

# Pupil Premium Strategy Statement Waycroft Academy

1. Summary information					
School	Waycroft Academy				
Academic Year	2019-2020	Total PP budget	£100,200.00	Date of most recent MAT PP Review	February 2018
Total number of pupils	466	Number of pupils eligible for PP	63 R-Y6 November '19	Date for next internal review of this strategy	January 2020

1. Current attainment (2019 Key-stage 1 and 2 Results)		
	<i>Pupils eligible for PP (Waycroft) 2019</i>	<i>Pupils not eligible for PP (national average 2018)</i>
Year 1 % achieving expected standard in phonics	80%	82%
Key Stage 1 % achieving expected standard in reading	63.6%	78%
Key Stage 1 % achieving expected standard in writing	63.6%	73%
Key Stage 1 % achieving expected standard in maths	81.8%	67%
Key Stage 2 % achieving expected standard in reading, writing and maths	60%	70%
Key Stage 2 Progress score in reading 2018	-3.61	+0.3
Key Stage 2 Progress score in writing 2018	-0.02	+0.2
Key Stage 2 Progress score in maths 2018	0.28	+0.3

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.	Quality First Teaching with a focus on disadvantaged learners due to the diversity of barriers
B.	Current attainment levels of some disadvantaged pupils.
C.	Pupils being ready to learn physically, emotionally and socially .
D.	Levels of pupils' vocabulary and oral language skills upon entry to school and in general.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance
F.	Consistency of learning opportunities outside school (eg home reading routines and homework support) including parent confidence when supporting their children
G.	In some cases, access to role models to develop ambitious aspirations.
H.	In some cases, access to sporting opportunities and cultural experiences.

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria (how they will be measured)</i>
<b>A.</b>	<p>To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>As part of school self-evaluation, SLT monitoring will identify pedagogical, content knowledge and curriculum design development priority areas for disadvantaged pupils.</li> <li>SLT will provide (or facilitate) and deliver professional development focused on addressing these priority areas.</li> <li>Monitoring will confirm 100% good quality of teaching.</li> <li>Disadvantaged pupils will make accelerated progress in reading, writing and maths</li> <li>Provision for disadvantaged pupils will be prioritised in performance management.</li> <li>Attainment gap between disadvantaged pupils at Waycroft and National Non-Disadvantaged Pupils will decrease (2018 Year 1 Phonics -12%, KS1 SATs -15.5%, KS2 SATs -10%).</li> </ul>
<b>B.</b>	<p>To ensure all staff feel confidence when supporting children at class, group and 1-1 level</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p>To ensure disadvantaged pupils are reading at least 3 times per week.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make accelerated progress in reading, writing and maths.</li> <li>Gaps in pupils' learning (or prior learning) will be identified through accurate assessment, including formative assessment, as a continuous part of the teaching sequence and at summative assessment points.</li> <li>Gaps in pupils' learning/prior learning/ misconceptions will be addressed through targeted planning and teaching.</li> <li>Additional interventions will be provided for pupils where appropriate.</li> <li>Disadvantaged pupils will read out loud 3 times a week to an adult.</li> <li>Additional interventions will be provided for pupils where appropriate</li> </ul>
<b>C.</b>	<p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<ul style="list-style-type: none"> <li>School behaviour tracking system will identify pupils who need support and appropriate support will be provided. This will be evident in record keeping.</li> <li>Disadvantaged pupils are accessing targeted learning in class, enabling them to make accelerated progress.</li> <li>Appropriate intervention (learning mentor/family link worker) will be provided at point of need.</li> <li>Set up systems and procedures for Mental Health First Aid</li> </ul>
<b>D.</b>	<p>To develop the reading culture within the school in terms of quantity of reading taking place and quality of experiences with texts.</p> <p>To ensure disadvantaged pupils are reading at least 3 times per week</p>	<ul style="list-style-type: none"> <li>Quality texts will be used to inspire English learning in school and beyond</li> <li>Teachers will read to their classes daily</li> <li>The English planning will promote opportunities for children to develop speaking and listening skills prior to writing to embed knowledge, practise skills in a non-judgemental way and develop confidence when putting pen to paper</li> <li>Children will have more opportunities to write creatively and independently</li> <li>Gaps in oracy skills will be identified and addressed in the Early Years and intervention provided early to improve classroom readiness</li> <li>Disadvantaged pupils will make accelerated progress in reading through the Implementation of Accelerated Reading</li> </ul>
<b>E.</b>	<p>To improve the attendance of disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>More disadvantaged pupils will attend breakfast club</li> <li>Attendance increases from 2018/2019 95.4%</li> <li>Attendance of disadvantaged pupils will exceed the % for national non-disadvantaged pupils (96.8% is the most recent national figure for % for academic year 2017-2018).</li> <li>Monitor monthly as well as termly in line with all pupils</li> </ul>
<b>F.</b>	<p>To ensure a cohesive approach between home and school to support pupils' progress.</p> <p>Parents are reading and supporting children's learning at home confidently</p>	<ul style="list-style-type: none"> <li>Family Support Worker will support families, as appropriate, and will log support which will decrease over time.</li> <li>Weekly figures will show an increase in the quantity of reading at home OPPS AT SCHOOL.</li> <li>To maintain and improve where possible the attendance of parents at shared events and parents' evening (collate baseline information Oct 19 for parents evening and events throughout the year).</li> <li>Parents to feel supported asking for support when needed to help their children at home</li> <li>Parents to access workalongs and learning opportunities in school</li> </ul>

		<ul style="list-style-type: none"> <li>• Parents to feel more confident coming into school (break down home/school barrier)</li> <li>• High Five club</li> </ul>
<b>G.</b>	<p>Experts and role models from the local community (and further afield) will visit school regularly.</p> <p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To establish and develop further links with the community.</p>	<ul style="list-style-type: none"> <li>• Curriculum will provide pupils with access to role models/local heroes within lessons and with visitors.</li> <li>• Children will access more information about positive role models in the community and future career opportunities in KS2 (careers fair organised for Summer 2020)</li> <li>• Experiences at school (including use of the school grounds for forest school) will be planned into the curriculum.</li> <li>• Local visits linked to the curriculum will be planned to engage pupils with locality.</li> <li>• Teachers and SLT will further links with the community.</li> </ul>
<b>H.</b>	<p>To broaden the range of cultural and sporting opportunities at school.</p> <p>To establish and develop further links with the community.</p>	<ul style="list-style-type: none"> <li>• The school will engage with local sporting competitions and ensure disadvantaged pupils access this.</li> <li>• Local walking visits (including to the local library and local places of worship) will be planned to engage pupils with locality.</li> <li>• Cultural celebration day raising the profile of the diverse cultures of Bristol (possible hall display/parents' evening exhibition)</li> <li>• Clubs at school will be monitored to see how well they are accessed by disadvantaged pupils</li> <li>• Teachers and Family Link Worker will establish links with the community.</li> <li>• Pupils will be signposted to exhibitions in Bristol and sports clubs.</li> </ul>

2. Planned expenditure					
Academic year					
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?
<p><b>A.</b></p> <p>To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils</p>	<p>PP Llead will focus 5 days termly on</p> <ul style="list-style-type: none"><li>Analysing data</li><li>Monitoring target groups of children</li><li>Monitoring the use of disadvantaged cover</li><li>Identify CPD opportunities to improve adult knowledge and confidence</li></ul> <p>CDP will be delivered as identified 3 times over the year</p> <p>To provide the English and maths leaders with 2xhalf days a term release to:</p> <p>Lead professional development focused on ensuring the curriculum, planning and formative assessment is used effectively to accelerate progress of disadvantaged learners. (Could include learning triads/sharing best practice)</p> <ul style="list-style-type: none"><li>Book and planning scrutinies</li><li>Ensure Waycroft’s approach to teaching key skills is used consistently across the curriculum and school eg reasoning, reading skills, clear learning objectives and success criteria</li></ul>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>July 2016 DfE Standard for teachers’ professional development state that: Professional development must be prioritised by school leadership</p>	<p>By evaluating against success criteria identified in this strategy.</p> <p>Through performance management of Assistant Head of Schools, subject leads</p> <p>Work in books will be scrutinised and data will be evaluated.</p> <p>Half termly pupil progress meetings will show disadvantaged pupils are making expected, and where required, accelerated progress.</p>	<p>Head of School, Assistant Head of School and maths, English and subject leads</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p>
Total budgeted cost					£4,200.00

## 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?
<p><b>B.</b></p> <p>To ensure all staff feel confidence when supporting children at class, group and 1-1 level</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>To ensure teachers are adapting learning according to findings from formative assessment effectively.</p> <p>PPA time will be used effectively to complete summative gap analysis which will inform future planning and teaching.</p> <p>To release class teachers from Y1-Y6 to work with disadvantaged pupils on a fortnightly basis to close the gap/address targeted needs/work with disadvantaged pupils who are also SEND to ensure planning is SMART</p> <p>To facilitate ad hoc and planned interventions. To address gaps identified using formative assessment.</p> <p>To provide CPD sessions for support staff delivering interventions.</p> <p>Disadvantaged pupils will read out loud 3 times a week to an adult</p>	<p>High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment.</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.</p>	<p>Maths and English leads will monitor whether key objectives that have not been secured will be revisited within teaching sequences.</p> <p>Assistant Head of School, SENCO and Phase Leaders will monitor and ensure that teachers identify pupils who need additional intervention to secure key objectives and interventions are effective.</p> <p>Assistant Head of School will monitor the class teacher release for impact</p> <p>SLT will monitor reading folders termly</p>	<p>Assistant Head of School, SENCo, Phase leaders, maths and English leads.</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p>

<b>C.</b>  To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	Family Link Worker will liaise with professionals from external agencies to support families/pupils.  Family Link Worker will pro-actively engage with priority pupils.  Learning mentors will meet with identified children weekly for a limited period of time  School behaviour tracking will identify pupils who need support and appropriate 1:1 or group support and this will be provided through mentoring, mental health first aid, family link worker targeted intervention, social skills groups, play leader support.	Maslow's Hierarchy of Need: Basic needs must be met before self-actualisation (and learning) can take place.  The EEF has found that improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.  A pupil who is supported to develop self-regulatory skills is able to focus attention, control emotions and manage thinking, behaviour and feelings.	Monitoring of Quality of Teaching will show a positive climate for learning and developing learning behaviours.  Behaviour tracking for identified pupils will show a reduction in recorded incidents of poor conduct/behaviour. Learning passport monitoring.	Head of School, Assistant Head of School, SENCO, Family Link Worker	On an on-going basis as part of the senior leadership monitoring cycle.  Termly inclusion meeting with Head of School, Assistant Head of School and SENCO.
<b>Total budgeted cost</b>					£39,373

<b>i. 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>
<b>D.</b> To ensure disadvantaged pupils are reading at least 3 times per week  To develop teaching of oracy and writing.  To develop the reading culture within the school in terms of quantity of reading taking place and quality of experiences with texts.	Reading skills will be explicitly taught to ensure children have a toolbox of skills to use when 'stuck' rather than reliance on teaching reading through comprehension activities  Quality texts will be used to inspire English learning in school and beyond  Teachers will read to their classes daily  The English planning will promote opportunities for children to develop speaking and listening skills prior to writing to embed knowledge, practise skills in a non-judgemental way and develop confidence when putting pen to paper	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.  Studies indicate that when children spend 25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.  Education Endowment Foundation found	English leader will monitor the planning  Weekly figures will show an increase in the quantity of reading.  Pupil's progress in reading will be monitored through summative assessments and discussed at pupil progress meetings.	English lead  EYFS/KS1 phase leaders  SENCO	On an on-going basis as part of the senior leadership monitoring cycle.  Termly inclusion meeting with Head of School, Assistant Head of School and SENCO.

	<p>Children will have more opportunities to write creatively and independently</p> <p>Gaps in oracy skills will be identified and addressed in the Early Years and intervention provided early to improve classroom readiness</p> <p>Appropriate Speech and Language intervention will be provided at point of need.</p> <p>Review and refine the use of Accelerated Reader to ensure it is fully effective.</p>	<p>that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Teachers are able to closely track quantity of reading and analyse comprehension of texts.</p> <p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p>			
<p><b>E.</b></p> <p>To improve the attendance of disadvantaged pupils (93.6) to match or exceed national figure for non-disadvantaged pupils.</p> <p>Targeted disadvantaged pupils will attend breakfast club.</p>	<p>Waycroft MAT attendance strategy</p> <p>Family Link Worker will monitor daily &amp; monthly attendance and then address informally then formally. This will be followed up by SLT/EWO as required.</p> <p>External agencies will support, for priority attendance concerns.</p> <p>Half-termly RAG rated attendance sheets will be sent to all families each half term.</p> <p>Promote good attendance in line with the strategy</p> <p>Continue a free breakfast club for disadvantaged pupils</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality: A 2016 survey (by Magic Breakfast) of school leaders found that 89 per cent reported that their breakfast provision had led to improved levels of attendance at school.</p>	<p>Attendance will be monitored by Family Link Worker weekly</p> <p>Attendance will be reported termly to Directors through the SEF</p> <p>Number of children attending breakfast club will be monitored weekly</p>	<p>Family Link Worker.</p> <p>SLT</p>	<p>Termly and as required for specific families</p>
<p><b>F.</b></p> <p>To ensure a cohesive approach between home and school to support pupils' progress.</p> <p>Parents are reading and supporting children's</p>	<p>Family Support Worker will support families, as appropriate, and will log support which will decrease over time.</p> <p>Weekly figures will show an increase in the quantity of reading at home</p> <p>Maintain and improve where possible the attendance of parents at shared events and</p>	<p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>Parental involvement positively affects children's' academic performance and is</p>	<p>Family Link Worker records will be kept to monitor support given, and impact.</p> <p>Monitor parental attendance at shared events (eg work alongs) and parents' evening</p>	<p>Teachers, Family Link Worker. SLT Parents</p>	<p>Termly</p>



learning at home confidently	<p>parents' evening</p> <p>Parents are encouraged to ask for support when needed to help their children at home at parent's evenings, through children's reading diaries and workalongs</p> <p>Parents access workalongs and learning opportunities in school</p> <p>High Five club</p>	a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education.	Parent questionnaire Sept and June		
<p><b>G.</b></p> <p>Experts and role models from the local community (and further afield) will visit school regularly.</p> <p>To ensure the curriculum is enriched with experiences, visits and visitors.</p>	<p>Teachers will plan concrete experiences at school (including use of the school grounds) into the curriculum and linked to skills progressions.</p> <p>Continue work on BLP and growth mindset to promote own self-recognition</p> <p>Curriculum will provide pupils with access to role models/local heroes within lessons and with visitors.</p> <p>Children will access more information about positive role models in the community and future career opportunities in KS2</p>	<p>Research into Building Learning Power found that this approach encourages meta-cognitive talk, and enhances pupils own self-regulation and ability to plan, monitor, evaluate and make changes to their own learning behaviours.</p> <p>The Ofsted Framework requires a broad and balanced curriculum to inspire pupils to learn.</p>	Monitoring of planning, book scrutiny and pupil perception will be carried out by Phase Leaders and subject leaders	Phase and subject leaders	
<p><b>H.</b></p> <p>To broaden the range of cultural and sporting opportunities at school.</p> <p>To establish and develop further links with the community.</p>	<p>The school will engage with local sporting competitions and ensure disadvantaged pupils access this.</p> <p>Local walking visits (including to the local library and local places of worship) will be planned to engage pupils with locality.</p> <p>Cultural celebration day raising the profile of the diverse cultures of Bristol (possible hall display/parents' evening exhibition</p> <p>Clubs at school will be monitored to see how well they are accessed by disadvantaged pupils</p> <p>Camps will be subsidised to encourage disadvantaged children to attend</p> <p>Teachers and Family Link Worker will establish links with the community.</p>	<p>The Ofsted Inspection Framework focuses on:</p> <p>How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.</p>	<p>School visitors and visits will be recorded and teachers by subject leaders in the logs</p> <p>Club registers will be monitored.</p>	<p>Subject leaders</p> <p>Assistant Head of School</p>	

	Pupils will be signposted to exhibitions in Bristol and sports clubs through a community notice board.				
Total budgeted cost					£53,938.00