

Co-op Academy Woodlands Pupil Premium Strategy Evaluation 2018-19 and plan for 2019-20

Review 2018-19

Academic Year	2018-19	Total PP budget: £316,240	Total number of pupils: 420			Number of pupils eligible for PP: 239				
2017-18 Outcomes	Key Stage 1 2019 (%)					Key Stage 2 2019 (%)				
	Sch ALL	Sch PP	Sch other	Nat All	Nat Other	Sch ALL	Sch PP	Sch other	Nat All	Nat Other
% achieving national standard in reading	59	64	54	75	79	57	58	57	73	78
% achieving national standard in writing	56	61	50	70	74	63	65	61	78	83
% achieving national standard in maths	59	61	58	76	80	56	45	70	79	84
% achieving the national standard in reading, writing and maths						41	39	43	65	70
KS2 Progress scores: Reading						1.7	1.08		0.0	0.29
KS2 Progress scores : Writing						3.6	3.05		0.0	0.22
KS2 Progress scores: Maths						0.8	0.08		0.0	0.29
Year 1 Phonics	68	72	63	83	85					
Year 2 Phonics (16 pupils)	56	78	29							
End of EYFS (GLD)	50	41	55	72						

Red figures are indicative until dfe release December 2019

Review of impact of pupil premium grant plan 2018-19

When evaluating the effectiveness of the Pupil Premium Grant it is important to take into account the complexities of the school cohort. For example the 2019 end of Key Stage 2 cohort included 19 out of 60 pupils who did not have Key Stage 1 data as they were new to the country in KS2. The progress of this significant group is therefore not included in the published progress measure. Internal data shows that the majority of these pupils made good progress from very low starting points but do not reach the National Standard and therefore have a negative impact on the school's attainment data. Of the 31 disadvantaged pupils in the cohort, 23% (7) were new to the country in Key Stage 2.

Aspect: Teaching and Learning

Gap between school PP and National All GLD is still wide however, internal data demonstrates strong average GLD progress as follows: All pupils 4.79 steps, Non-PP pupils 4.60 steps and PP 4.87 steps. PPG funding enabled targeted, teacher led support throughout the year. (O'Track Average Steps Progress per Contextual Group)

Y1 phonics gap between school PP and National other is narrower than the gap between 'all' and National other. (13% against 17% O'Track Phonics outcomes report)

KS1 PP outcomes higher than All and school 'other' in reading, writing and maths.

KS2 attainment shows, in reading and writing, All, PP and 'other' are broadly similar however in maths PP group significantly lower than All and 'other'. Progress scores for are all positive and indicative PP and scores are significantly higher than National 'other' in reading and writing but lower in maths.

Aspect: Pastoral

Speech and Language – 60 pupils received support in 2018-19. 282 have accessed before and after school clubs.

Although attendance dipped in the last month of the summer term, tracking shows that the support and challenge provided by pastoral team has raised attendance however attendance of Pupil Premium at Woodlands is below that of Pupil Premium pupils nationally. (Woodlands PP 2018-19 93.4, National PP 2017-18 94.3)

Safeguarding – around 120 pupils have in-school open cases with between 200 and 300 cause for concern reports being made per term. 48 referrals were made to CSWS. 17 fixed term exclusions were made in 2018-19 involving 7 pupils all of whom were eligible for Pupil Premium.

Aspect: Other

On average pupils at Woodlands took part in 4 educational visits per year and 2 'in-school' experiences. Y6 pupils attended a 2 night residential. All experiences are either free to pupils or a nominal, voluntary contribution is requested. Pupils have been rewarded with 3 attendance incentives including pop-up shop, inflatables, circus skills.

Pupil Premium Strategy Plan 2019-20

Academic Year	2019-20	Total PP budget: £266,640 forecast	Total number of pupils: 417	Number of pupils eligible for PP: 202
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Rationale

The school expects to receive £266,640 grant. Having evaluated the impact in 2018-19, the school knows it needs to continue to use the funding effectively to ensure gaps continue to narrow. As in previous years we want to ensure that all pupils, including disadvantaged pupils, receive high quality teaching from qualified teachers. Whilst it is well documented that smaller classes alone do not raise attainment, increasing the number of teachers allows additional support to be provided for those children at risk of underachieving. The school is fully committed to narrowing the gap between disadvantaged pupils and non-disadvantaged pupils nationally and as such monitors individual progress of all pupils to ensure disadvantaged pupils with low, middle or high prior attainment are provided with appropriate challenge in their learning.

Dfe guidance published June 2019 states: *School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address.*

There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

The statements above support the academy's view that it is morally wrong to allocate resources and support based on the benefits pupils' parents do, or do not, receive. Further that pupil premium eligibility is a mechanism for identifying a schools' level of deprivation and the funding is not, and never was, meant to be allocated only to pupils who are eligible for free school meals.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (The EEF Guide to Pupil Premium)

“Every teacher needs to improve, not because they are not good enough, but because they can be even better” (Dylan Wiliam)

The academy has a Pupil Premium review scheduled for 11.12.2019 with follow up visits in Spring and Summer terms.

Barriers to learning for many pupils at Co-op Academy Woodlands

Poor basic English language skills which impacts on all aspects of communication, particularly reading and writing

Deprivation

Mobility

Attendance

Aspect	Spending plan 2017-18	Purpose and impact	Cost (inc on-costs)
The purpose of all teaching interventions is based on the understanding that in order to narrow the gap between disadvantaged pupils and non-disadvantaged pupils nationally, pupils need access to high quality teachers and a personalised curriculum.			
Teaching	Costs associated with cover that enables teachers to access training and support from the trust and other sources.	Teachers at all levels of their career development have access to high quality, high impact training and support which focusses on the academy's identified priorities	£20,000
Targetted academic support	Early Years additional teacher (0.5 teacher)	Children will work in smaller groups for English and maths which will increase personalised learning and accelerate progress	£22,000
	Key Stage 2 additional teachers (0.5,0.4, 1.0,)		£72,000
Total in class staffing			£114,000
The purpose of all pastoral support and intervention is based on the understanding that for children to be successful, and therefore to narrow the achievement gap, they need their physical, social and emotional needs to be met.			
Pastoral	Speech and Language therapy 2 days per week	Early intervention for pupils with communication difficulties will lead to improved outcomes	£30,000
	Attendance officer	Capacity to carry out preventative and reactive response to families with poor attendance	£27,000
	Safeguarding and family support worker	Vulnerable children are protected and close relationships with outside agencies minimises the risk of children being missed	£57,000
	Safeguarding and Pastoral Team leader	To provide healthy breakfast and pastoral support that allows children to have a positive start to the day.	£14,000
	Breakfast Club	To boost calcium intake and hydration in order to increase concentration.	£8,000
	Free milk for all FS and KS1		
Total Pastoral			£136,000
Other	Educational visits and residentials	To extend pupils' experiences and increase confidence. To enhance the curriculum and give children real experiences in order to help contextualise their learning	£20,000
	Attendance incentives	To promote high attendance as the key to success	£4,000
Total other			£24,000
TOTAL PROJECTED EXPENDITURE			£274,000
TOTAL PROJECTED PPG INCOME 2019/20			£266,640

What is the most effective way to support disadvantaged pupils' achievement?

Based on interviews with senior leaders from more and less successful primary, secondary and special schools, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

Figure 2: Building blocks for success

