

Pupil premium strategy statement 2017-2018

1. Summary information					
School	Byron Wood Academy				
Academic Year	2017-18	Total PP budget	£256,080.00	Date of most recent PP Review	March 2017
Total number of pupils	454	Number of pupils eligible for PP	194	Date for next internal review of this strategy	March 2018
2. Current attainment					
Key stage 1			% ARE	% above ARE / Greater Depth	
Reading			72% PP 66%NPP	16%	
Writing			60% PP 60% NPP	12%	
Maths			80% PP 57% NPP	16%	
Phonics			64% PP 71% NPP	n/a	
Key stage 2 – year 6					
Reading			66% PP 71%NPP	5% PP	
Writing			83% PP 71%NPP	10% PP	
Maths			83% PP 86%NPP	44% PP	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A proportion of PP number have SEND needs, many are high needs (ie level 3 or above on Sheffield Support Grid). Speech & Language, and Cognition and Learning, scoring low on working memory and social and emotional needs	
B.	Large proportion are EAL and new to UK, new to schooling so therefore need a more specialised approach to ensure strong outcomes	
C.	Learning behaviours need to improve to acquire new skills and knowledge and aspire to do well.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Families find it difficult to provide the children with a wide range of experiences – financial, lack of support to facilitate trips, family circumstances	
E.	Attendance of disadvantaged children needs to increase from 94.4%, narrowing the difference between disadvantaged pupils and their peers nationally	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and progress of Pupil premium pupils who also have SEND needs. This will be achieved and measured through data tracking.	Improved progress and attainment for Disadvantaged/SEND pupils.
B.	To deliver targeted support to identified groups of disadvantaged pupils, leading to positive outcomes in reading, writing and mathematics.	Improved progress and attainment for disadvantaged pupils.
C.	Improve learning behaviours, social behaviours and self-esteem, measured by Boxall profile Reduced behavioural incidents to ensure improved continuity of education, measured by decrease in behaviour incidents	Number of Pupil Premium children getting red cards is reduced, fixed term exclusions and internal exclusions decrease.
D.	To increase aspirations and access to learning through pupils accessing a range of educational experiences and visits. To improve the outcomes for higher attaining disadvantaged pupils (especially in English) through access to competitions and enrichment activities – measured through data analysis.	Enriched curriculum enables children to talk and write about their experiences thus increasing their basic skills and raising their self-esteem leading to positive progress outcomes. Improved outcomes for higher attaining disadvantaged pupils, especially in English.
E.	Improved attendance to enable pupils to access more learning	Number of meetings with parent / carers increase with set targets and measurable goals Improved attendance of Pupil Premium children (94.24% at end of 2017 academic year)

Planned expenditure						
Academic year	2017-18					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all & Targeted Support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation	Costings
A, B,C Raise attainment of reading, writing, mathematics, phonics	<p>Development of Read, Write, Inc groups, reciprocal reading</p> <p>Support from TAs to deliver Language Acquisition in Early Years Foundation Stage (eg. LEAP, VIP)</p> <p>In class support from Learning Mentors to support small group / individual support</p> <p>Curriculum starts at 8.30am (20 minutes early) plus the school day extended to 3.15pm to provide interventions and targeted support</p>	<p>Whole school development – Key priorities: Raise attainment in reading, phonics, writing, maths</p> <p>Research supports this approach: https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.</p>	<p>Monitoring Lesson observations Book scrutiny Data levels Pupil progress meetings</p>	<p>Subject Leaders Assessment lead R Shafiq monitoring</p>	July 2018	<p>Additional staffing in Y1, Y2, Y3, Y4 and Y6</p> <p>Additional reciprocal reading books=£6,000 Home school planners = £1,330</p> <p>6 additional staffing in Y1-Y6: = £106,968</p> <p>2x1:1 reading support Y1-Y6 =£1,234</p> <p>TA on 37hr contracts as opposed to 25hrs to allow for interventions to benefit the Pupil Premium children</p>

AB Raise attainment of pupils and close the gap between children in Learning Zone and their peers	2 learning zones Allocation of staff (LK) in new Learning Zone to support small group and 1:1 learning in core subjects (in a withdrawn, bespoke learning environment)	Children struggling to access learning in their mainstream class Close the gap between 16 children in the learning zone and their peers. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	Success of children integrating back into class and accessing the curriculum to make progress. Raised attainment levels	R Shafiq	Target: Children in Learning Zone 2 to integrate back into class by July 2018	Additional staffing: £47,410
C Improve learning behaviours	P4C training UN Rights Respecting training	Children learning to develop listening, speaking and thinking skills. Children to learn their rights and understand how these rights are protected for their benefit, growth and their need to do well. The positive impact of this approach can be found at - https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/	Pupil voice (comparing impact from baseline) Reduction in red cards / behaviour incidents. Improved Boxall profiles	S Turk R Shafiq	July 2018	P4C training = £6,000 Rights Respecting training = £5,000
A,B To raise attainment and progress of Pupil premium pupils who also have SEND needs	Holistic reading Speech & Language therapist	Support required for disadvantaged pupils in the Early Years and Key Stage 1 who have speech and language needs. The positive impact of oral interventions and early intervention has been researched as follows - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	High quality SEND provision: Lesson observations Book scrutiny Drop ins In class support	R Shafiq	July 2018	Support and interventions from Learning Support Cost of holistic reading = £20 Support from Speech and Language Therapist

ii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation	Costings
A To raise attainment and progress of Pupil premium pupils	After school PE clubs + 2 extra aimed at SEND/PP - Smarty - Pilates & - Up Skills group	The impact of physical activities on learning is seen to have a moderate impact (based on a limited research base) https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/	Skills analysis and observation of children's ability	R Shafiq/ Mark Carney	July 2018	£0

<p>C E Improve learning behaviours and attendance.</p>	<p>Breakfast Club to increase readiness for learning and attendance</p>	<p>The school is aware that some pupils are not ready for learning as they are hungry when coming to school. Also aimed at improving attendance by coming to breakfast club. Last year, attendance was 94.4% for disadvantaged pupils which was a slight increase from the previous year (94.2%).</p> <p>Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Attendance/ punctuality of children attending breakfast club</p>	<p>R Shafiq / Attendance Officer</p>	<p>July 2018</p>	<p>Learning Mentor= £46,403</p>
<p>E Improved attendance to enable pupils to access more learning</p>	<p>Whole school initiative and development</p> <p>Use of SOL Attendance tracker</p> <p>Inclusion manager/Principal meetings with parents</p> <p>Collecting children, Nicola and Cheryl Mini bus costs</p>	<p>2016-2017 attendance for PP = 94.4% which was slightly below that of disadvantaged pupils nationally (at 94.5%) with national all pupils being at 96%.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the attendance of disadvantaged pupils improves outcomes.</p>	<p>Daily monitoring – attendance procedures</p> <p>Weekly attendance figures and monitoring</p>	<p>R Shafiq / Attendance Officer</p> <p>SLT</p>	<p>July 2018</p>	<p>£22,386</p> <p>(Use of Learning mentors from above)</p> <p>SOL programme = £500</p> <p>Mini bus =£829</p>
<p>D Additional learning experiences for children: Funding for school trips, visits and residential leading to positive progress outcomes</p>	<p>To enhance learning: Thornbridge Residential (Y6); Hathersage Residential (Y5); Whirlow (y4); Educational visits/visitors (Y6-Y2); performances in school (Y2, Y1, F2, F1)</p> <p>Higher Attaining Maths /English Convention</p>	<p>Last year, the different learning experiences enabled children to contextualise learning and write from previous experiences that may not have been possible without this provision. This led to positive progress outcomes at KS2 last year (KS2 Reading +2.07, Writing +4.46 and Maths +7.06)</p> <p>Last year data highlighted that higher attaining disadvantaged pupils did not attain as well in English as in maths – Y6 pupils to access additional learning activities.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	<p>Data Analysis</p>	<p>R Shafiq</p> <p>SLT</p>	<p>July 2018</p>	<p>£12,000</p>
Total budgeted cost						<p>£256,080</p>

5. Review of expenditure - Received = £302,280 funding (spent £325,284)

Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B,C Raise attainment of reading, writing, mathematics, phonics	Development of read, write, including groups	Year 6 Pupil Premium Outcomes demonstrate positive progress measures for disadvantaged pupils; R 66% (national other 77%) Progress +2.07 W 83% (national other 81%) Progress +4.46 M 83% (national other 80%) Progress +7.06 KS1 PP Outcomes - see page one of strategy Overall, there was an improvement for all pupils from 67% in 2016 to 68% of pupils passing the year 1 check in 2017. The impact for disadvantaged pupils was not as clearly evident. At KS1, 80% disadvantaged pupils reached Age Related Expectations in maths - which was higher than their non-disadvantaged peers in school (57%) and also disadvantaged pupils nationally (62%). As well as improved attainment at KS1 in reading (from 71% in 2016 to 72% in 2017) and maths (from 74% in 2016 to 80% in 2017) – Similarly, at KS1 the outcomes for disadvantaged pupils in Reading, Writing and Maths were all above that of national similar pupils.	Very positive. All staff to be updated on training – holistic reading for those who have not made accelerated progress. Continue Numicon, 1 to 1 reading, additional phonics groups LEAP and 1 to 1 to continue with increased monitoring to ensure the provision has a positive impact for disadvantaged pupil groups. Children’s talk and writing of a far better quality as they have something to write about. First hand experiences. Continue approach plus extend the school day to 3.15 allowing for additional teaching time. After school booster clubs helped raise attainment.	£187,997
	Support from TAs			
	Language Acquisition in EYFS			
	In class support from Learning Mentors			
	Reading support			
	Read Write Inc Training and small group session delivery			
	Numicon interventions			
	Pie Corbet T4W training for new staff			
	Curriculum starts at 8.30am (20 minutes early) After school booster clubs for core subjects			
	Additional experiences for children – educational visits/ residential visits			£15,000
	Reciprocal Reading books			£3,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
AB Raise attainment of pupils and close the gap between children in the Learning Zone and their peers	2 learning zones Younger pupils and older pupils. Disadvantaged pupils in Learning Zone = % children in Learning Zone	More children were able to access learning and also integrate back in to mainstream classes following a period of bespoke support (provided in a small group setting). This lead to improved progress outcomes at Year 6: R 66% (national other 77%) Progress 2.07 W 83% (national other 81%) Progress 4.46 M 83% (national other 80%) Progress 7.06 As well as improved attainment at KS1 in reading (from 71% in 2016 to 72% in 2017) and maths (from 74% in 2016 to 80% in 2017) – Similarly, at KS1 the outcomes for disadvantaged pupils in Reading, Writing and Maths were all above that of national similar pupils.	Very positive. Children re-integrating back into class, good progress being made. Continue these learning zones to support engagement in learning.	£68,083
C Developing children's Social and Emotional wellbeing	1 to 1 group work Small group work Theraplay Lego Therapy In class support	Increased numbers of children focused and ready to learn leading to improved attendance and improved attainment and progress (see above)	This approach works. Need to continue to support the social and emotional needs of pupils.	£50,204
iii. Other approach				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
E Improving attendance	Free Breakfast Club Regular meetings with parents Weekly attendance data shared with children. Collecting children, Nicola and Cheryl Mini bus costs	Attendance was 94.4% for disadvantaged pupils which was a slight increase from the previous year (94.2%). There was also no in-school PP / Non PP attendance gap.	All systems need to continue. SOL attendance tracker to be implemented. Meetings held with parents/carers for pupils with attendance between 90-96%. Parent workshops to continue. Certain families, continue to collect to drive attendance	The cost of running the Breakfast Club is included in the section above (£48,320) £1000

6. Additional detail

The figures based in this report are based on predictions and estimations of income and expenditure and are subject to change.

