



1. Summary information					
School	Shaw Wood Academy				
Academic Year	2016/17	Total PP budget	£190,540	Date of most recent PP Review	February 2017
Total number of pupils	431	Number of pupils eligible for PP	144	Date for next internal review of this strategy	July 2017

2. Current attainment		
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school/national)</i>
% achieving expected standard or above in reading	73%	75% (74% national)
% achieving expected standard or above in writing	60%	69% (65% national)
% achieving expected standard or above in maths	87%	84% (73% national)
Year 1 phonics	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national)</i>
	54%	87% (83% national)
Year 2 phonics	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national)</i>
	100%	94% (93% national)
Attainment for: 2015-2016 Whole school (end of KS1)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y2)</i>
% achieving expected standard or above in reading	73%	76% (78% national)
% achieving expected standard or above in writing	60%	71% (70% national)
% achieving expected standard or above in maths	87%	84% (77% national)
Attainment for: 2015-2016 Whole school (end of KS2)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	50%	54% (60% national)
% achieving expected standard or above in reading	57%	60% (71% national)
% achieving expected standard or above in writing	71%	63% (79% national)
% achieving expected standard or above in GPS	64%	66% (78% national)
% achieving expected standard or above in maths	71%	71% (75% national)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

External Barriers

A.	Attendance for disadvantaged pupils is 95.3% compared to 96.55% for non-pupil premium
B.	Complex multiple vulnerabilities
C.	When children start our school many of them (particularly the PP) have a narrow experience of life outside school and of Armthorpe
D.	Parental low aspirations and low expectations

Internal Barriers

A.	Children join school with poor speech and language, which can inhibit their ability to progress with reading and writing
B.	Lack of flexibility between ability groups in maths due to class sizes
C.	In KS2 the PP children are not making the same progress compared to the non PP in writing (-1.57), although attainment is better.
D.	In 2016 54% of the PP children achieved the required level of phonics, compared to the national of 70% in year 1. Although this hasn't been the trend over the past 2 years (normally above).
E.	-56% of SEN children are pupil premium -22% of pupil premium children are classed as SEN support
F.	For KS1 writing 60% of the PP children made the expected standard, which is 10% below the national

A. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To improve attendance for PP children so it is above 96%	The attendance of PP children will be in line with non PP, and above 96%
B.	To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations	Children have an enriched curriculum which include a range of experiential learning opportunities, which will have a positive impact on attainment and attendance.

C.	To ensure that all pupil premium children are emotionally and socially ready to access learning	Children are confident and positive learners, and therefore make good progress (by the end of KS are working within the required standard and have made good progress)
D.	For children to express themselves effectively by the time they leave EYFS	For PP children to express themselves effectively and meet the required standard towards the early learning goal
E.	For all PP children to make good progress in writing, and to be in line with disadvantaged children nationally	Children to be in line or above the national standard for writing (2016-79% in KS2 and 70% in KS1)
F.	Achievement of year 1 pupil premium children to be in line with national phonics scores	% of PP children meeting expected standard is in line or above national in phonics

B. Planned expenditure					
Academic year		2016/17			
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					
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?
For children to make good progress in writing, and to be in line with children nationally	Staff training on developing creative writing through topic Staff training and meetings focusing on effective marking and feedback in writing, linked to book scrutiny.	Writing is a whole school priority. Developing staff knowledge on teaching writing through topic and being creative has proven to be particularly successful in the classes that have done this well. High quality feedback and marking is proven to be vital to pupils' attitude towards learning and attainment.	Regular book scrutiny Distributed SLT support for writing on a need basis Data analysis	PC and LT	£99,823.82 (All intervention groups for PP by class TAs)
For children to make good progress in reading, and to be in line with children nationally	Specialist TA working on phonics, rapid reading programme and comprehension in small groups	Rapid reading has proven to be highly effective for the school in the past. The children that participate, always make accelerated progress	Drop in observations Monitoring rapid reading through book scrutiny and record keeping	LT JG	£12, 516.96
Improved oracy in EYFS	Full time teacher deployment into nursery Enhance provision to improve high quality	Extensive EYFS training and experience and a broader understanding of how children develop and learn.	Drop in learning walks focusing on oracy in EYFS	AH	£38,524.68

	speaking opportunities with a focus on small world, role play and outdoors.	Extending and varying the range of resources available for the children to use as a stimulus will actively engage all children. Training and enabling staff members to facilitate the development of language within EYFS will improve speech and language outcomes.	Effective performance management of staff linked into the development of oracy in EYFS		
Total budgeted cost					£150,865.46
ii. 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?
For all PP children to make good progress in writing, and to be in line with disadvantaged children nationally	In addition to lessons, small writing intervention groups for PP children (see provision maps), with experienced TAs. Work planned and differentiated by teachers. After school writing intervention within year 6. 1:1 tuition after school for LAC	Small group interventions with qualified staff are shown to be effective, if planned well and differentiated to the correct level. Work needs to link directly with topics and in class daily foci.	Regular book scrutiny Data analysis Provision maps, updated regularly and monitored by SLT Drop in observations to check on the quality of TA writing intervention	SLT	See cost in previous section for TA groups £9,369 (1:1 tuition)
For PP children to express themselves effectively by the time they leave EYFS	Trained and experienced speech and language TA, delivering 1:1 programmes and talk boost small groups. Liaison with EYFS staff linking to oracy work within the classrooms	TA liaises effectively with speech and language therapists, with excellent outcomes based on achieving targets. Talk boost is a proven language intervention tool, used to support confidence, discussion and language knowledge.	EYFS data analysis Drop in monitoring sessions on interventions and class oracy Monitoring of provision maps and timetables	AH and LT	£12,739.08

Achievement of year 1 pupil premium children to be in line with national phonics scores	2 trained and experienced TAs to work with small groups on phonics. Focus on PP children to raise attainment and % of children achieving expected level.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit	Regularly assessment and data analysis Monitored by class teachers	Year 1 teachers and AH	£5777.4 £2,104.31
Total budgeted cost					£29,989.79
iii. 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?
To improve attendance for PP children so it is above 96%	Employed Pastoral manager, where one day a week she will be focused on school attendance, liaising with EWO and meeting with parents. PP breakfast club, aimed at encouraging children to come to school on time and regularly. PP reward voucher scheme	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Breakfast club was a success last academic year and improved lateness and attendance for the targeted PP children. Therefore we have continued the club this year, but have changed the targeted children.	Monitored by MR Impact analysis on breakfast club and discussion with children Attendance figures closely monitored	MR	See pastoral support cost below Breakfast club £60 a month (about £600) Reward voucher scheme- £1500

<p>To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations.</p>	<p>A wide range of after school clubs, school trips and residential visits throughout school (at least 2 per year).</p> <p>Outside educational visitors in school e.g. Planetarium, Sam Safari, Dinosaurs and fossil, Shakespeare company and theatre performers.</p> <p>Topics are varied and exciting.</p> <p>Growth Mindset initiative/ case study focus on PP children and specific year groups</p>	<p>Children are given opportunities to see what is beyond their normal experience, which should enable them to aspire to do well in school and have aspirations for the future.</p> <p>There's scientific evidence that the neural connections grow and become stronger the more you struggle with learning and correct your mistakes. Based on research by Stanford's Professor Carol Dweck and her colleagues, we know that pupils with a growth mindset - <i>the belief that intelligence is not just something that you are born with</i> - have higher levels of success than those with a fixed mindset.</p>	<p>SLT review range of clubs and trips termly, Impact analysis completed linked to attainment.</p> <p>Discussion with children and child survey</p> <p>See growth mindset plan for detailed information</p>	<p>PC, LT, AH, JC</p>	<p>£6000</p> <p>£2000 – growth mindset</p>
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<p>To ensure that all pupil premium children are emotionally and socially ready to access learning</p>	<p>Employed a full time pastoral manager</p> <p>Employed a full time behaviour manager</p> <p>Thrive emotional, social and behavioural support programme</p> <p>Play therapist employed 1 day a week</p> <p>Child counsellor employed one day a week</p> <p>Deliver 'Thriving Families' course to targeted parents</p> <p>1:1 mentoring from Worth Ltd</p>	<p>Thrive shows impact through measurable outcomes, and has supports a child so they are ready to learn. www.thethriveapproach.com</p> <p>Play therapy and counsellor use a SDQ to evidence changes and impact.</p> <p>Government document November 2015: 'Knowledge and skills statements for practice leaders and practice supervisors.'</p>	<p>Pm for pastoral team</p> <p>Vulnerable children meetings</p> <p>Review impact of pastoral support on attainment</p> <p>Data analysis</p>	<p>SLT</p>	<p>£22,865.64</p> <p>£24,012.84</p> <p>£7830 (play therapy)</p> <p>£4075 (child counselling)</p> <p>£300 Thrive training</p>
Total budgeted cost					£69,183.48