

Pupil Premium Plan 2018-19

1. Summary information					
School	Walton Primary Academy				
Academic Year	2018/19	Total PP budget	£39560 4 x 2300 23 x 1320	Date of most recent PP Review	July 2018
Total number of pupils	311	Number of pupils eligible for PP	27 (35 school register)	Date for next internal review of this strategy	Feb 2019

2. Attendance			
Attendance 2017/18	Disadvantaged School	Non disadvantaged school	National All 2017
	96 %	95.86 %	96 %

3. Current attainment	Disadvantaged Pupil				National non Disadvantaged (All) Pupils		
	2017/18 EYFS(2)	2017/18 Y2(2)	2017/18 Y4(6)	2017/18 Y6(3)	2017/18 EYFS	2017/18 Y2	2017/18 Y6
% achieving ARE in reading, writing and maths/GLD	100	50	16.6	33.3	71	67	70
% achieving ARE in reading		100	16.6	66.6		76	75
% achieving ARE in writing		50	16.6	66.6		71	78
% achieving ARE in maths		100	33.3	33.3		77	76

2. 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.	Speech and language development – some of these children have been identified as having speech and language difficulties. Six are receiving specific support from our SALT-correct for 2018/19
B.	Social, mental and emotional health – some of these children have low self-esteem and difficulties regulating their behaviour. Two of these children have identified social, mental and emotional health difficulties and have had previous fixed term exclusions. – correct for 2018/19
C.	Developing basic skills in numeracy and literacy – fifteen of these children are identified on our SEND register and need extra support to acquire basic skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

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D.	Attendance – some children have fallen into the PA category during their time in school and this needs to be closely monitored
E.	Parental engagement – Some of these pupils are from families that need extra support to help their children and engage with school.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Attainment of SEND/pupil premium children will be accurately assessed and closely monitored to ensure that provision is as effective as possible
	SEND/pupil premium children will be making good progress that is measured accurately.
B.	All school staff will be aware of the specific needs of LAC/post LAC children and will adapt the classroom environment to respond to these needs.
	LAC/Post LAC children and families will feel supported in school and will be making progress.
C.	All staff will use effective strategies from the differentiation toolkit to deliver first quality teaching in literacy and numeracy. Continuation from 2017/18
	Disadvantaged pupils will make good progress in literacy and numeracy lessons.
D.	All pupil premium children will have attendance over 90%
	Disadvantaged attendance will be in line with school non disadvantaged

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					
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?
All staff will use effective strategies (differentiation) to deliver first quality teaching in literacy and numeracy.	Differentiation toolkit that has been developed to be accessed by all staff during the planning process. Homework audit to be carried out to check on its accessibility for all children. Improvements to be planned in conjunction with parents. To enable children with severe SEND to access a highly differentiated curriculum they will have	All children will benefit from high quality teaching, particularly LA children and pupil premium children who are on the SEN register for moderate learning difficulties. Some pupil premium children with EHCP's require full time support to access the school day. This requires school to employ a full time TA and cover the shortfall from SEN funding.	Planning time for CPD sessions. Dates booked into CPD calendar Timetabling will be reviewed regularly and staff will support children according to their skills and the needs of the child.	AF, RT, phase leaders AF, AH, LS	Focus for learning walks each half term. Focus for monthly book scrutinies. Half termly

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	access to an adult at all times during the day.				
All school staff will be aware of the specific needs of LAC/post LAC children and will adapt the classroom environment to respond to these needs.	Continue to be part of the Adoption UK school membership scheme to ensure that we are an attachment aware school. Continue with CPD to develop staff understanding and skills. Develop the Emotional Literacy Support Programme in school so we have a KS1 practitioner.	Several children in school have attachment difficulties and this has been identified as a training need for staff. Some of these children are not meeting their academic potential. Several disadvantaged children in school have social and emotional difficulties which impact on their ability to learn.	Dates booked into CPD calendar Discussions with ELSA practitioner on a weekly basis.	AF, AW	Reviewed half termly during pupil progress meetings. ELSA programme is reviewed through funded supervision by educational psychologist
Total budgeted cost					£200 resources to support differentiation of literacy and numeracy £17310 3 x 15 hours of TA support £225 Adoption UK Membership £550 ELSA training £500 ELSA Supervision £3000 KS2 and KS1 TA working in ELSA role for one morning per week Resources (books) to deliver ELSA programme and support PSHE teaching £200
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?

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Attainment of SEND/pupil premium children will be accurately assessed and closely monitored to ensure that provision is as effective as possible	Staff will be assessing pupils on Wakefield Progress Steps (where appropriate) so they have an accurate understanding of what they can do and what their next steps in learning are.	Progress for SEND children has been hard to measure as data tracking has recorded them as below. New WPS has provided an assessment tool that tracks small steps of progress before the Year 2 curriculum so gaps are easier to identify. Progress within each WPS step is also calculated through the spreadsheet provided.	Staff training Half termly data collections – analysis of SEND progress	AF, RT, phase leaders	Through pupil progress meetings half termly WPS data
SEND/Pupil Premium children will be effectively supported with their speech and language development. All teachers will develop skills in teaching children with speech and language difficulties and therefore impact on the progress of a wide range of children	SALT will work in school for one day a week. This will involve individual assessments and work programmes, drop in sessions for teachers, observations and strategies for support staff and specific staff training.	Blank level questioning to be delivered to EYFS staff to ensure that communication is matched to the developmental level of the child. This will also be delivered to the whole staff team to ensure that questioning is appropriate and effective for all children.	Staff training Half termly data collections – analysis of SEND progress	AF, RT	Through SEN planning meetings and Supporting Me to Learn documents (termly)
Total budgeted cost					£200 WPS training and assessment pack £10636 SALT working in school one day a week £10836
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?

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<p>All pupil premium children will have attendance over 90%</p> <p>All pupil premium pupils will have the opportunity to take part in all activities and opportunities offered by the school.</p>	<p>School attendance will be monitored on a weekly basis. Any child's attendance that falls below 95% will be monitored closely and follow up actions and support will be put in place according to the new attendance policy.</p> <p>Educational visits Children who are currently entitled to FSM will be able to access educational visits for free to ensure equality of opportunity.</p> <p>School will fund 75% of the cost of each residential trip.</p> <p>Wrap around care</p> <p>School will fund 75% of the cost of breakfast club and after school club provision.</p> <p>This discount is also available to children who have additional needs that have been discussed with the Head Teacher.</p>	<p>Good attendance ensures that children are able to access all educational opportunities.</p> <p>Ensuring that pupils have equality of opportunity is a fundamental aim of the school. Some children have additional emotional needs that can be supported through accessing wrap around school provision.</p>	<p>Regular attendance monitoring (weekly)</p> <p>Check attendance of visits and residential</p>	<p>AF, EWO</p> <p>AF, HT</p>	
Total budgeted cost					<p>£3000 educational trips and residentials £5000 wrap around care £2250 EWO £7250</p>

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5. Review of expenditure				
Previous Academic Year				
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
All staff will use effective strategies (differentiation) to deliver first quality teaching in literacy and numeracy.	<p>Differentiation toolkit that has been developed to be accessed by all staff during the planning process.</p> <p>Homework audit to be carried out to check on its accessibility for all children.</p> <p>Improvements to be planned in conjunction with parents.</p> <p>To enable children with severe SEND to access a highly differentiated curriculum they will have access to an adult at all times</p>	<p>Over a period of two years there has been significant input into the training of teachers to impact on the quality of effective wave one teaching. In most classes staff have been observed using effective strategies but this still needs embedding so it is consistent throughout school.</p> <p>A homework audit was carried out and a new policy, with an emphasis on differentiation and pupil premium children needs to be shared and implemented.</p> <p>SEND pupils do have assigned support based on their needs and the skills and training of support staff.</p>	<p>EHCP pupils will continue to have access to an adult but some support is on a 1:2 basis.</p> <p>Monitoring and parental feedback evidence that differentiation still needs to be a focus.</p>	
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
			<p>We will continue to ensure that training is delivered to all staff on the specific SEMH needs of LAC/post LAC children.</p> <p>We have recognised that a whole school approach is needed through reviewing and</p>	

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			adapting the whole school behaviour policy. This will be launched in September 2019.	
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<p>All school staff will be aware of the specific needs of LAC/post LAC children and will adapt the classroom environment to respond to these needs.</p>	<p>Continue to be part of the Adoption UK school membership scheme to ensure that we are an attachment aware school. Continue with CPD to develop staff understanding and skills. Develop the Emotional Literacy Support Programme in school so we have a KS1 practitioner.</p>	<p>This outcome has been achieved and has had considerable impact. Teaching staff are now far more conscious of the needs of these children and are beginning to adapt their classroom practice. Most classroom spaces have been slightly adjusted to meet the needs of children with attachment difficulties.</p> <p>There is now a KS1 ELSA in school and this has already had a positive impact on several of our disadvantaged children.</p>	<p>We will continue to be a school member of Adoption UK but we need to ensure that time is allocated for staff to explore the website and benefits that this brings so we are accessing the most up to date and relevant advice.</p>	
<p>Attainment of SEND/pupil premium children will be accurately assessed and closely monitored to ensure that provision is as effective as possible</p>	<p>Staff will be assessing pupils on Wakefield Progress Steps (where appropriate) so they have an accurate understanding of what they can do and what their next steps in learning are.</p>	<p>The SEN tracking grid is now in place and is a record of the attainment of all children who are BELOW on a half termly basis. Teaching staff are now more accountable for the progress of these children. It has had a significant impact because we can now monitor progress and intervene when lack of progress is highlighted and celebrate achievements.</p>	<p>Revision of WPS and assessment requirements for all staff is necessary and is booked in for September.</p>	
<p>SEND/Pupil Premium children will be effectively supported with their speech and language development.</p> <p>All teachers will develop skills in teaching children with speech and language difficulties and therefore impact on the progress of a wide range of children</p>	<p>SALT will work in school for one day a week. This will involve individual assessments and work programmes, drop in sessions for teachers, observations and strategies for support staff and specific staff training.</p>	<p>This action has had a significant impact and children with SALT difficulties receive timely interventions. FS data shows the accelerated progress for identified children.</p> <p>The children in the vocabulary interventions have made accelerated progress. Some have moved into the average percentile.</p>	<p>Wave 1 teaching has improved in meeting the needs of children with SALT. This still needs to be a focus of CPD in the next academic year considering the identified needs of a large group of children (including disadvantaged)</p> <p>Input from Talking House has been invaluable</p>	

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iii. Other approaches				
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
<p>All pupil premium children will have attendance over 90%</p> <p>All pupil premium pupils will have the opportunity to take part in all activities and opportunities offered by the school.</p>	<p>School attendance will be monitored on a weekly basis. Any child's attendance that falls below 95% will be monitored closely and follow up actions and support will be put in place according to the new attendance policy.</p> <p>Educational visits Children who are currently entitled to FSM will be able to access educational visits for free to ensure equality of opportunity.</p> <p>School will fund 75% of the cost of each residential trip.</p> <p>Wrap around care School will fund 75% of the cost of breakfast club and after school club provision.</p> <p>This discount is also available to pupil premium children who have additional needs that have been discussed with the Head Teacher.</p>	<p>One of the disadvantaged children has been at risk of permanent exclusion.</p> <p>Two families have failed to interact with the support offered. We will continue to try and work with them to improve their children's attendance in the next academic year.</p> <p>This has enabled all children to have access to first hand experiential learning. Wrap around care is now affordable for all families. This has made school fairer and more inclusive.</p>	<p>Continue with the focus on attendance as the basis for raising attainment.</p> <p>Continue with the subsidised provision. Parents of children with attachment difficulties appreciate the adjustments that can be made to support their situations.</p>	

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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.