



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 2018-2019					
Academy	Waddington All Saints Academy				
Pupil Premium Leader	Zoe Jepson (Deputy Headteacher)				
Academic Year	18/19	Total PP budget	£60,720	Date of most recent PP Review	February 2019
Total number of pupils	382	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Summer 2019



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 3.5%		<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 2019 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>100%</td> <td>91%</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 58 children in FS, 2 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 92.88% Non-PP 96.37%</p> <p>Persistence absence Pupil Premium 0% Non-PP 6.56%</p> <p>Successful Intervention: Daily phonics to target segmenting and blending.</p> <p>Autumn term planning has once again 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%	100%	91%	Progress from starting points									<p>Ensure smooth transition in to Y1- visits to happen during the summer term. Y1 LSA to begin to build relationships.</p> <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.</p> <p>Continue to ensure communication between home and school is strong. Support parents to ensure our expectations of them in relation to homework to</p>
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		<p>TA 4 hours weekly £2,340</p> <p>Resources £500</p>	<p>Phase 4 consolidation.</p> <p>Daily maths intervention for recognising, ordering and writing numbers to 20.</p> <p>Personalised homework- linked to children’s age and stage.</p> <p>Intervention/provision linked to the children’s personal interests to support engagement and enthusiasm.</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>Resources purchased to support speech and language development- this has included a variety of role play costumes and props.</p> <p>Forest school provision to support PSED development.</p> <p>Evaluation of the strategy</p> <p>Both children in receipt of Pupil Premium have responded well to all provision that have been put into place throughout this year, to enable them to meet their full potential. One child entered EYFS with an application for an EHCP in process, staff worked hard to ensure that they settled quickly and formed good relationships, this enabled them to quickly establish their strengths and barriers. This had a positive impact, as intervention was then specifically planned, to enable them to overcome these. It was decided that they did not require an EHCP and at the end of the year they met all of the Early Learning Goals. The other pupil was identified as being eligible for Pupil Premium during the summer term. They have also accessed all interventions that have been put in to place over the year to enable them to make good progress and achieve GLD. PP children in this year group are performing in line with their peers.</p>	<p>support pupil development.</p> <p>Writing intervention in the autumn term to ensure progress is maintained.</p>
1	3 5.4%		<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:</p>	<p>Phonics Phonics intervention as the children move into Y2, to secure knowledge.</p>



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	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP
ARE	100%	87%	100%	87%	100%	87%	100%	85%
GD	0%	25%	0%	24%	0%	25%	0%	24%
Progress from KS1								

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 2019:

Phonics Check Non PP	Phonics Check PP	Phonics Check National
91%	100%	TBC

There are 56 children in Year 1, 3 of which are eligible for Pupil Premium.

Attendance: Pupil Premium 91.89% Non-PP 94.95%
Persistence Absence Pupil Premium 0% Non-PP 9.86%

Successful Interventions:

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.

Evaluation of the strategy

Attainment from Early Years Foundation Stage has been maintained and in one case exceeded, the Pupil Premium group are achieving as well as, if not better than the non-Pupil Premium group. This evidences success of the implementation of the PP strategy.

One of the children was assessed as emerging within the reading and writing against the ELGs, with highly focused, bespoke intervention they have achieved age related expectations at the end of this year. This evidences very good value for money.

TA 6 hrs weekly
£3,510

Reading

Focus on building fluency within reading.

Maths

Focus on developing reasoning skills in maths, to support problem solving activities.

Spelling

Read and write key words.



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		Reading resources £600	Monitoring has evidenced that provision within this year group has been strong throughout the year. Quality first teaching, clear identification of barriers and robust provision mapping leading to highly focused interventions has supported these children to reach their full potential. Overall the pupil premium strategy has been very effective in securing progress and outcomes for children in receipt of PP in Y1.																																																																		
2	5 children (2 is SEN) 9.4% of cohort	TA 2 hrs pw for PP homework packs 2.5 hrs pw phonics 5.5 hrs pw supporting QFT in class. 1.5 hrs pw Daily reading April – July £6,500	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. <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>60%</td> <td>100%</td> <td>84%</td> <td>60%</td> <td>100%</td> <td>82%</td> <td>60%</td> <td>100%</td> <td>86%</td> <td>60%</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>GD</td> <td>20%</td> <td>33%</td> <td>31%</td> <td>20%</td> <td>33%</td> <td>31%</td> <td>20%</td> <td>33%</td> <td>29%</td> <td>20%</td> <td>33%</td> <td>29%</td> </tr> <tr> <td>Progress from EYFS</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> <p><i>There are 53 children in Year 2, 5 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 94.30% Non-PP 96.83 % Persistence absence Pupil Premium 20% Non-PP 3.62%</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	ARE	60%	100%	84%	60%	100%	82%	60%	100%	86%	60%	100%	84%	GD	20%	33%	31%	20%	33%	31%	20%	33%	29%	20%	33%	29%	Progress from EYFS													<p>Reading Continue to embed and develop reading fluency.</p> <p>Mental maths -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>Spelling Specific intervention for spelling patterns and rules Continue with over learning of spellings linked to year group expectations</p> <p>Home / School Continue with homework packs that are specific</p>
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		<p><i>The persistent absence rate is one child, whose attendance dropped significantly during the summer term, due to regular ill-health. This has been discussed with parents and will be closely monitored during the autumn term</i></p> <p>Successful Interventions: Specific mental maths sessions for PP children which has informed the personalisation of homework packs Spelling focus –on key words Personalised homework packs Reading comprehension focus during intervention</p> <p>Evaluation of the strategy</p> <p>Overall the strategy has been effective in ensuring progress for children eligible for PP in Y2. They have all made expected progress, in line with their peers, from their EYFS end of year baselines. Of the two children identified as having SEND one has an EHCP in place, when this child repeated their phonics screening test they increased their score from 1 to 28, this evidences good value for money. The other has made progress from their start point and baseline assessments, through clear and robust provision mapping, they are now performing slightly below ARE.</p>	<p>and support their individual targets. Parents in at beginning of year to discuss expectations of learning in homework packs.</p>																																																																	
3	7 (2 of which are SEN) 12.2% 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" data-bbox="533 938 1744 1315"> <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>71%</td> <td>100%</td> <td>81%</td> <td>71%</td> <td>100%</td> <td>77%</td> <td>86%</td> <td>100%</td> <td>84%</td> <td>71%</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>GD</td> <td>14%</td> <td>20%</td> <td>33%</td> <td>14%</td> <td>20%</td> <td>23%</td> <td>29%</td> <td>40%</td> <td>30%</td> <td>14%</td> <td>20%</td> <td>23%</td> </tr> <tr> <td>Progress from KS1</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	PP	PP Excl SEN	Non PP	PP	PP Excl SEN	Non PP	PP	PP Excl SEN	Non PP	ARE	71%	100%	81%	71%	100%	77%	86%	100%	84%	71%	100%	84%	GD	14%	20%	33%	14%	20%	23%	29%	40%	30%	14%	20%	23%	Progress from KS1													<p>Daily practise of basic year 3 skills such as; times tables, sentence construction, extending vocabulary and reading comprehension to ensure these continue to be embedded successfully.</p> <p>Greater Depth Continue to ensure a deep understanding is developed within each area of learning.</p>
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		<p>TA 5hrs pw</p> <p>£3,000</p> <p><i>There are 57 children in Year 3, 8 of which are eligible for Pupil Premium.</i> Attendance: Pupil Premium 94.3% Non-PP 96.02% Persistence absence: Pupil Premium 14.29% Non-PP 3.70% <i>The persistence absence rate is one child, due to an unauthorised holiday. Letter sent home, will monitor attendance in autumn term.</i></p> <p>Successful Interventions:</p> <p>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.</p> <p>Times table practise Recall age related times table facts daily, the daily repetition has allowed for greater impact.</p> <p>Year 3 spelling word Daily focus of the year 3 spellings words, focussing on 5 at a time. Daily repetition allows for greater impact.</p> <p>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.</p> <p>Friendship skills ELSA time to develop social and friendship skills. Learning behaviours developed across the cohort.</p> <p>Evaluation of the strategy Dispositions for learning have greatly improved for these children over the year, they are now noticeably more focused on their learning. During Y3 their English curriculum has been designed to meet the interests of the cohort, this has had a positive impact on their interest and desire to write, evidenced in pupil outcomes. Monitoring has demonstrated that these children have solidified skills since leaving KS1, which will put them into good stead as they continue through KS2.</p>	<p>Provide challenges to ensure learning is extended.</p>
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			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.																																					
4	3 5.6% of cohort		<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>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>100%</td> <td>98%</td> <td>100%</td> <td>98%</td> <td>100%</td> <td>96%</td> <td>100%</td> <td>92%</td> </tr> <tr> <td>GD</td> <td>33%</td> <td>29%</td> <td>33%</td> <td>25%</td> <td>0%</td> <td>17%</td> <td>33%</td> <td>19%</td> </tr> <tr> <td>Progress from KS1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>There are 52 children in Year 4, 4 of which are eligible for Pupil Premium.</i></p> <p>Attendance: Pupil Premium 95.05% Non-PP 97.41% Persistence absence: Pupil Premium 25% Non-PP 3.64% <i>The persistence absence rate is one child, due to an unauthorised holiday. Letter sent home, will monitor attendance in autumn term.</i></p> <p>Successful Interventions: 2 minute book The 2-minute book is taken home every evening to embed key skills taught over the day. This has had a positive impact as it has developed the children’s confidence by providing them with the additional practice, which has then impacted on their learning in class.</p> <p>Reading Children have had small group delivery with highly trained staff to improve their fluency and comprehension skills. 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>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	100%	98%	100%	98%	100%	96%	100%	92%	GD	33%	29%	33%	25%	0%	17%	33%	19%	Progress from KS1									<p>Daily mental maths skills (2 minutes per night) to complete in home book and returned ready for the next day.</p> <p>Daily reasoning GD activities in maths to develop confidence as they move into upper KS2.</p> <p>Reading fluency to continue with an increasing emphasis on comprehension development.</p>
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		<p>TA 15.5hrs pw £9,100</p>	<p>Maths 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>Writing The children have clear targets which all pupils and adults are aware of, staff are relentless in ensuring that these targets are met during intervention and class work and next steps identified. Pre and over learning have been the main focus of intervention and this has ensured all pupils have gained confidence and made the expected progress.</p> <p>Evaluation of the strategy</p> <p>The children eligible for PP in Year 4 achieve well. A majority have made expected progress from KS1, with the only exception being one child in maths. Since entering into KS2 they have found the expectations in relation to reasoning challenging, they have received quality first teaching and interventions to support this and there is evidence of progress within pupil outcomes over this year.</p>																																																																		
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		TA 24hrs pw £14,000	<p>Successful Interventions:</p> <p>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.</p> <p>Third space learning A bespoke maths intervention on-line resource which the children access individually. This has given teachers the opportunity to be able to carry out an in-depth analysis of these children. A majority of the children are making good progress within the sessions, and where progress is limited there is specific SEND needs identified.</p> <p>Writing group Support from Y6 LSA to work with those children who need to consistently apply grammar skills within sustained writing- focus on editing</p> <p>Maths pre/over learning 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>Grammar pre/over learning 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>Homework Packs Weekly support to show how to take personal targets and apply these 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> <p>Evaluation of the strategy 2 out of 7 of the children eligible for PP are also identified as having SEN, one of these children has an EHCP in place and the other has an application in process. Both of these children have not met ARE in all areas of the curriculum, but have made progress evidenced against their PIVATs smart targets.</p>	
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			The data picture for these children is strong, they are all on track to make expected progress from KS1 with 3 out of 7 making good progress in maths and 1 in reading. These children are consistently achieving in line with their peers, therefore the strategy has provided good value for money.																																																																		
6	14 (1 is SEN) 22.9% of cohort	TA 26hrs p.w £15,000	<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"> <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>79%</td> <td>85%</td> <td>90%</td> <td>93%</td> <td>100%</td> <td>92%</td> <td>93%</td> <td>100%</td> <td>90%</td> <td>93%</td> <td>100%</td> <td>93%</td> </tr> <tr> <td>GD</td> <td>7%</td> <td>8%</td> <td>44%</td> <td>7%</td> <td>8%</td> <td>34%</td> <td>7%</td> <td>8%</td> <td>34%</td> <td>14%</td> <td>15%</td> <td>46%</td> </tr> <tr> <td>Progress from KS1</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> <p><i>There are 61 children in Year 6, 14 of which are eligible for Pupil Premium.</i> Attendance: Pupil Premium 96.78% Non-PP 98.08% Persistence absence: Pupil Premium 10% Non-PP 0%</p> <p>Successful Interventions School clubs- targeted at children to meet specific barriers Targeted questioning as part of provision mapping groups to ensure regular revisits of the skills along with pre/over learning. 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.</p> <p>Evaluation of the strategy</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	ARE	79%	85%	90%	93%	100%	92%	93%	100%	90%	93%	100%	93%	GD	7%	8%	44%	7%	8%	34%	7%	8%	34%	14%	15%	46%	Progress from KS1													<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 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>
	Reading			Writing			Maths			GPVS																																																											
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			<p>Pupil outcomes evidence excellent progress for PP children who are not SEN over this year. Intervention has been highly targeted to ensure that these children reach their full potential, therefore providing value for money in narrowing the gap over this academic year.</p> <p>This is the last cohort of children who were assessed under the old KS1 framework, many achieved 2A's (high good), the expectation is that a 2A will transfer into GDS at the end of Y6. Because of this, even though these children have made good progress in year they have not made the expected progress over the Key Stage.</p> <p>The one child who is eligible for PP and is also identified as having SEN has made good 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>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Curriculum Development- focus on greater depth	46	£600	<p>Clear skills progression has been developed for all subjects. This has enable teachers to once again be able to identify GD children with confidence.</p> <p>Whole school approach in differentiation. Maths and English now start with a baseline, children will then start at their own point and progress through a number of progressive activities until they have completed their learning. This has been very positive as children have been working on tasks that they did not think they would have ever accessed previously.</p> <p>Planning has been reviewed to ensure that progression is built in, this has ensured that all children reach their full potential.</p>	<p>As a school we have moved forward in developing clear and strong expectations in relation to differentiation and children achieving GD over this academic year. This is evident in pupil outcomes.</p> <p>Moving forward this will need to be embedded next year.</p>



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<p>Embed the consistent approach to teaching spelling and mental maths across the school</p>	<p>All years (except FS) 44</p>	<p>Resources £300</p>	<p>Spelling- embedding the lietner system for spaced repetition and the 'Squeebles' and 'Spelling Shed' 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.</p> <p>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.</p>	<p>This has been a successful use of the Pupil Premium Funding for the second year running.</p> <p>To continue to embed and develop a progressive spelling system across the school.</p> <p>Further resources to support making spelling activities more interactive and fun.</p> <p>Subscribe to Timetables Rock Stars to continue to embed the success again this year.</p> <p>High focus to identify gaps in Y3/Y4 multiplication knowledge to ensure that the children are well prepared for the multiplications check from June 2020.</p>
<p>Pupils self-esteem, confidence and resilience.</p>	<p>25</p>	<p>£6,000</p>	<p>Prince of William Award.</p> <p>The Prince of William Award has been a significant success in KS2. The children have participated weekly in a 2-hour session which is focused on building resilience, team work skills and confidence. The children have carried out a fund raising event- where they raised £150 for MIND and a community project where they have rejuvenated the school environmental area. Pupil questionnaire and Parent/Teacher/Pupil Feedback evidence that this has been a significant success.</p> <p>ELSA support has been put in place where a need has been identified. This is usually a short term intervention (6 weeks) to enable the individuals to overcome an emotional concern. The children have engaged well with this intervention and teachers have provided positive feedback in relation to its impact.</p>	<p>As the Prince of William Award is exactly the same course we do not feel we can run it again next year, this is due to the size of our Pupil Premium group. We will look for an alternative intervention to build on the skills they have developed this year.</p> <p>Continue to provide ELSA support where a need is identified.</p>
<p>Pupils who are SEN and eligible for PP to make good progress from starting points.</p>	<p>8</p>	<p>1 x day supply £200</p>	<p>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.</p> <p>SENCO has reviewed provision for all children in receipt of PP who are also SEN, with a particular focus of those who are have an EHCP in place.</p>	<p>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.</p> <p>This has led to the application for an EHCP, as the SENCO believed that we had done everything within</p>



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			<p>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.</p>	<p>our resources to support this pupil, but the gap between them and their peers was not narrowing as quickly as we would have expected.</p> <p>To continue to develop a system for tracking progress for children with SEN, so that we can clearly evidence their successes.</p>
Support Pupils to develop fluent reading capabilities	46	£4,000	<p>High quality texts have been purchased for all year groups. This has encouraged a love of reading and ensured that the children have a wide range of books to choose from.</p> <p>Mybookblog has been implemented from Y4-Y6. Pupils speak highly of this intervention as they enjoy having the on-line access to develop their comprehension skills. Children and teachers have commented that they have read books that they wouldn’t have previously read, meaning that their diet of books has widened as a direct consequence of this intervention.</p> <p>Provision mapping evidences strong reading intervention in all year groups. Fluency had been a key focus for those children where this has been identified as a concern.</p>	<p>An effective use of Pupil Premium funding.</p> <p>To continue to provide these extra-curricular opportunities next year.</p> <p>Continue to embed ‘Mybookblog’ from Y4-Y6. Implement ‘Mybookblog’ into Y3.</p> <p>Continue to embed highly structured interventions to help pupils build fluency within reading.</p>
Building home/ school relationships to support pupil progress	45	£10,000	<p>Personalised homework packs continue to be highly successful across the school. They are 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 homework completed and parent’s perception of helping their children with school work. We now have more children from this group completing homework.</p> <p>The rewards have been well received and appreciated. This is especially true of the three times a year when the children receive a school logo jumper.</p>	<p>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.</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> <p>Ensure parents have applied for PP when a sibling in school is eligible.</p>



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			Parent workshops in all year groups to support parents in understanding how they can support learning at home. Overall these were successful and parents who attended commented that they found this useful. The learning dispositions of all of these children have been analysed by the class teacher. These have overall significantly improved since last year.	
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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, leaving 'no stone unturned'. The pupils across all year groups can evidence good progress in year and a majority can evidence this over time. This has been due to a high focus on the Pupil Premium year on year and the strategy being directed to build upon the strengths from the previous years. We have focused on KS data and ensured a strategic plan is in place to enable these children to reach their full potential, this is evident in Y1-Y5, where progress is good. This year has seen a significant improvement in the number of children completing homework and this has had an impact on class learning.

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



Strategy for 2019-20

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 2019-20					
Academy	Waddington All Saints Academy				
Pupil Premium Leader	Mrs Zoe Jepson (Deputy Headteacher)				
Academic Year	19/20	Total PP budget	£58,080	Date of most recent PP Review	July 2019
Total number of pupils		Number of pupils eligible for PP	44	Date for next internal review of this strategy	February 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
To develop confidence, self-esteem and resilience.	To continue to develop relationships between home/school to support learning.
To ensure that all children become fluent readers, leading to strong comprehension skills.	To closely monitor persistence absence rates to ensure that these are swiftly addressed and do not impact on pupil progress.
To ensure that key skills (spelling and mathematics) continue to be embedded and progressive across both key stages.	
To ensure the impact of group interventions.	
To ensure consistently good teaching in all years groups.	

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	Support development of speech and language skills, for communication.	Children will be able to communicate their wants and needs effectively.	Elkan training Makaton training To support intervention. SALT therapy Specific interventions with LSA to meet individual need.	ELKAN training is quality assured and has a high rating in supporting children to communicate in a variety of ways. Previous demonstrate success of interventions such as colourful semantics.	Termly monitoring Data analysis	£2,500
Year 1	All pupils eligible for PP achieved a GLD, the focus is now on consolidating this knowledge and to support transition into Y1.	All pupils eligible for PP will continue to make good progress from end of FS data. All children to pass the phonics screening check. Read and spell the 45 common words exception words.	Ensure smooth transition into Y1. Ensure provision is tailored to meet pupil's individual interests, giving them the greatest opportunity to success. Develop further communication between home/school. Personalised homework	Smooth transitions support children to settle into KS1 quickly and be ready to learn. Pre and over learning are successful strategies in ensuring children embed what they have learnt and are well prepared to learn.	Team Leader to ensure planning is fit for purpose. Learning walks. Termly LQA of books.	£2,000



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		Know numbers to 100 and add/subtract. Clear sentences with CL and FS.	established early in autumn term. Intervention to embed key skills. Phonics/Numbers/Spelling			
Year 2	To build upon the high phonics scores and continue to develop the children as readers, in order to prepare them for success at the end of Y2. To ensure good progress made across Y1 is embedded and reflected upon in KS1 assessments. 100% ARE in all areas.	Provision will lead to good attainment outcomes for these pupils.	Phonics/ reading intervention to secure knowledge. Develop fluency. Embed reasoning skills in maths, including problem solving. Support to secure spelling of key words. High quality, focused interventions based on solid assessments of the children.	Pupil outcomes show that these children have made good progress over Y1, this needs to be maintained as they move into Y2. Focused interventions work well for this cohort, using the 'over learning' technique has been successful in securing phonics and number knowledge.	Termly LQA of PP. Intervention monitoring	£2,000
Year 3	Outcomes for this cohort are good in all areas of learning. These standards need to be maintained so that good progress can be measured across KS2.	Provision will lead to continued good outcomes for this cohort. Children who are eligible for SEN and PP will continue to make good progress, as evidenced in their learning and SEN tracking.	Ensure SEN smart targets enable high levels of progress. SENCO release to evaluate provision for those who are also SEN. Focused, high quality intervention on calculation. Pre and over learning Personalised homework packs	Y2 assessment data shows that these children performed well in all areas of learning. We now need to ensure that key skills are embed and built upon as they move into KS2, to maintain progress. SENCO support has been invaluable to the two children within this cohort who have significant need. These has led to further support from outside agencies.	Termly LQAs Intervention monitoring SENCO feedback	£6,000



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<p>Year 4</p>	<p>Good progress from end of KS1 results to be maintained.</p>	<p>Provision will meet the needs of the children and this will result in good progress being maintained over the key stage.</p>	<p>Ensure SEN smart targets enable high levels of progress. SENCO release to evaluate provision for those who are also SEN. High focused daily intervention to practise basic year 3 skills. 2 minute morning activity</p>	<p>This strategy has been proven to have a positive impact on provision and outcomes for pupils with SEN need. It also supports our ethos of 'leave no stone unturned'. Another strategy that has proved effective for this cohort is over learning. These children need regular revisits to embed key skills.</p>	<p>Termly LQAs Intervention monitoring SENCO feedback</p>	<p>£5,500</p>
<p>Year 5</p>	<p>All pupil premium children have met expectations in all areas. This now needs embedding to secure progress as they move into upper KS2 Those with the potential to achieve GD in maths are successful. (25%) Progress indicators over KS2 remain positive.</p>	<p>Key skill will embed and build upon Y4. Provision will enable children who are capable to secure GD. Standard of independent writing will improve. The progress indicators for these children will be positive, and where this is not the case, a detailed case study will evidence reasons why and what is being done to support further.</p>	<p>Daily skills practise. Provision provides opportunities for GD in maths. Ensure there are appropriate opportunities for extension. Continue to embed reading fluency with an increasing emphasis on understanding authorial intent. Home/school learning fully utilised. Highly focused writing intervention, to over-learn Y4 skills. Fix it writing intervention.</p>	<p>Research by EFF has shown that mastery learning approaches have positive outcomes of +5 months. Through the continued development of a mastery/GD approach alongside skills and knowledge development the curriculum will be enriched and support rapid progress. Slow-writing and modelling/ shared writing have both proven to be successful in Y5 previously.</p>	<p>Termly LQAs of pupil learning. Mentoring of intervention. Teacher assessments.</p>	<p>£8,000</p>



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<p>Year 6</p>	<p>All children eligible for Pupil Premium (excluding SEN) have met expectations in all areas/ Progress will be positive for this cohort. Barriers need to be quickly identified and responded to.</p>	<p>Intervention will be highly focused and lead to accelerated progress. Provision will be targeted to ensure these children meet their potential. These will be measured through data/Pupil outcomes.</p>	<p>Ensure SEN smart targets and provision enable high levels of progress from pupil start points. Ensure resources and feedback from professionals are implemented. Targeted maths intervention to support accelerated progress for those working below the expectation.</p>	<p>This strategy has been proven to have a positive impact on provision and outcomes for pupils with SEN need. It also supports our ethos of 'leave no stone unturned'. EFF research support highly focused and time limited interventions lead to positive impact on pupil progress.</p>	<p>SENCO to provide feedback Autumn, Spring. LQA of pupil outcomes. Monitoring of quality and impact of intervention.</p>	<p>£11,000</p>
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
<p>Reading development</p>	<p>Ensure clear guidance and progression on the teaching of reading. Implement MyBookBlog Y3 Purchase further 'irresistible' books. Develop reading areas. High focused intervention to develop comprehension and fluency. Develop vocabulary.</p>	<p>Competent skills in reading support a child to engage with all other aspects of learning. Y6 data evidences that PP are underperforming PP children in reading. Fluency and comprehension skills have been identified as a barrier to learning. Increase pupil attainment in reading, in all year groups. To promote a love of reading culture across all year groups, so that the children become lifelong readers. EFF report recommendation- improving literacy – word recognition and language comprehension.</p>	<p>English Lead to monitor termly Assessment data</p>	<p>£6,500</p>



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		Focus on repeated reading and guided oral reading instruction.		
Develop key literacy skills	Clicker 7	Personalised learning support. Recommended by the Educational Psychologist.	Senco – termly	£600
Reduce persistence absence	Monitoring of attendance, swift action taken to support family.	Persistent absence has been identified as being a barrier to learning. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions.	£600
Embed support from out of school Y1-Y6	Personalised homework folders – with a designated TA. Regular contract with parents. Incentives for completing learning at home- including termly jumper. Extra-curricular clubs	This is the third year that this has been included within the strategy and it continues to have a positive impact across the school. We now need to focus on those hard to reach families and ensure that we are doing everything within our power to support them, to support their children’s learning.	Termly monitoring	£5,000
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 access to apps to support this- Spelling shed, TT rockstars. Purchase further resources to support exciting ways of	End of year evaluations have indicated that this has been a strength with provision this year in ensuring children achieve end of year expectations. We want to continue this good practise next year.	SLT to monitor planning and implementation. Termly LQAs	£300



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	learning and memorising spellings and timestables.			
Pupil self-esteem, confidence and resilience.	ELSA support (KS1 and KS2)	Self-esteem and confidence are often identified as a barrier to learning. ELSA support has proven to be successful in supporting pupils to be emotionally ready to learn in school, therefore we feel it will benefit our children in receipt of Pupil Premium to have further access to this support, this year.	Termly reports Feedback from teachers Pupil Interviews	£6,000
Ensure all teaching is at least good.	Further support for NQTs/ RQTs on our approach to teaching and learning.	Maternity leaves and illness mean that we have had significant changes in teaching staff this year. We need to ensure high standards are maintained consistently across the school, so that pupil outcomes and attainment is not negatively impacted upon.	Iris Connect Learning walks Lesson observations	£2,000
		Total		£58,000

Date: July 2019

Pupil Premium Leader: Zoe Jepson