

Wroughton Academies

Annual Pupil Premium report – (updated 5th September 2019)

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- DP children have lower literacy/reading skills when they arrive at the school and compared to others.
- DP children have lower maths skills than other pupils.
- DP children have a lower attendance rate than other pupils.
- DP children have a higher persist absence rate than other pupils

Wroughton Infant Academy (2019 – 2020):

Total DP	85	35%
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Wroughton Junior Academy (2019 – 2020):

Total DP	139	44%
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Total pupil premium funding for current year (2019 – 2020) : £112,200 (Infants) and £183,480 (Juniors)

Pupil premium expenditure plan for 2019 - 2020

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
1. Breakfast club and afterschool clubs provided and subsidised.	45,000	Attendance continues to improve towards 96%. PA for DP students shows further improvements and no gaps.	<i>To be evaluated in summer 2020</i>
2. Parent Support Advisor post – focused on attendance and safeguarding	25,000	PA reductions and effective implementation of the Safeguarding procedures.	
3. Parenting workshops to support with children's progress and attainment, including phonics, maths and reading.	5,000	Parental evaluations and engagement with the school, with children attaining national averages or higher.	
4. Targeted Maths/English boosters provided for PP children who require further support - afterschool.	8,000	KS2 achieve national averages and no attainment gaps between all groups.	
5. Recruitment of DP intervention teacher for 2019 – 2020.	30,000	KS1 to KS2 progress for PP children shows a value added score of 0 or higher.	

6. ReadWriteInc development, one2one tutoring, development days and staff training.	15,000	At least 90% of Year 1 children pass the national phonics-screening test and 95% of Year 2.	
7. Nursery and Reception parents to receive phonics packs and parental workshop.	2,500	Reception and nursery children show evidence of being on track to achieve age-related phonics expectations.	
8. Close attainment gaps for DP (Year 1 and 4) through additional staffing support for 2019 – 2020, including HLTA, TA, apprentice teacher and additional classroom teacher.	38,000	Reading attainment across all classes shows age-related expectations being achieved.	
9. Implementation of Specialist Resource Base and autism specialist to support (including a counsellor) vulnerable children with PP and SEND.	15,000	Individual progress made for all 7 children. Longer term needs addressed through work with a range of external agencies.	
10. Increase enrichment activities – e.g. craft days and support in ensuring that groups of children access CET such as Poetry/joint sports day and 7billion ideas.	20,000	Participation data, attendance, progress, children and staff evaluations – show equal and fair access to extra-curricular clubs.	

11. Weekly and termly attendance awards and end of year prizes.	4,000	Attendance at 96% and PA at 10% or lower.	
12. Improve the quality of teaching through staff training and professional support: (e.g. New KS1 SENCO post, Weekly training, CET leadership events, Ambition School Leadership, Teach first, professional coaching and enhanced support or early career teachers.	60,000	KS1 data is at national or higher, showing no attainment gaps.	
13. Subsidy of residential and educational visits.	5,000	Equal access for all pupils to attend.	
14. Additional nurture, ELSA and lunchtime provision.	8,000	Improved emotional well-being and behaviour will impact on progress and attainment.	
15. Employment of speech and language assistant.	25,000	Children who enter school below age-related expectations receive early help and intervention, leading to further progress.	

Pupil premium expenditure and impact for 2018/19 (£307,560)

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils																																																																																
1. Breakfast club and afterschool clubs provided and subsidised.	45,000	Attendance continues to improve towards 96%.	<p>December 2018: Infant attendance shows the gap between PP and others closing by 0.2% compared to 2017-2018.</p> <p><i>Sep 2018 to Spring 2019 PP PA =14.28% (8% down to 3%) and Juniors 13.29% (6% down to 4%)</i></p> <p><i>Summer 1 cumulative attendance is 95.5% compared to 94.5% in 2017-2018 – infants.</i></p> <p><i>Summer 1 cumulative attendance is 96% compared to 95.0% in 2017-2018 - juniors</i></p>																																																																																
2. Recruitment of additional Safeguarding and attendance officer	30,000	PA reductions and effective implementation of the Safeguarding procedures.	<p><i>Pupil Premium PA is lower for every half term this year for Juniors. Infants is currently tracking 9% lower than 2017-2018</i></p> <p><i>See tables below</i></p> <table border="1"> <thead> <tr> <th colspan="8">Infant school PA comparisons for attendance</th> </tr> <tr> <th></th> <th>Full year 2017-18</th> <th>Autumn 2017-18</th> <th>Autumn 2018-19</th> <th>Spring 2017-18</th> <th>Spring 2018-19</th> <th>Summer 2017-18</th> <th>Summer 2018-19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>15.12%</td> <td>18.5%</td> <td>9.9%</td> <td>15.3%</td> <td>11.6%</td> <td>13.33%</td> <td>10.7%</td> </tr> <tr> <td>Disad</td> <td>23.53%</td> <td>25.51%</td> <td>12.5%</td> <td>25.25%</td> <td>14.28%</td> <td>22%</td> <td>16.16%</td> </tr> <tr> <td>SEND</td> <td>20.83%</td> <td>29.16%</td> <td>8.3%</td> <td>20.83%</td> <td>9.30%</td> <td>18.75%</td> <td>11.36%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Junior school PA comparisons for attendance</th> </tr> <tr> <th></th> <th>Full year 2017-18</th> <th>Autumn 2017-18</th> <th>Autumn 2018-19</th> <th>Spring 2017-18</th> <th>Spring 2018-19</th> <th>Summer 2017-18</th> <th>Summer 2018-19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>12.72%</td> <td>15.8%</td> <td>12.2%</td> <td>16.7%</td> <td>9.77%</td> <td>16.6%</td> <td>7.76%</td> </tr> <tr> <td>Disad</td> <td>18.95%</td> <td>20.71%</td> <td>17.33%</td> <td>22.06%</td> <td>13.29%</td> <td>22.29%</td> <td>11.4%</td> </tr> <tr> <td>SEND</td> <td>11.9%</td> <td>22.22%</td> <td>10.25%</td> <td>18.29%</td> <td>9.09%</td> <td>18.07%</td> <td>5.19%</td> </tr> </tbody> </table>	Infant school PA comparisons for attendance									Full year 2017-18	Autumn 2017-18	Autumn 2018-19	Spring 2017-18	Spring 2018-19	Summer 2017-18	Summer 2018-19	All	15.12%	18.5%	9.9%	15.3%	11.6%	13.33%	10.7%	Disad	23.53%	25.51%	12.5%	25.25%	14.28%	22%	16.16%	SEND	20.83%	29.16%	8.3%	20.83%	9.30%	18.75%	11.36%	Junior school PA comparisons for attendance									Full year 2017-18	Autumn 2017-18	Autumn 2018-19	Spring 2017-18	Spring 2018-19	Summer 2017-18	Summer 2018-19	All	12.72%	15.8%	12.2%	16.7%	9.77%	16.6%	7.76%	Disad	18.95%	20.71%	17.33%	22.06%	13.29%	22.29%	11.4%	SEND	11.9%	22.22%	10.25%	18.29%	9.09%	18.07%	5.19%
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<p>3. Parenting workshops to support with children's progress and attainment, including phonics, maths and English.</p>	<p>5,000</p>	<p>Parental evaluations and engagement with the school, with children attaining national averages or higher.</p>	<p><i>Year 2 parent workshops attended by over 30 parents. Year 6 Saturday parental maths workshops led by Craig (12 – 15 families)</i> <i>76% (69% PP) of Year 2 children achieved 100+ scaled score in maths compared to 59% (47% PP) in 2018</i></p>
<p>4. Maths boosters provided for PP children afterschool.</p>	<p>6,000</p>	<p>Year 2 and 6 achieve national averages and no attainment gaps between all groups.</p>	<p>Attainment data in Year 6 shows 9% reduction in the attainment gap for the same cohort (i.e. currently compared to their Year 5 data).</p> <p>Year 2 maths also shows a 2.5% reduction in PP attainment. <i>Year 2 children (PP) improved at roughly the same rate as other children (spring data)</i> <i>Year 2 maths gap decreased from 19% in 2018 to 11% in 2019</i></p>
<p>5. Recruitment of one2one tutor to close reading gaps.</p>	<p>30,000</p>	<p>Year 2 to 6 progress for PP children shows a value added score of 0 or higher.</p>	<p>Reading and writing data from Autumn 2018 shows the gap closing by 3% and 18% for reading and writing respectively.</p> <p><i>Reading gap:</i> <i>Spring 2019 – there is still a gap between PP (increased by 3%) and others (increased by 7%).</i> <i>Writing PP increased significantly and above others.</i> <i>Maths progress slower than expected in Year 6 up by 5% (PP) and 6% (others)</i> <i>KS1 to KS2 reading progress improved from -4.6 (2018) to -3.1 (2019)</i> <i>KS1 to KS2 maths progress improved from -4.3 (2018) to -2.3 (2019)</i></p>
<p>6. ReadWriteInc development, one2one tutoring, development days and staff development.</p>	<p>11,000</p>	<p>90% of Year 1 children pass the national phonics-screening test and 95% of Year 2.</p>	<p>On track based on December assessments and external reports (RWInc) <i>On track based on March assessments and external reports from RWinc,</i> <i>June 2019 - Year 1 phonics has increased from 81% in 2018 to 90% (PP 84%)</i> <i>June 2019 – Year 2 phonics re-tests remains at 95% (PP 97%)</i></p>

7. Nursery and Reception parents to receive phonics packs and parental workshop.	1,500	Reception and nursery children show evidence of being on track to achieve age-related phonics expectations.	<p>Reception on track based on March assessments and Tapestry evidence.</p> <p>60/67 (90%) of current Reception children are currently on track to pass phonics screening next year.</p>
8. Working with outstanding school on the Reading for Pleasure national pilot.	8,000	Reading attainment across all classes shows age-related expectations being achieved.	<p>Reading attainment gap is closing in all but one year group.</p> <p>Reading attainment gap is closing in Years 1, 3 and 4.</p> <p>Reading attainment gap is 10% or below in Y1, Y2, Y3, Y4 and Y5</p> <p>KS1 to KS2 reading progress improved from -4.6 (2018) to -3.1 (2019)</p>
9. Implementation of Specialist Resource Base and autism specialist to support vulnerable children with PP and SEND (including resources)	90,000	Individual needs met and subsequent progress made for all 6 children. Longer term needs addressed through work with a range of external agencies.	<p>EHCP process started for 2 children.</p> <p>1 child moving to external SRB</p> <p>Provision extended to 7 children. 1 moving to SRB in October, EHCP process is on-going for 3 children. All 7 children have benefited from intervention/support from external agencies.</p>
10. Enrichment and extracurricular clubs afterschool and during school holidays.	15,000	Participation data, attendance, progress, children and staff evaluations –	<p>High participation rate in a range of clubs including sports, art and gardening.</p> <p>A wide range of clubs have been offered and all have been over-subscribed.</p> <p>Further analysis to be provided over autumn 2019</p>

		show equal and fair access to extra-curricular clubs.										
11. Weekly and termly attendance prizes.	4,000	Attendance at 96% and PA at 10% or lower.	Autumn 2018 - attendance above national <i>Spring 2019 – PP Infants attendance is 94.61%. PP Junior attendance is 95.24%. See table in section 2</i>									
12. Additional KS1 reading catch-up intervention led by additional experienced teacher.	30,000	KS1 data is at national or higher, showing no attainment gaps.	<i>Phonics on track. Reading PP was 26% 2018 and is currently the same. Year 2 PP children achieving 100+ scaled score in reading increased from 13% in the autumn term to 67% in the summer term.**</i>									
13. Subsidy of residential and educational visits.	5,000	Equal and fair access to all pupils to attend.	<i>Residential and day visits subsidised for PP children who need it, ensuring high levels of PP participation (new application form created) All visits have had high PP participation rate and 12 applications for financial support have been approved.</i>									
14. Additional nurture, ELSA and lunch-time provision.	5,000	Improved emotional well-being and behaviour will impact on progress and attainment.	<i>Morning toast club and lunch time club attended by PP children, as well as national Magic Breakfast programme providing food. Toast club and Magic Breakfast are both well - attended by PP children Lunchtime nurture group well attended. Targeted PP children accessed 'ELSA' style intervention and counsellor support throughout the year. Further data to be provided over the summer term.</i>									
15. Employment of speech and language assistant.	22,000	Children who enter school below age-related expectations receive early help and intervention, leading to further progress.	<i>Good progress for SRB children (attendance, phonics and BPVS data)</i> <table border="1" data-bbox="938 1131 1630 1359"> <thead> <tr> <th colspan="3">Percentage of pupils at GLD at end of Reception</th> </tr> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47%</td> <td>69%</td> <td>75%</td> </tr> </tbody> </table>	Percentage of pupils at GLD at end of Reception			2016-17	2017-18	2018-19	47%	69%	75%
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