoS DHT	Half termly through the PPM process.
Better than expected progress of Pupil Premium more able disadvantaged in Yr2 and 6.	Reduced ratios/ use of HLTA – Maximum 1:6	Sutton Trust/ EEF toolkit 'small group tuition' (+4 months)	Funding staff to enable available time for CTs/LSAs to provide provision regularly. Ongoing staff development in this area. (CPD led by SENCo and PPG leader). Check data ½ termly Monitoring	HoS/DHT/ SENCo.	Half termly through PPM process. PMR process (HLTAs) Impact monitored ½ termly on provision map Regular CPD from 'The Key' to ensure practice is current and up to date.
Total budgeted cost					£8,410
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?

<p>Accelerated progress of disadvantaged EYFS chn</p> <p>Attainment in EYFS exceeds previous year GLD of 87% (7/8 chn)</p> <p>Target 80% (4/5 chn) – smaller cohort.</p>	<p>EYFS specific intervention led by HLTA</p> <p>Budgeted cost: £2,500</p>	<p>Evidence from EET/ Sutton Trust shows that EYFS intervention is one of the most impactful strategies. (+6 months)</p> <p>Chn who had specific EYFS intervention made more rapid progress, historically.</p>	<p>HLTA given dedicated intervention time.</p> <p>Monitoring of outcomes in PPMs ½ termly data analysis/ pupil perceptions.</p>	DS	½ termly through the PPM process.
<p>Improved punctuality of disadvantaged Girls in Yr1/5</p> <p>Improved attendance of disadvantaged boys in Yr4 and 5.</p>	<p>Buy attendance officer to support disadvantaged families to improve attendance and punctuality.</p> <p>Budgeted cost: £1,000</p>	<p>Evaluation of pupil perception. Research report July 2013</p> <p>Scholarpack Attendance and Punctuality data.</p>	<p>Analysis of disadvantaged group attendance and punctuality ½ termly.</p> <p>Intervention of attendance officer to support families with attendance and punctuality</p>	HoS/ DHT	<p>Weekly analysis of attendance and punctuality data.</p> <p>Review of persistent absence/lateness over time. (1/2 termly)</p>
<p>Fund for disadvantaged pupils (particularly in Yr2) as a support for parents with long-term illness.</p>	<p>Fund transport to and from school for disadvantaged pupils. (Taxi)</p> <p>Budgeted cost: £1000</p>	<p>Historic success in transporting disadvantaged pupils to school punctually.</p>	<p>Analysis of disadvantaged group attendance and punctuality ½ termly.</p>	HoS/DHT	Weekly analysis of attendance and punctuality data.

<p>Pupils prepared to learn, on time, healthily fed, extra curricular opportunities available</p>	<p>Breakfast club provision/ Homework and lunchtime club Extra curricular clubs.</p> <p>Budgeted cost: £7,000</p>	<p>Article form 'The Key' on impact of Breakfast clubs BBC article: www.bbc.co.uk/news/uk-wales-34834832</p> <p>Analysis of attendance and punctuality data</p> <p>Success of impact historically.</p>	<p>Parental satisfaction with breakfast club Registers to confirm PP uptake of clubs. Guide PP pupils to specific provision, e.g. homework club, chromebook club etc.</p>	<p>DHT</p>	<p>Half termly analysis of pupil progress data. Half termly review of attendance/ punctuality Review ½ termly provision map and strategies/ support offered.</p>
<p>Remove social and emotional barriers to learning. Particular focus for disadvantaged pupils in Yr2,4.5 and 6. Boys Yr4,5,6 Girls Yr2 and 5.</p>	<p>Employ learning mentor to support individual pupils with social, emotional barriers to learning.</p> <p>Budgeted cost: £8,580</p>	<p>'Social and emotional learning' (+4months) from Sutton Trust/ EEF toolkit.</p>	<p>SENCo to line manage the appointments of Learning mentor PMR process Pupil perceptions</p>	<p>SENCo</p>	<p>Half termly impact of support evaluated by SENCo.</p>

CASPA	Fund EES SEMH specialists to support disadvantaged pupils in Yr5/6 cohorts with learning behaviours. Budgeted cost: £440	Mindset/ meta-cognition and learning behaviours impact upon progress and attainment. Sutton Trust/ EEF (+ 8 months) High impact for low cost. SEMH learning (+ 4 months) EEF	LM/HLTA to shadow CASPA programme and roll out across school. Termly monitoring internal/ external.	HoS/DHT	½ termly analysis of data from scholar pack ½ termly perceptions of Growth mindset and pupil attitudes towards learning.
Provide disadvantaged pupils with life experiences and skills they would not otherwise have access to.	Fund school visits For disadvantaged pupils Budgeted cost: £1500	EEF SEMH learning (+4 months) skills that can be applied within the classroom. Contextualises learning for pupils. EEF (mastery learning +5months)	Pupil perceptions – extent of mastery/ contextualisation of learning.	HoS	½ termly analysis of data PPMs
Total budgeted cost					£50,460

6. Review of expenditure	
Previous Academic Year	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase in attainment of pupils in receipt of PPG.	Diminishing differences through timely intervention and additional HLTA support in key year groups.	Using the research from EEF/ Sutton Trust, trialled in Year R/2/6 the use of HLTA to support small group tuition (+4months) and pupil conferencing. (+8 months)	Research into practice monitored. Notable impact on progress and attainment on vast majority of PP pupils in all areas. Approach to be adopted moving forward. (see additional detail below)	£10,910
Increase in attainment of pupils in receipt of PPG.	Yr 6 boosters	All pupils in attendance of boosters are working at or above the expected standard. Boosters to be led by Literacy and Maths subject leaders. (+4 months)	Notable impact on progress and attainment on vast majority of PP pupils in all areas. Approach to be adopted moving forward. (see additional detail below)	
ii. Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reintegrate pupils into classroom. Progress of targeted pupils increases.	LM attended bereavement CPD. 1:1 LM with child.	Although progress plateaued, targeted pupils then reintegrated into class and made progress which has been sustained. (+4 months)	The bereavement counselling was beneficial for LM and had real impact on the SEMH of these pupils. Pupils were back in class learning as a result of pastoral care.	£8,590

Class teachers trialled marking conferences to 'diminish differences' and close gaps.	CTs/LSAs work 1:1 with pupils on marking conferences during lessons, assembly time and through intervention.	Gaps in understanding were closed and differences diminished because of effective pupil conferencing. (+8 months)	Hugely impactful strategy supported by research in EEF/Sutton Trust (+8 months) e.g. A disadvantaged pupil in Yr 6 made at least expected progress in all areas as a result of effective pupil conferencing.	£2,475 per class Total: £17,325
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iii. Other approaches

Trial run of offering Breakfast club to PPG pupils. Pupils in receipt made good progress as a result and the model will be offered to all pupils in receipt of the PPG as a result. **£8,000**

Employed an attendance officer to support families with social, emotional issues with improved attendance and punctuality. **£1,000.**

Training and guidance for LSAs on effective pupil conferencing with SENCo **£2,315**

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Clear strategies provided for how to better support individual pupils.	Use of specialist teachers	Development of language skills. Development of staff knowledge of provision guidance and how to implement.	Own staff better equipped to implement advice and guidance from the provision guidance document.	£1,000
Disadvantaged pupils with transportation problems attend school punctually. (YrR/5)	Taxi – transport to school.	Individual pupil attendances improved and lateness reduced.	A reliable method of transport. Attendance and punctuality improve as a result. Unexpected overspend. Budgeted for in next PPG spend.	£1,905

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Achievement

In the academic year 2015-16, pupils achieved broadly in line with national. Where this was not the case, pupils made expected or better than expected progress. In Year 2 and year 6, there were four pupils who were eligible for pupil premium funding making the progress figure unrepresentative of overall performance. In practice, two pupils in year 2, made better than expected progress, both of whom were more able disadvantaged pupils. For the others, strategies, such as those identified in the Sutton Trust research 'diminished differences' and closed gaps created by the change in curriculum and other social/emotional issues.

Progress

Pupil Premium						
Year	Subject		Age Related %		Steps Progress	
Year 1	6	Reading	5	83%	=	5.2
		Writing	5	83%	=	5.2
		Maths	5	83%	=	4.7
Year 2	4	Reading	3	75%	=	7.0
		Writing	2	50%	=	5.8
		Maths	2	50%	=	5.0
Year 3 New NC	4	Reading	3	75%	=	9.0
		Writing	3	75%	=	5.3
		Maths	3	75%	=	4.3
Year 4	13	Reading	10	77%	=	5.3
		Writing	6	46%	£	5.1
		Maths	7	54%	=	6.0
Year 5	8	Reading	6	75%	=	6.1
		Writing	5	63%	£	6.0
		Maths	5	63%	=	5.8
Year 6	4	Reading	3	75%	£	7.3
		Writing	3	75%	£	7
		Maths	4	100%	£	6.3

Average progress for disadvantaged pupils receiving pupil premium funding in this cohort exceeds the national average in Reading, Writing and Maths as a result of targeted marking conferences, additional booster groups and mastery learning. These approaches take into account the most effective strategies to support disadvantaged pupils, based on our school monitoring processes and supported by the research findings of the Education Endowment toolkit (Sutton Trust). Examples of this include: One child in Year 6, made progress as a result of these strategies and now attends a secondary grammar school. In Year 3, lower progress is a result of two out of the four, in the cohort, being mid-year joiners. At least three of those pupils make expected or better than expected progress. A reluctant writer in Year 4, is now working with increasing independence and produces complete sentences within their book.

Effective strategies employed at

Westwood meant that attainment and progress were above national in all areas for both attainment and progress.

	Westwood 2015-16 National Averages	Westwood 2015-16 year 6 average	Westwood 2015-16 disadvantaged average	Disadvantaged v whole year 6
Reading	-5.0	-0.3	+4.2	+4.5
Writing	-7.0	+0.6	+0.9	+0.3
Maths	-5.0	+1.9	+2.9	+1.0