

Pupil Premium (PP) Strategy 2018-19 (reviewed May 2019)



1. Summary information					
School	Byron Wood Academy				
Academic Year	2018-19	Total PP budget	£265,320 +LAC	Date of most recent PP Review	June 2018
Total number of pupils (dfe Jan census)	416	Number of pupils eligible for PP (dfe Jan census)	201 (48.3%)	Date for next internal review of this strategy	July 2019

2. Current attainment				
Key stage 1	% Age Related Expectations (ARE)		% above ARE / Greater Depth	National PP / Non PP ARE
Reading	46% PP	69%NPP	17% PP 19%NPP	62%PP 79%NPP
Writing	50% PP	69%NPP	4% PP 9%NPP	55%PP 74%NPP
Maths	50% PP	72%NPP	13% PP 16%NPP	63%PP 80%NPP
Phonics	67% PP	74%NPP	n/a	72%PP 85%NPP
Key stage 2 – year 6				
Reading	81% PP	89%NPP	32% PP 32%NPP	64%PP 80%NPP
Writing	76% PP	89%NPP	11% PP 26%NPP	67%PP 83%NPP
Maths	81% PP	89%NPP	30% PP 47%NPP	64%PP 81%NPP
Progress	R – 4.63 PP W – 2.16 PP M – 5.77 PP		n/a	

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 SEND 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 attainment for disadvantaged pupils (see table above), narrowing difference between PP pupils and their Non-PP peers.
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 and ultimately, the number of Fixed term exclusions issued.	Number of Pupil Premium children getting red cards is reduced, fixed term exclusions and internal exclusions decrease (In 2018, approx. 1.7% PP pupils had a FTE1+ compared to 0% Non-PP pupils)
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 (from 4% at KS1 and 11% at KS2 Higher Standard)
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 (95.1% at end of 2018 academic year compared to 95.3% Non-PP) and reduce Persistent Absence (13.8% PP 2018 vs. 12% Non-PP)

4. Planned expenditure						
Academic year		2018-19				
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, diminishing difference between PP and Non-PP pupils (see data on page 1 of strategy)</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/</p> <p>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</p> <p>Assessment lead</p> <p>R Surridge-monitoring</p>	July 2019	<p>Additional staffing in Y1, Y2, Y3, Y4 & Y6 Additional reciprocal reading books=£2,000 Home school planners = £1,620</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>

<p>AB Raise attainment of pupils and close the gap between children in Learning Zone and their peers</p>	<p>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)</p>	<p>Children struggling to access learning in their mainstream class to receive targeted support. Close the gap between 16 children in the learning zone and their peers (contributing to closing the gap between PP and Non-PP pupils – see data table on page 1 of strategy)</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/</p>	<p>Success of children integrating back into class and accessing the curriculum to make progress.</p> <p>Raised attainment levels at KS1/2</p>	<p>R Shafiq / R Surridge</p>	<p>Target: Children in Learning Zone 2 to integrate back into class by July 2019</p>	<p>Additional staffing: £41,813</p>
<p>C Improve learning behaviours</p>	<p>UN Rights Respecting training</p>	<p>In 2018, approx. 1.7% PP pupils had a FTE1+ compared to 0% Non-PP pupils.</p> <p>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/rightsrespecting-schools/the-rrsa/impact-of-rrsa/</p>	<p>Pupil voice (comparing impact from baseline)</p> <p>Reduction in red cards / behaviour incidents / FTE1+%</p> <p>Improved Boxall profiles</p>	<p>S Turk R Surridge</p>	<p>Target: Achieve Silver award</p> <p>July 2019</p>	<p>£1,000</p>
<p>A, B To raise attainment and progress of Pupil premium pupils who also have SEND needs</p>	<p>Holistic reading Speech & Language therapist</p>	<p>To diminish difference between PP and Non-PP pupils at KS1 / Y1 phonics (see data on page 1 of strategy)</p> <p>Support required for disadvantaged pupils in the Early Years and Key Stage 1 who have speech and language needs.</p> <p>The positive impact of oral interventions and early intervention has been researched as follows - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/</p>	<p>High quality SEND provision: Lesson observations Book scrutiny Drop ins In class support</p> <p>-</p>	<p>R Surridge</p>	<p>July 2019</p>	<p>Support and interventions from Learning Support</p> <p>Cost of holistic reading = £20</p> <p>Support from Speech and Language Therapist</p>

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 of Pupil premium pupils through increased engagement and wider opportunities	After school PE clubs + 2 extra aimed at SEND/PP - Smarty Pilates & - Up Skills group	To diminish the difference between PP and Non-PP pupils (see data on page 1 of strategy) 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 SurrIDGE/ Mark Carney	July 2019	£1,250
C E Improve learning behaviours and attendance.	Breakfast Club to increase readiness for learning and attendance	To improve attendance of Pupil Premium children (95.1% at end of 2018 academic year compared to 95.3% Non-PP) and reduce Persistent Absence of PP pupils (13.8% PP 2018 vs. 12% Non-PP) 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. Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully	Attendance/ punctuality of children attending breakfast club	R SurrIDGE / Attendance Officer	July 2019	Learning Mentor= £46,403
E Improved attendance to enable pupils to access more learning	Whole school initiative and development Use of SOL Attendance tracker Inclusion manager/Principal meetings with parents Collecting children (Mini bus costs)	To improve attendance of Pupil Premium children (95.1% at end of 2018 academic year compared to 95.3% Non-PP) and reduce Persistent Absence of PP pupils (13.8% PP 2018 vs. 12% Non-PP) https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the attendance of disadvantaged pupils improves outcomes.	Daily monitoring – attendance procedures Weekly attendance figures and monitoring	R SurrIDGE / Attendance Officer SLT	July 2019	£22,386 (Use of Learning mentors from above) Tracker programme = £500 Mini bus = £1,415

D Additional learning experiences for children: Funding for school trips, visits and residential leading to positive progress outcomes	To enhance learning: Thornbridge Residential (Y6); Hathersage Residential (Y5); Whirlow (y4); Educational visits/visitors (Y6-Y2); performances in school (Y2, Y1, F2/1) Higher Attaining Maths /English Convention	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 contributed to the positive progress outcomes at KS2 last year (KS2 PP Reading +4.63, Writing +2.16 and Maths +5.77) Last year data highlighted that higher attaining disadvantaged pupils did not attain as well in English as in maths (see table above) – Y6 pupils to access additional learning activities. 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.	Data Analysis	R Shafiq / R Surridge SLT	July 2019	£12,000
A, B Raise attainment of reading, writing, mathematics, phonics through PP/SEND leadership and monitoring	To release the PP Leader (SENCO) to complete leadership role & QA/ monitoring to enhance quality of provision eg: <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Data analysis of in-class / withdrawn support 	Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.	Improved outcomes Improving profile of teaching and learning	R Shafiq / R Surridge SLT	July 2019	£30,000
Total budgeted cost						£268,609

5. Additional detail for 2018-19 Strategy

Some of the figures based in this report are based on predictions, data and estimations of income and expenditure and are subject to change.

Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching & Targeted Academic Provision	£183,655	68%
Attendance, Emotional Wellbeing and Behaviour	£71,704	27%
Wider Opportunities, Engagement & Aspirations	£13,250	5%

6. Review of expenditure - Received = £256,080 funding (spent £257,286)

Previous Academic Year	2017-2018
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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
C Improve learning behaviours	P4C training UN Rights Respecting training	Increased numbers of children focused and ready to learn leading to improved attendance (reduced persistent absence from 16.2% to 13.8% for PP pupils) and positive progress outcomes for PP pupils (KS2 PP Reading +4.63, Writing +2.16 and Maths +5.77)	This approach works. Need to continue to support the social and emotional needs of pupils and to continue to decrease the persistent absence of PP pupils.	P4C training = £6,000 Rights Respecting training = £5,000
A, B,C Raise attainment of reading, writing, mathematics, phonics	Development of Read, Write, Inc groups, reciprocal reading Support from TAs to deliver Language Acquisition in Early Years Foundation Stage (eg. LEAP, VIP) In class support from Learning Mentors to support small group / individual support Curriculum starts at 8.30am (20 minutes early) plus the school day extended to 3.15pm to provide interventions and targeted support	Year 6 Pupil Premium Outcomes demonstrate positive attainment measures for disadvantaged pupils – especially in Reading and mathematics that were in line with, or above, national non-PP pupils; R 81% (2018 national other 80%) W 76% (2018 national other 83%) M 81% (2018 national other 81%) KS1 PP Outcomes - see page one of strategy In 2018, 67% of PP pupils passed the phonics screening check compared to 74% Non-PP peers. This was an increase from 64% the previous year.	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, using 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 and will continue (resulted in positive progress last year)	Additional staffing in Y1, Y2, Y3, Y4 and Y6 Additional reciprocal reading books=£4,500 Home school planners = £1,620 6 additional staffing in Y1Y6: = £106,968 2x1:1 reading support Y1-Y6 =£1,234 TA on 37hr contracts as opposed to 25hrs to allow for interventions to benefit the Pupil Premium children

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
A B 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)	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). As a result, in 2018, Year 6 Pupil Premium outcomes demonstrated positive attainment measures for disadvantaged pupils – especially in Reading and mathematics that were in line with, or above, national non-PP pupils; R 81% (2018 national other 80%) W 76% (2018 national other 83%) M 81% (2018 national other 81%) KS1 PP Outcomes - see page one of strategy There were also positive progress outcomes for PP pupils (KS2 PP Reading +4.63, Writing +2.16 and Maths +5.77)	Very positive. Children re-integrating back into class, good progress being made. Move to one learning zone to support engagement in learning, with Y1 children accessing continuous provision in the mainstream classroom.	Additional staffing: £47,410
iii. Other approach				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
E Improved attendance to enable pupils to access more learning	Whole school initiative and development Use of SOL Attendance tracker Inclusion manager/Principal meetings with parents Collecting children (Mini bus costs)	Attendance was 95.1% for disadvantaged pupils which has been maintained from the previous year. Overall the school's attendance has increased. This contributed to improved attendance (reduced persistent absence from 16.2% to 13.8% for PP pupils)	All systems need to continue. Astrea attendance tracker to be implemented. Meetings held with parents/carers for pupils with attendance between 90-96%. Parent workshops to continue. Certain families required continue to collect to drive attendance	£22,386 (Use of Learning mentors from above) SOL programme = £500 Mini bus = £1,415

<p>A To raise attainment and progress of Pupil premium pupils</p>	<p>After school PE clubs + 2 extra aimed at SEND/PP</p> <ul style="list-style-type: none"> - Smarty Pilates & - Up Skills group 	<p>Clubs run were successful and well attended. Attendees were invited based on their identified needs.</p> <p>In 2018, Year 6 Pupil Premium outcomes demonstrated positive attainment measures for disadvantaged pupils – especially in Reading and mathematics that were in line with, or above, national non-PP pupils;</p> <p>R 81% (2018 national other 80%) W 76% (2018 national other 83%) M 81% (2018 national other 81%) KS1 PP Outcomes - see page one of strategy</p> <p>There were also positive progress outcomes for PP pupils (KS2 PP Reading +4.63, Writing +2.16 and Maths +5.77)</p>	<p>Continue to run these in 2018-19. Also increase participation in competitions – both within Astrea and across Sheffield.</p>	<p>£1,250</p>
<p>C E Improve learning behaviours and attendance.</p>	<p>Breakfast Club to increase readiness for learning and attendance</p>	<p>14% of PP children attend breakfast club. Children at breakfast club are on time and ready to learn. Lessons are able to begin at 8.30 for the majority of children.</p> <p>This contributed to improved attendance (reduced persistent absence from 16.2% to 13.8% for PP pupils)</p>	<p>Target individuals to invite to join breakfast club – PP children with poor attendance/punctuality</p>	<p>Learning Mentor= £46,403</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>5 visits took place in each year group each year. These are related to, and give context and understanding to, the term's topic. All children were able to attend the visits (For residential visits, children who cannot attend the 3 days, attend a day trip to the same venue).</p> <p>A range of visitors and performers come into the school throughout the year.</p> <p>The cost was reduced slightly for all, and this is then halved for PP to support accessibility.</p> <p>In 2018, there were also positive progress outcomes for PP pupils (KS2 PP Reading +4.63, Writing +2.16 and Maths +5.77)</p>	<p>Continue with this strategy to ensure that all children have a rich range of experiences.</p> <p>Engage in Astrea Promise initiative – planned into Curriculum Maps.</p>	<p>£12,000</p> <p>Author visit = £600</p>