

## Pupil Premium Report and Strategy Statement

In Waddington All Saints Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2017-2018					
<b>Academy</b>	Waddington All Saints Academy				
<b>Pupil Premium Leader</b>	Zoe Jepson (Deputy Headteacher)				
<b>Academic Year</b>	17/18	<b>Total PP budget</b>	£60,720	<b>Date of most recent PP Review</b>	February 2018
<b>Total number of pupils</b>	382	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	July 2018



Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
FS	2 3.3%		<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>In July 2018 the results were:</p> <table border="1" data-bbox="533 707 1570 959"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>%</td> <td>%</td> <td>100%</td> <td>91%</td> <td>100%</td> <td>91%</td> <td>100%</td> <td>91%</td> </tr> <tr> <td>Progress from starting points</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>There are 60 children in FS, 2 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 94% Non-PP 96%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 8.33%</p> <p><b>Successful Intervention:</b> Daily phonics to target segmenting and blending.</p> <p>Autumn term planning included a high focus on fine motor and gross motor to support PP needs. Resources purchased to support this were pencil grips, tweezers and fine motor skill bags and letter formation/number formation white boards.</p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		%	%	100%	91%	100%	91%	100%	91%	Progress from starting points									<p>Irresistible writing opportunities to be included within Autumn term planning to support the PP interests i.e Trains (Thomas the Tank engine)</p> <p>Personalised homework packs established early on in the year to enable those who have the potential to achieve GD.</p> <p>Communication between home and school initiated and developed to enable parents to support pupil development.</p>
	GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP																							
	%	%	100%	91%	100%	91%	100%	91%																							
Progress from starting points																															



**Waddington All Saints Academy**

		<p>TA 4 hours weekly £2,340</p> <p>Resources £150</p>	<p>Phase 4 consolidation.</p> <p>Personalised homework- linked to children’s age and stage.</p> <p>Providing irresistible learning opportunities linked to the children’s interests.</p> <p>PP group have small group delivery with highly trained staff both quality first teaching and intervention.</p> <p>Group work to support building self-confidence and PSED development related to home/school links.</p> <p>Communication between home and school is paramount in supporting their welfare and continued successful progress.</p> <p><b>Evaluation of the strategy</b></p> <p>Both children in receipt of Pupil Premium have responded well to all interventions that have been put into place throughout this year to enable them to meet their full potential. Strong relationships have been formed between home and school and the homework packs supported this to happen, the parents feel informed and are willing to support their child. Progress over the year has been strong and both children have made a GLD, therefore the strategy has been successful in delivering the success criteria. PP children in this year group are performing as well as, and often better than their peers.</p>							
1	5 (2 also SEN) 9%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. This table shows the results for 2017:</p> <table border="1" data-bbox="533 1201 1570 1278"> <thead> <tr> <th>Phonics Check Non PP</th> <th>Phonics Check PP</th> <th>Phonics Check National</th> </tr> </thead> <tbody> <tr> <td>98%</td> <td>80%</td> <td>TBC</td> </tr> </tbody> </table>	Phonics Check Non PP	Phonics Check PP	Phonics Check National	98%	80%	TBC	<p>Phonics intervention as the children move into Y2, to secure knowledge.</p> <p>Focus on building fluency within reading.</p> <p>Focus on developing reasoning skills in maths, to support problem solving activities.</p>
Phonics Check Non PP	Phonics Check PP	Phonics Check National								
98%	80%	TBC								



**Waddington All Saints Academy**

		Reading			Writing			Maths			GPVS			
		PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	
ARE		60%	100%	92%	60%	100%	86%	60%	100%	90%	60%	100%	86%	
GD		40%	66%	42%	40%	66%	36%	20%	33%	34%	40%	66%	36%	
Progress from EYFS														
		<p><i>There are 56 children in Year 1, 5 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 92% Non-PP 96%</p> <p>Persistent Absence: Pupil Premium (2/5) 40% Non-PP (4/56) 7.84%</p> <p><b>Evaluation of the strategy</b></p> <p>Attainment from Early Years Foundation Stage has been maintained and the Pupil Premium group are achieving as well as the non-Pupil Premium group. This evidences success of the implementation of the PP strategy.</p> <p>Two of the children in receipt of PP are also identified as having SEN, they are both working below the expected standard across the curriculum, however they have made good progress against their individual targets and this is tracked against PIVATs and evidenced in their learning outcomes. One of these children passed the phonics screening test, the support that they received has been highly focused on phonics and this has been very successful, as they scored 0 in September and 36 in the phonics screening check. This shows very good value for money in this area. The individual who was not successful in the phonics screening has an EHCP in place.</p>												
TA 8 hrs weekly £4,680														
Phonics resources £500														



**Waddington All Saints Academy**

			<p>Two of the children were working at age related at the beginning of the year and have completed the year as greater depth in almost all aspects. In phonics both of these children have made good progress since their baseline in September. This shows very good value for money for these children.</p> <p>One child joined the school in April 2018 and is working at age related in all areas of the curriculum. This child has responded well to quality first teaching and interventions; they have also been motivated by the incentives. This shows very good value for money in the short period of time since they have joined the school.</p> <p>Overall the pupil premium strategy has been very effective in securing progress and outcomes for children in receipt of PP in Y1.</p> <p><b>Successful Interventions:</b>          Focused phonics groups- personalised to individual needs.          Extra reading sessions each week          Personalised homework packs          Individual targets have been a high focus with regular check-ins.</p>																																																																		
2	7 children (1 is SEN)	<p>TA 2 hrs pw for PP homework packs</p> <p>2.5 hrs pw phonics</p> <p>5.5 hrs pw supporting QFT in class.</p> <p>1.5 hrs pw Daily</p>	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> <th colspan="3">GPVS</th> </tr> <tr> <th></th> <th>PP</th> <th>PP Excl SEN</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>71%</td> <td>100%</td> <td>86.5%</td> <td>71%</td> <td>100%</td> <td>85%</td> <td>86%</td> <td>100%</td> <td>92%</td> <td>71%</td> <td>100%</td> <td>85%</td> </tr> <tr> <td>GD</td> <td>14%</td> <td>20%</td> <td>36%</td> <td>14%</td> <td>20%</td> <td>24%</td> <td>29%</td> <td>40%</td> <td>32%</td> <td>14%</td> <td>20%</td> <td>24%</td> </tr> <tr> <td>Progress from Early Years</td> <td>71 %</td> <td>80%</td> <td>86%</td> <td>85%</td> <td>100%</td> <td>90%</td> <td>85%</td> <td>100%</td> <td>96%</td> <td>85%</td> <td>100%</td> <td>90%</td> </tr> </tbody> </table>		Reading			Writing			Maths			GPVS				PP	PP Excl SEN	Non PP	PP	PP Excl SEN	Non PP	PP	PP Excl SEN	Non PP	PP	PP Excl SEN	Non PP	ARE	71%	100%	86.5%	71%	100%	85%	86%	100%	92%	71%	100%	85%	GD	14%	20%	36%	14%	20%	24%	29%	40%	32%	14%	20%	24%	Progress from Early Years	71 %	80%	86%	85%	100%	90%	85%	100%	96%	85%	100%	90%	<p><b>Reading</b> Narrow the gap in progress for reading by looking at texts which are more engaging for boys.</p> <p><b>Mental maths</b> -Continue with overlearning of new times tables in ks2 ready for Year 4 multiplication test -To develop strategies in line with the school's new calculation policy</p> <p><b>Spelling</b></p>
	Reading			Writing			Maths			GPVS																																																											
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ARE	71%	100%	86.5%	71%	100%	85%	86%	100%	92%	71%	100%	85%																																																									
GD	14%	20%	36%	14%	20%	24%	29%	40%	32%	14%	20%	24%																																																									
Progress from Early Years	71 %	80%	86%	85%	100%	90%	85%	100%	96%	85%	100%	90%																																																									



**Waddington All Saints Academy**

		<p>reading April – July</p> <p>£6,500</p>	<table border="1"> <tr> <td>Foundation Stage</td> <td style="background-color: yellow;"></td> <td style="background-color: lightgreen;"></td> </tr> </table>								Foundation Stage										<p>Specific intervention for spelling patterns and rules Continue with over learning of spellings linked to year group expectations</p> <p><b>Home / School</b> Continue with homework packs that are specific and support their individual targets. Parents in at beginning of year to discuss expectations of learning in homework packs.</p> <p>Maths intervention for GD – challenge based session to motivate / encourage them to rise to challenges in their maths learning</p>
Foundation Stage																					
3	3  6% of cohort.		<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <table border="1"> <tr> <td></td> <td>Reading PP</td> <td>Reading Non PP</td> <td>Writing PP</td> <td>Writing Non PP</td> <td>Maths PP</td> <td>Maths Non PP</td> <td>GPVS PP</td> <td>GPVS Non PP</td> </tr> </table>									Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	<p>Daily practise of basic year 3 skills such as; times tables, sentence construction, extending vocabulary and reading comprehension to ensure</p>	
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP													



**Waddington All Saints Academy**

ARE	100%	93%	100%	89%	100%	89%	100%	89%
GD	33%	38%	33%	32%	33%	21%	33%	32%
Progress from KS1								

*There are 53 children in Year 3, 3 of which are eligible for Pupil Premium.*

Attendance: Pupil Premium 96% Non-PP 98%

Persistent Absence: Pupil Premium 0% Non-PP 0%

**Evaluation of the strategy**

All children in receipt of PP are achieving at least in line with their peers, this includes children achieving GD. This evidences the success of the strategy in securing progress for this cohort of children.

**Successful Interventions:**

**Reading group daily**

Different fluency and comprehension groups to help fluency develop and ensure text understanding is being developed. Year 3 skills integrated in to this group daily.

**Times table practise**

Recall age related times table facts daily, the daily repetition has allowed for greater impact.

**Year 3 spelling word**

Daily focus of the year 3 spellings words, focussing on 5 at a time. Daily repetition allows for greater impact.

**In class maths and literacy support**

Smaller group size means children are able to access the year 3 curriculum with their needs being met and supported when necessary.

**Homework packs**

ARE – Meet weekly, targets are written to support year 3 curriculum and work set to meet these targets.  
GD – Any areas that are a possible misconception are addressed and extension activities linking to year 4 curriculum.

TA 5hrs  
pw  
£3,000

these continue to be embedded successfully.

**Greater Depth**

Continue to ensure a deep understanding is developed within each area of learning. Provide challenges to ensure learning is extended.

			<p><b>After school club</b> 2 X six week clubs, focussing on writing skills. These were run as high interest clubs to engage children. Cartoon club and mini beast club.</p> <p><b>Friendship skills</b> ELSA time to develop social and friendship skills.</p>																																																																	
4	8 (2 SEN) 14%	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> <th colspan="3">GPVS</th> </tr> <tr> <th></th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>75%</td> <td>100%</td> <td>89%</td> <td>75%</td> <td>100%</td> <td>89%</td> <td>63%</td> <td>84%</td> <td>91%</td> <td>75%</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>0%</td> <td>31%</td> <td>0%</td> <td>0%</td> <td>24%</td> <td>0%</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>0%</td> <td>24%</td> </tr> <tr> <td>Progress from KS1</td> <td>63%</td> <td>84%</td> <td>73%</td> <td>63%</td> <td>84%</td> <td>85%</td> <td>63%</td> <td>84%</td> <td>89%</td> <td>63%</td> <td>84%</td> <td>85%</td> </tr> </tbody> </table> <p><i>There are 54 children in Year 1, 8 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 96% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 12.5% Non-PP 2.17%</p> <p><b>Evaluation of the strategy</b></p> <p>2 out of 8 of the ch eligible for PP are also identified as having SEN, these children have not met ARE but have made progress evidenced against their PIVATs smart targets. When these are taken out of the data PP ch are generally achieving in line with their peers at meeting ARE. No ch eligible for PP are achieving</p>		Reading			Writing			Maths			GPVS				PP	PP excl SEN	Non PP	ARE	75%	100%	89%	75%	100%	89%	63%	84%	91%	75%	100%	89%	GD	0%	0%	31%	0%	0%	24%	0%	0%	33%	0%	0%	24%	Progress from KS1	63%	84%	73%	63%	84%	85%	63%	84%	89%	63%	84%	85%	<p>Writing opportunities that stimulate and excites the children to want to write well.</p> <p>Daily mental maths skills (2 minutes per night) to complete in home book and returned ready for the next day.</p> <p>Reading fluency group to continue with an increasing emphasis on comprehension development.</p> <p>Closely monitor the persistent absence of the two children highlighted. Work closely with the family to overcome any</p>									
	Reading			Writing			Maths			GPVS																																																										
	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP																																																								
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GD	0%	0%	31%	0%	0%	24%	0%	0%	33%	0%	0%	24%																																																								
Progress from KS1	63%	84%	73%	63%	84%	85%	63%	84%	89%	63%	84%	85%																																																								



**Waddington All Saints Academy**

		<p>TA 15.5hrs pw £9,100</p>	<p>GD, therefore further analysis needs to happen to identify potential for GD and ensuring provision is fit for purpose to enable this to happen.</p> <p><b>Successful Interventions:</b></p> <p><b>Reading</b> Children have had small group delivery with highly trained staff to improve their fluency and comprehension skills. This has included the comprehension intervention of Developing Inference KS2 which focuses on inference and prediction. Reading baselines were taken and children split into fluency and comprehension groups. Children working on fluency have been completing 90 words in a minute at age related levels and improvement shown in 100% of pp children who took part.</p> <p><b>Phonics</b> TA worked with children through Wordblaze intervention and Letters for Sounds with children recording improved scores and understanding from baseline.</p> <p><b>Maths</b> Children complete targets at bottom of pages on a weekly basis which is targeted to their needs. Daily/weekly support with adult to overlearn and pre-learn new content.</p> <p><b>Writing</b> Children have worked with TA and adults through targeted interventions such as Sentence Adventure and targeted in class support. Worked out of class with LSA on focussed skill sessions which are then followed up in class.</p> <p>Pupil premium focus on key barriers for each children and are completed weekly by children. Liaison through teacher and TA for next steps.</p>	<p>barriers in relation to attendance.</p> <p>Analysis of progress from KS1. What can be done to narrow this gap further?</p>
5	12 20% (2 SEN)		<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p>	<p>Explore strategies for engaging those PP pupils</p>



**Waddington All Saints Academy**

	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP
ARE	83%	91.5%	83%	79%	75%	87.5%	83%	79%
GD	16.5%	41.5%	8.5%	38.5%	4%	45%	8.5%	38.5%
Progress from KS1	83%	92%	83%	81%	75%	86%	83%	81%

*There are 60 children in Year 5, 12 of which are eligible for Pupil Premium.*

Attendance: Pupil Premium 97% Non-PP 98%

Persistent Absence: Pupil Premium 0% Non-PP 0%

**Evaluation of the strategy**

2 out of 12 of the ch eligible for PP are also identified as having SEN, these children have not met ARE, in all areas of the curriculum but have made progress evidenced against their PIVATs smart targets. When these are taken out of the data PP ch are consistently achieving in line with their peers at meeting ARE. Less ch eligible for PP are achieving GD, therefore further analysis needs to happen to identify potential for GD and ensuring provision will support this to happen.

Progress from KS1 is good in all areas for this group of PP ch, therefore the strategy has provided good value for money.

**Successful Interventions:**

**Reading Intervention**

Greater Depth focus group to ensure that those children who should be on track to achieve this by the end of Y6 have the opportunity to access higher level texts.

Reading for enjoyment group for those children who need to build fluency –x 4 weekly. Focus on reading for meaning and securing decoding skills beyond blending.

**Writing group**

Support from Y6 LSA to work with those children who need to consistently apply grammar skills within sustained writing- focus on editing

TA 24hrs  
pw  
£14,000

who do not engage with the extra-curricular support offered and have lower self-esteem. Could we use the ELSA training for this?

Explore support given by the EP for SEN and how this could be used to target key barriers for some children.

Maths is the weaker area for PP but this reflects 2 new pupils. How can we use transition support to make accelerate progress in this area?



**Waddington All Saints Academy**

			<p><b>Maths pre/over learning</b> Daily skills sessions for those children (non-SEN) who need to consolidate Y5 skills. This has worked well at securing the key skills necessary for arithmetic.</p> <p><b>Grammar pre/over learning</b> Daily skills sessions for those children (non-SEN) who need to consolidate Y5 skills. This has been key in ensuring children (non-SEN) have secured key grammar skills to apply in writing.</p> <p><b>Maths/Writing Club</b> After school clubs to focus on those children who need to secure ARE in both areas. Using key skills but through engaging games to enthuse and excite the children in these subjects.</p> <p><b>Homework Packs</b> Weekly support to show how to take personal targets and apply within homework. High levels of engagement for most and using the same LSA for both ensured that these skills were also applied within learning.</p>																																								
6	8 19% (4 SEN)		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority.</p> <table border="1" data-bbox="533 1155 1677 1418"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> <th colspan="3">GPVS</th> </tr> <tr> <th></th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> <th>PP</th> <th>PP excl SEN</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>		Reading			Writing			Maths			GPVS				PP	PP excl SEN	Non PP														<p>To raise attainment in reading and maths to be in-line with writing attainment</p> <p>Engage parents better with supporting their children- clear understanding of SATs goals. Improve parents perceptions and</p>									
	Reading			Writing			Maths			GPVS																																	
	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP	PP	PP excl SEN	Non PP																															



**Waddington All Saints Academy**

			ARE	63%	100%	85%	88%	100%	91%	63%	100%	91%	71%	100%	91%	
			GD	25%	50%	46%	25%	50%	44%	0%	0%	38%	38%	75%	59%	
			Progress from EYFS	45%		76%	75%		75%	33%		75%	45%		75%	
<p><i>There are 43 children in Year 6, 8 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 96% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 0%</p> <p><b>Evaluation of the strategy</b></p> <p>Attainment has been outstanding for PP children who are not SEN. All children eligible for PP who are also identified as having SEN have made excellent progress against their targets and starting points (measured with PIVATS and baseline testing) throughout the year but have not met the expected standard for end of year 6 attainment.</p> <p>Time and shape were identified as significant areas of weakness- this was addressed through after school clubs, targeted questioning as part of provision mapping groups to ensure regular revisits of the skills along with pre/over learning. However, SEN children did not secure the Y6 expectations for time. Arithmetic was a strength thorough out the year due to high quality support and intervention throughout year 6- significant progress has been seen in arithmetic attainment in all pupils including SEN. Some SEN children have received external support through the EP, the STAPs assessment and Healthy Minds to address barriers beyond academic challenges.</p>																
TA 26hrs p.w £15,000			<p>aspirations for their children.</p> <p>Strong approach to securing reading fluency early in the academic year to feed into improved comprehension</p> <p>Maths support for PP children should be focused and specific- incorporate pre and over learning as best-practise</p>													

**Review and evaluation of the impact of whole school strategies not already mentioned.**

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations



**Waddington All Saints Academy**

High focus on Spelling and Mental Maths Activities	All years (except FS) 44	Resources £300	Spelling- the introduction of using the lietner system for spaced repetition and the 'Squeebles' APP has supported the embedding of key spellings into children's memories. The daily practise has developed a level of independence and confidence, whilst the teacher is still able to monitor progress. Children speak positively about their personal improvement in spellings and all teachers have noticed the impact in children's written learning. Timetables Rock Stars has had a significant impact on rapid recall of key multiplication and division facts, this has given children ownership over their own learning. Staff have noted the positive attitudes towards learning and an increased competence when applying knowledge within maths lessons.	This has been a successful use of the Pupil Premium Funding. To continue to embed and develop a progressive spelling system across the school. Further resources to support making spelling activities more interactive and fun. Subscribe to Timetables Rock Stars to continue to embed the success again this year. High focus to identify gaps in Y3/Y4 multiplication knowledge to ensure that the children are well prepared for the new multiplications check from June 2019 (trials) and 2020.
To ensure progress for those children who are eligible for PP and are also SEN.  SENCO to review provision.	11	1 x day supply £200	A clear, targeted provision map has ensured that all interventions in school are proven, time limited and impact measured. This has ensured that good progress has been made for all ch who receive intervention and provision has been adjusted succinctly to meet need.  SENCO has reviewed provision for all children in receipt of PP who are also SEN, this included an in-depth analysis of smart targets and impact of support, as well as identifying any further support that could be accessed (both internally and externally). This gave teachers additional 'expert' guidance in meeting the needs of these children and this impact has been positive	This strategy has been successful in supporting teachers to meet specific needs linked to SEN for these children, it now needs to be embedded so that it is represented more clearly in pupil outcomes.  To continue to develop a system for tracking progress for children with SEN, so that we can clearly evidence their successes.
Extra-curricular clubs	KS2 34	£600	TAs have been employed to run extra-curricular clubs for children in receipt of PP in KS2, these have included: comic club, magical maths and reading comprehension. Teachers have identified the evidence of the impact is in pupil attitudes towards learning and increased confidence within the classroom.	An effective use of Pupil Premium funding. To continue to provide these extra-curricular opportunities next year.
Building home/ school relationships	46	£4,000	Personalised homework packs linked to individual targets that are closely monitored weekly by a TA. Improvements noted in attitude to learning, the amount of homework completed, the standard of	This has proven to have had a significant impact on pupil's attitudes to learning and perception of school, while we recognise that we still have a job to do in ensuring that ALL parents engage fully with school.



**Waddington All Saints Academy**

to support pupil progress			<p>homework completed and parent’s perception of helping their children with school work.</p> <p>Parent workshops in all year groups to support parents in understanding how they can support learning at home. Overall these were successful, however not all pupil premium parents attended over the year, even though a phone call home was made with a personal invite.</p> <p>Release time for teachers to meet with parents, where there are concerns about progress and need to engage home further. Most parents commented that they found these meetings useful, a couple were reluctant to attend or did not follow up on advice given.</p> <p>The learning dispositions of all of these children have been analysed by the class teacher and SLT, next steps were identified and this has had a positive impact. For example, one struggled to be organised for learning, so spent too much time looking for resources, they were provided with a basket which had everything in that they needed so that this was no longer a barrier. This is another aspect that needs to be embedded further next year.</p>	<p>To continue to develop home/school working together next year.</p> <p>To focus on the harder to reach parents and look for further opportunities to invite them into school.</p>
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**Summary: how well are eligible pupils doing? Is the difference diminishing?**

Overall the strategy has been effective in improving outcomes for children eligible for Pupil Premium at All Saints. As a school we are consistently looking for ways to enhance provision to enable all children to make good progress. 24% of children eligible for Pupil Premium also have significant Educational Needs and even though we can evidence progress for these children using resources such as PIVATs, our data does not show this gap as closing. In February an extensive internal review was carried out for this group of children and the SENCO was released to establish further next steps to enable progress for these children, this now needs to continue to be developed over the next academic year. The outcomes of this review informed the next steps within our strategy.

School’s overall results continue to be above the local and national average, therefore our pupil’s perform well.



# Strategy for 2018-19

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
Academy	Waddington All Saints				
Pupil Premium Leader	Zoe Jepson (Deputy Headteacher)				
Academic Year	18/19	Total PP budget	60,720	Date of most recent PP Review	June 2018
Total number of pupils	380	Number of pupils eligible for PP	46	Date for next internal review of this strategy	February 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i> )	<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i> )
To ensure that we continue to identify and meet the needs of pupils who are eligible for Pupil Premium and also identified as having SEN and to be able to evidence good progress from their start points.	To continue to develop relationships between home/school to support learning.
To develop confidence, self-esteem and resilience.	
To ensure that staff have clear subject knowledge for achieving greater depth within the curriculum, particularly in upper KS2.	
To ensure the Impact of group interventions.	



To ensure that key skills (spelling and mental maths) are embedded and are progressive across both key stages.	
To ensure that all children become fluent readers, leading to strong comprehension skills.	

3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Year FS	Awaiting new cohort data.					
Year 1	All pupils eligible for PP achieved a GLD, the focus now needs to be on the achievement of GD.	Provision will enable children to achieve greater depth.  Provision will meet children's interests, therefore giving them the greatest opportunities to make accelerated progress.	Ensure smooth transition into Y1.  Provision provides opportunities for GD.  Personalised homework to develop GD skills.	Research by EEF has shown that mastery learning approaches have positive outcomes of + 5 months. Through the continued development of a mastery/ greater depth approach alongside skills and knowledge development the curriculum will be enriched and support rapid progress.	Termly LQAs of books.  Team Leader to ensure planning is fit for purpose to ensure opportunities for the children to achieve GD.	£2,000



**Waddington All Saints Academy**

			<p>Irresistible learning opportunities to ensure interest.</p> <p>Communication between home/school to ensure continued success.</p>			
Year 2	<p>Within this cohort 98% passed the phonics screen test.</p> <p>To build upon the high phonics scores and to continue to develop the children as readers, in order to prepare them for success at the end of year 2.</p> <p>Outcomes for this cohort are very good across all areas of learning. The number of children targeted to secure GD is outstanding. We need to ensure that these standards are built upon and reflected in end of KS1 assessments.</p>	<p>Provision will lead to continued excellent outcomes for these children.</p> <p>Children eligible for SEN and PP will continue to make good progress, as evidenced in their learning and SEN tracking.</p>	<p>Phonics/reading intervention to secure knowledge.</p> <p>Embed the development of key skills in maths- and the application into problem solving.</p> <p>Ensure SEN smart targets enable high levels of progress. SENCO release to evaluate provision for those that are also SEN.</p> <p>High quality focused intervention that is based on solid assessments of the children.</p>	<p>This cohort performed well in the phonics screening test at the end of Y1, it is now essential that we ensure the skills in phonics are transferred into fluency within reading, to support success in the Y2 assessments.</p> <p>An audit has shown that provision for the two children who are SEN has been excellent in Y1, this must be maintained and built upon so that these children continue to make good progress.</p>	<p>LQA of PP learning. Autumn Spring Summer</p> <p>SENCO to provide feedback.</p>	£6,000
Year 3	<p>71% of ch eligible for Pupil Premium meet the expected standard</p>	<p>English provision will meet the needs and interests of the</p>	<p>Ensure SEN smart targets enable high levels of progress.</p>	<p>Y2 assessment data shows that there is a dip in results for English compared to other subjects. We now need to ensure that these standards are improved.</p>	<p>LQA of PP learning. Autumn</p>	£5,500



**Waddington All Saints Academy**

	<p>in reading and writing and 86% met the standard in maths. The one that did not is identified as also having SEN. The gap needs to be narrowed between PP and non-PP in English, outcomes in English also need to be more in line with outcomes in maths.</p> <p>2 pupil premium children have joined since January. One child was significantly below the standard in reading and writing, and had not passed the phonics test in Year 1. The gap need to now be narrowed for those children arriving mid-year, to ensure that they have every chance of success.</p>	<p>cohort- therefore leading to higher standards.</p> <p>Staff will quickly and efficiently identify barriers to learning for pupils who join mid-year, so that intervention can be specific and support progress.</p> <p>Ch with the potential to achieve GD are identified and provision is fit for purpose to enable success.</p>	<p>SENCO release to evaluate provision for those that are also SEN.</p> <p>Focused assessment to clearly identify gaps in previous learning, so that these can be taught to ensure progress.</p> <p>High quality focused intervention that is based on solid assessments of the children.</p> <p>Review of the English Curriculum to ensure that is engaging and skills based for all.</p> <p>Continue to embed mental maths and spellings skills.</p>	<p>Y2 assess data also show that there is a significant difference between the PP/non-PP who are achieving greater depth. The provision must provide opportunities for the children to work at this level, so that they can reach their full potential.</p>	<p>Spring Summer</p> <p>SENCO to provide feedback- Oct, Feb and May</p> <p>English lead to support provision in reading and writing.</p>	
<b>Year 4</b>	<p>All pupil premium children have met expectations in all areas, with a third achieving GD. These standards must be maintained as they progress through KS2.</p>	<p>Key skills will continue to be embedded and built upon in Y4, this will be reflected in pupil outcomes.</p> <p>Provision will enable children to achieve greater depth- this will be evident in</p>	<p>Provision provides opportunities for GD. Ensure that learning provides appropriate opportunities for learning to be extended.</p> <p>Key skills are embedded- times tables, sentence</p>	<p>Research by EFF has shown that mastery learning approaches have positive outcomes of + 5 months. Through the continued development of a mastery/ greater depth approach alongside skills and knowledge development the curriculum will be enriched and support rapid progress.</p>	<p>LQA of PP learning. Autumn Spring Summer</p>	<p>£2,500</p>



**Waddington All Saints Academy**

		provision and pupil outcomes.	construction, extending vocabulary and reading comprehension.			
<b>Year 5</b>	<p>Progress for ch in receipt of PP is lowest in this area of school. Strategies need to be in place to narrow this gap, to ensure that progress scores at the end of KS2 are not negatively impacted upon.</p> <p>100% of pupils eligible for PP achieved a ARE in English and 84% in maths (excluding those who are also SEN), the focus now needs to be on the achievement of GD.</p>	<p>The progress indicators will show good progress for these children and where this cannot be a case, a detailed case study will evidence reasons why and what is being done to support further.</p> <p>Provision will enable children to achieve greater depth- this will be evident in provision and pupil outcomes.</p>	<p>Utilise home/school learning further.</p> <p>Analysis of gaps in previous learning. Intervention/home support planned to enable these gaps to be filled.</p> <p>Daily skills practise.</p> <p>Develop reading fluency, which an increased focus on reading comprehension.</p> <p>Ensure SEN smart targets enable high levels of progress. SENCO release to evaluate provision for those that are also SEN.</p>	<p>End of year data shows that 4 of these children are not making good progress from KS1. Therefore, the reasons for this need to be closely analysed. This will include an analysis of gaps to learning, with a clear plan of how home and school can work together to support progress further.</p> <p>Research by EFF has shown that mastery learning approaches have positive outcomes of + 5 months. Through the continued development of a mastery/ greater depth approach alongside skills and knowledge development the curriculum will be enriched and support rapid progress.</p>	<p>LQA of PP learning. Autumn Spring Summer</p> <p>SENCO to provide feedback Oct, Feb and May</p>	<p>£10,000</p>
<b>Year 6</b>	<p>The end of year data shows that ch eligible for PP are not performing in line with their peers in maths, the focus needs to be analysing the areas in maths which they</p>	<p>Provision will enable children to achieve greater depth- this will be evident in provision and pupil outcomes.</p> <p>Maths intervention will be purposeful</p>	<p>Ensure SEN smart targets enable high levels of progress. SENCO release to evaluate provision for those that are also SEN.</p>	<p>Attainment in maths is a concern for this group of people. Having highly focused interventions which meet learning needs will support progress in this area.</p> <p>Research by EFF has shown that mastery learning approaches have positive outcomes of + 5 months. Through the continued development of a mastery/ greater depth approach alongside skills and</p>	<p>LQA of PP learning. Autumn Spring Summer</p> <p>SENCO to provide</p>	<p>£150</p> <p>£11,000</p>



**Waddington All Saints Academy**

<p>are not performing as well and improving these.</p> <p>The number of children achieving GD is significantly lower than non PP, therefore the focus now needs to be on ensuring that they are exposed to GD provision.</p>	<p>and effective. This will be evident in pupil outcomes.</p>	<p>High focused maths intervention to narrow the gap (Numicon –big ideas) Pre and over learning intervention</p> <p>Provision provides opportunities for GD. Ensure that learning provides appropriate opportunities for learning to be extended.</p>	<p>knowledge development the curriculum will be enriched and support rapid progress.</p>	<p>feedback – Oct, Feb, May</p>	
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Whole School Initiatives	How	What is the rationale for this chosen strategy	How will it be monitored	Cost	Expected Impact
<p>Curriculum development- focus on greater depth.</p>	<p>Clear and progressive skills, moderation across the curriculum area for consistency and progression.</p> <p>Team leaders to ensure that planning is fit for purpose and enables potential pupils to achieve greater depth.</p>	<p>Data from Y4,5 &amp; 6 evidence that children in receipt of PP are not achieving GD expectations in line with their peers. Research by EFF has shown that mastery learning approaches have positive outcomes of + 5 months. Through the continued development of a mastery/ greater depth approach alongside skills and knowledge development the curriculum will be enriched and support rapid progress.</p>	<p>Team Leader- Oct, Jan and May.</p>	<p>£600 SLT release time.</p>	<p>Increase in the % of children achieve GD at the end of the year, having made accelerated progress. Confidence in subject knowledge supports rapid progress and therefore pupil outcomes.</p>



**Waddington All Saints Academy**

<p>Pupil self-esteem, confidence and resilience.</p>	<p>Prince of William Award KS2</p> <p>ELSA support/ Forest school provision KS1</p>	<p>Self-esteem and confidence has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils do not show appropriate dispositions for learning, this is more evident in KS2. The Prince of William Award is a proven intervention that increases pupil's resilience and confidence which is then applied into real life contexts.</p>	<p>Termly reports including evaluations and actions.</p>	<p>£6,000</p>	<p>Well-being, self-esteem and confidence of pupils, engagement with school.</p>
<p>Support pupils to develop fluent reading capabilities</p>	<p>Use of high quality texts to engage all.</p> <p>Highly structured interventions to help pupils who are struggling with their reading.</p> <p>Home/school reading records for PP children.</p> <p>My book blog Y4-6</p>	<p>Reading fluency has been identified as being a barrier to learning.</p> <p>EFF recommendation from the improving Literacy report.</p> <p>Two main strands- word recognition and language comprehension. There is no quick way to develop reading fluency and most pupils will benefit from being explicitly taught rather than being encouraged to practise individually.</p> <p>Areas of focus: Guided oral reading instruction Repeated reading</p>	<p>Assessment/tracking data</p> <p>Termly monitoring</p>	<p>£4,000</p>	<p>Improvement in reading fluency which will also support reading comprehension progress, this will therefore be represented in pupil's outcomes.</p>
<p>Pupils who are SEN and eligible for PP to make good progress from starting points.</p>	<p>Clear provision mapping that is updated every 6-8 weeks.</p> <p>SENCO evaluation of ch who are eligible for PP/SEN.</p>	<p>EFF recommend highly structured interventions that are proven, time limited and the impact measured to ensure good value for money.</p>	<p>Termly monitoring</p>	<p>£600 (SENCO release)</p>	<p>Children who are SEN and eligible for PP will make good progress from starting points.</p>



**Waddington All Saints Academy**

	Develop a comprehensive tracking systems to measure/monitor progress.	SENCO experience and expertise is vital in ensuring that 'no stone' is left unturned for these individuals.			
Embed support from out of school from Y1-Y6.	Parent workshops to provide support and guidance. Homework folders- with designated TA. Extra-curricular clubs. Regular contact with parents. Incentives for completing home learning.	This is a continuation from last year's strategy and has had a positive impact across the school, this now needs to be embedded to ensure that home/school learning supports progress for all.	Termly monitoring	£10,000	Homework will be completed to a high standard. Parents will feel informed and supported to support their child's learning.
Embed the consistent approach to teaching spelling and mental maths across the school.	Regular, short, sharp lessons planned over the week to embed skills.  Purchase Apps- squeebls and timestables rockstars to support at home and school.  Purchase resources to support exciting and memorable spelling resources.	End of year evaluations have identified the need to embed spelling and mental maths as a barrier to children in securing end of year expectations.	SLT to monitor planning and implementation.  Termly LQAs.	£300	The good work already in place to support spelling and mental maths will be embedded and children will continue to make good progress.
		Total		21,400	

Date: June 2018

Pupil Premium Leader: ZJepson