



1. Summary information					
School	Shaw Wood Academy				
Academic Year	2017/18	Total PP budget	£179,000	Date of most recent PP Review	September 2017
Total number of pupils	408 (ex nursery)	Number of pupils eligible for PP	113	Date for next internal review of this strategy	June 2018

1. Current attainment – children achieving the expected standard		
<b>EYFS</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils</i>
% achieving expected standard or above in reading	40%	59%
% achieving expected standard or above in writing	40%	59%
% achieving expected standard or above in maths	73%	74%
<b>Year 1 phonics</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
	92%	89%
<b>Year 2 phonics</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
	83%	100%
<b>Attainment for: 2015-2016 Whole school (end of KS1)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	64%	72%
% achieving expected standard or above in writing	36%	52%
% achieving expected standard or above in maths	57%	74%
<b>Attainment for: 2015-2016 Whole school (end of KS2)</b>	<i>Pupils eligible for PP (your school)</i>	<i>All children</i>
% achieving expected standard or above in reading, writing and maths	20%	46% (61% national)
% achieving expected standard or above in reading	70%	77% (71% national)
% achieving expected standard or above in writing	55%	67% (76% national)
% achieving expected standard or above in GPS	81%	77%
% achieving expected standard or above in maths	60%	75% (75% national)

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

### External Barriers

<b>A.</b>	Attendance for disadvantaged pupils is 94.8% compared to for non-pupil premium 96.2%
<b>B.</b>	Complex multiple vulnerabilities 35% of PP children have accessed additional services for support (e.g. social care, early help hub, family support workers, parenting courses)
<b>C.</b>	When children start our school many of them (particularly the PP) have a narrow experience of life outside school and of Armthorpe
<b>D.</b>	Parental low aspirations and low expectations

### Internal Barriers

<b>A.</b>	Children join school with poor speech and language, which can inhibit their ability to progress with reading and writing
<b>B.</b>	49% of SEN children are pupil premium 21% of pupil premium children are classed as SEN support
<b>C.</b>	Some weaknesses in learning behaviours e.g. lack of independence and resilience
<b>D.</b>	Social, emotional and behaviour problems affecting wellbeing and progress
<b>E.</b>	35% of PP children have accessed additional services for support (e.g. social care, early help hub, family support workers, parenting courses,)
<b>F.</b>	Writing outcomes for PP children in both KS1 and KS2 continue to be below the National average and that of their non PP peers
<b>G.</b>	Maths outcomes for PP children in both KS1 and KS2 are slightly below their non PP peers

### Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To improve attendance for PP children so it is above 96% (Excluding travellers)	The attendance of PP children will be in line with non PP, and above 96%
<b>B.</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 and challenging curriculum which include a range of experiential learning opportunities, which will have a positive impact on attainment and attendance.
<b>C.</b>	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)

<b>D.</b>	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 communication and language early learning goal
<b>E.</b>	Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average)
<b>F.</b>	Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

#### A. 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For children to make good progress in writing, and to be in line with children nationally	Staff training on developing creative writing through topic  Completing whole school research project on writing feedback (see plan) Staff training and meetings focusing on effective marking and feedback in writing.	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. Use of EEF toolkits and research on writing feedback to support change in feedback policy	Regular book scrutiny  Distributed SLT support for writing on a need basis  Data analysis	PC and LT	All data analysed termly. Impact for additional provision will be measured through provision mapping and case study.
For children to make good progress in reading, and to be in line with children nationally	Specialist TAs working on phonics, rapid reading programme and comprehension in small groups and 1:1 where necessary	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	All data analysed termly. Impact for additional provision will be measured through provision mapping and case study.
Improved oracy in EYFS	Full time teacher deployment into nursery  Enhance provision to improve high quality speaking opportunities with a focus on small world, role play and outdoors.	Extensive EYFS training and experience and a broader understanding of how children develop and learn.  Extending and varying the range of resources available for the children to use as a stimulus will actively engage all children.	Drop in learning walks focusing on oracy in EYFS  Effective performance management of staff linked into the development of oracy in EYFS	AH	EYFS data collected and analysed termly.

	<p>Purchase of new small world 'real life' toys (Happyland)</p> <p>Staff accessing specific training on developing speech and language</p> <p>Visits to outstanding settings for ideas</p> <p>Development of outdoor area and resources for promoting oracy</p>	<p>Training and enabling staff members to facilitate the development of language within EYFS will improve speech and language outcomes.</p>			
<b>Total budgeted cost</b>					£310,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>For all PP children to make good progress in writing, and to be in line with the other children (non-PP)</p>	<p>In addition to lessons, small writing intervention groups for PP children (see provision maps), with experienced TAs. Work planned and differentiated by teachers.</p> <p>After school writing intervention within year 6.</p> <p>1:1 tuition after school for LAC</p> <p>Research project based on improving feedback and outcomes in writing. Focus on PP children (see Autumn term development plan for more details)</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</a></p>	<p>Regular book scrutiny</p> <p>Data analysis</p> <p>Provision maps, updated regularly and monitored by SLT</p> <p>Drop in observations to check on the quality of TA writing intervention</p> <p>Teaching and learning meetings and staff development, with a focus on feedback and writing (at least 5/6 per term)</p> <p>Analysis of data outcomes and progress linked to PP research project</p>	<p>SLT</p> <p>LT</p>	<p>Interventions measured on an 8-week cycle, through data collection and provision mapping.</p> <p>Impact reviewed at the end of each term. Based on work scrutiny, data and feedback groups (Dec, April and July)</p>

For all PP children to make good progress in maths, so outcomes are in-line with the other children	In addition to lessons, small maths intervention groups for PP children (see provision maps), with experienced TAs. Work planned and differentiated by teachers.  After school maths intervention within year 6  1:1 tuition after school for LAC  Research project based on reasoning in maths planned for Spring/summer term (focus on PP children)	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 maths intervention    Teaching and learning meetings and staff development, with a focus on reasoning in maths (at least 4 per term)  Analysis of data outcomes and progress linked to PP research project	SLT       LS and LT	Interventions measured on an 8-week cycle, through data collection and provision mapping
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 or Lego language development with small groups. Liaising 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 (see SLT targets and reviews)  Talk boost is a proven language intervention tool, used to support confidence, discussion and language knowledge.  <i>“There is good evidence that children’s early speech, language and communication skills are powerful predictors of later life chances.”</i> EEF	EYFS data analysis  Drop in monitoring sessions on interventions and class oracy  Monitoring of provision maps and timetables  Observation of specialist TA and regular meetings	AH and LT	Impact measured at the end of each term. Completed through EYFS assessment and verbal feedback from PC
<b>Total budgeted cost</b>					£21,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To improve attendance for PP children so it is above 96%</p>	<p>Employed Pastoral manager, where one day a week she will be focused on school attendance, liaising with EWO and meeting with parents.</p> <p>PP breakfast club, aimed at encouraging children to come to school on time and regularly.</p> <p>PP reward voucher scheme</p>	<p>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.</p> <p>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.</p>	<p>Monitored by MR</p> <p>Impact analysis on breakfast club and discussion with children</p> <p>Attendance figures closely monitored</p>	<p>MR</p>	<p>Termly</p>
<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>Development of challenge curriculum throughout school. Working with AQA and links to assessing mental toughness in children (see challenge curriculum development plan)</p> <p>Challenge coach in position from June 2017</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 is very little evidence or projects on developing challenge and mental toughness in children. Therefore, we are working with AQA and MMU to develop a research project within school.</p>	<p>SLT review range of clubs and trips termly, Impact analysis completed linked to attainment.</p> <p>Discussion with children and complete child survey</p> <p>Please see challenge curriculum development plan for more detail on monitoring and measuring outcomes</p>	<p>PC, LT, AH, JC</p> <p>JC and AH</p>	<p>Information collected for full governor meeting termly.</p> <p>SDQ questionnaires completed before and after challenge curriculum task. Impact measured at the end of each year group project.</p>

<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>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.</p> <p><a href="http://www.thethriveapproach.com">www.thethriveapproach.com</a></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><b>SLT</b></p>	<p>Impact measures on going through behaviour incidents tracking and Thrive questionnaire and data programme</p>
<b>Total budgeted cost</b>					£79,400