

Wood End Park Academy

Pupil Premium Strategy

2017 - 2018

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM). An amount is also allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care). In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

The funding is allocated to address the current underlying inequalities between disadvantaged pupils (new term for those in receipt of Pupil Premium) and their peers.

The allocation for Wood End Park Academy in 2017-2018 is £364,320

Wood End Park Academy has a clear strategic plan for its use of Pupil Premium Funding. We first and foremost focus on quality first teaching for all our pupils, including disadvantaged pupils.

It is imperative that all teachers are aware of the disadvantaged pupils in their class and this information is updated on a class context sheet when pupils become eligible for Pupil Premium Funding. To ensure achievement for our disadvantage pupils, teachers are required to annotate their plans with the provision for disadvantaged pupils in each lesson; this includes provision for those who have the potential to exceed in their studies.

We look at the specific needs of our disadvantaged pupils to plot provision to meet these needs. Provision is also based on what has been noted to be effective from regular review.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. A member of the SLT (the Deputy Principal) leads and oversees whole academy work on Pupil Premium. Her aims:

- To ensure the funding is used for each Pupil Premium child
- Measure impact of strategies in place
- Advise adjustments to provision due to performance outcomes not being on track

Summative assessments are sat by the children in years 2 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made of all pupils (Early Years to year 6), including disadvantaged, so we can ascertain attainment and progress in any moment of time.

Pupil Achievement Meetings are held with each class teacher termly to analyse the progress made by the children and the impact of the interventions that are in place in helping the

children make progress towards their end of year targets. Team leaders' schedules involve the tracking and monitoring of progress of all disadvantaged children in their year group ensuring that all avenues are explored to narrow the gap in progress and attainment between disadvantaged pupils and their peers.

The allocated Governor for Pupil Premium meets regularly with the Deputy Principal to go through the Pupil Premium strategy for the Academy. Discussions are held on how Pupil Premium funding is allocated, evaluation and impact of the use of the funding. Updates on the Pupil Premium Strategy are also shared with the Academy Council at half termly meetings.

Current Barriers to Educational Achievement

At Wood End Park Academy we have identified the following needs:

- A. For the achievement of disadvantaged pupils to always be (at least) on par to non-disadvantaged pupils (without placing non-disadvantaged pupils at a disadvantage).
- B. Oral language skills: this sometimes impedes access and response to the curriculum resulting in low attainment compared to peers *e.g. 25 out of 58 (43%) children on the SEND register for communication difficulties are disadvantaged.*
- C. Higher rates of attendance at least in line with the national averages *e.g. the attendance for disadvantaged pupils in 2016/17 was 95% while all pupils was 95.8%*
- D. More disadvantaged pupils to leave at Exceeding in the Core subjects (targets have been set for each year group to achieve)
- E. Develop learning behaviours such as increased independence, self-motivation or resilience *e.g. monitoring demonstrates that 43% of year 6 disadvantaged children regularly require support in school with their homework.* The academy embraces the philosophy of Growth Mind Set which supports pupils' attitudes to learning
- F. Provision for specific families due to mobility or gaps in schooling *e.g. 26% of admissions since September 2016 have been of disadvantaged pupils*

Desired Aims and Outcomes

Desired Outcome and how they will be measured		Measure
<u>A</u> <u>D</u>	Good progress and attainment	Disadvantaged pupils leave at least in line with non-disadvantaged pupils. If this is not the case, we aim to ensure that the gap from on entry between the two groups is always narrowing. This is at both Expected and Exceeding Standards.
<u>B</u>	Improved language skills	Meeting of specific targets for speech, language, vocabulary and / or sentence structures used
<u>E</u>	Improved learning behaviour for all disadvantaged children including those with SEMHD needs	Improved learning behaviours impacting good levels of progress and attainment. Good learning behaviours also demonstrated by targeted disadvantaged pupils are evident through homework records, pupil voice surveys, quality of work in books. Disadvantaged pupils with specific PSED needs show increased participation in class, reduction in behavioural incidents, reduction in friendship/social issues, increased social integration
<u>C</u>	Regular attendance	Attendance of Disadvantaged children is in line with the national average of 96.1%

Planned Strategy for 2017-18

	<i>Provision</i>	<i>Cost</i>		<i>End of Year Target</i>		
A and B	<p>Early Years Vice Principal to work with pupils on</p> <ul style="list-style-type: none"> - Core Subject learning - Speech and language skills - Develop teachers to meet the needs of the pupils in class. 	2.5 days of teacher to share the class	£20,475	To be formed from Baseline		
B	<p>Reception</p> <p>Effective delivery of 'Language Link': a scheme that allows you to assess the speech and language acquisition by pupils and work on appropriate targets with identified pupils</p>	Higher Level Teaching Assistant	£19,664	To be formed from Baseline		
A	<p>Year 1</p> <p>Small group and 1:1 work with pupils to accelerate and consolidate learning of phonics</p>	Learning Support Assistant trained in how to teach phonics	£16,063	100% of disadvantaged pupils to pass the phonics test		
A	<p>Year 1</p> <p>Developing Teachers to teach reading and phonics</p>	Phonics support	£4,835	100% of disadvantaged pupil to pass the phonics test		
A	<p>Year 1</p> <p>1:1 work with targeted pupils</p>	Phonics support		80% target for Reading		
A and D	<p>Year 2</p> <p>In class support for pupils to meet the expected standards</p> <p>1:1 conferencing for pupils to exceed in writing</p>	Higher Level Teaching Assistant	£23,204	EXS	On entry	Target
				Reading	70	83
				Writing	67	73
				Maths	80	87

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A	Year 1 1:1 boosters for pupils to meet expected standards in reading	Afternoon (ten hours in total) Learning Support Assistant	£4,676	80% to leave at Expected Standard in Reading (2016/17: 70%)												
A	Year 2 Small group teaching for core subjects of target pupils	Higher Level Teaching Assistant	£21,752	<table border="1"> <tr> <td>EXS</td> <td>On entry</td> <td>Target</td> </tr> <tr> <td>Reading</td> <td>70</td> <td>83</td> </tr> <tr> <td>Writing</td> <td>67</td> <td>73</td> </tr> <tr> <td>Maths</td> <td>80</td> <td>87</td> </tr> </table>	EXS	On entry	Target	Reading	70	83	Writing	67	73	Maths	80	87
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D	Year 2 1:1 conferencing to potential HA in maths	Higher Level Teaching Assistant														
B	Year 3 Speech and Language work including vocabulary and sentence development	Teacher 6 hours a week	£9,327	Eight pupils selected who left Year 2 at Working Towards. To leave Year 3 at the Expected Standard in writing.												
D	Release for English and Maths leads to work on provision for pupils to Exceed in these subjects	Supply Teacher	£21,752	End of Year 6: Reading- 23% Writing – 30% Maths – 26%												
C	Tracking and managing the attendance of disadvantaged pupils	10% Higher Level Teaching Assistant	£20,475	Attendance of disadvantaged pupils to be 96%												
C	Tracking and working with families of vulnerable disadvantaged pupils	20% Family Support Worker	£6,000	Attendance of this group of pupils to be 96%												
D	Year 5 Small group work with potential pupils who could Exceed in reading	40% Higher Level Teaching Assistant		On entry to Year 5: 11% To leave Year 5: 17%												
A	Year 6 Small group support to pupils in core subjects	50% Higher Level Teaching Assistant		<table border="1"> <tr> <td></td> <td>On entry</td> <td>Target</td> </tr> </table>		On entry	Target									
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WEPA Pupil Premium Strategy

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A	Year 6 Small group teaching in core subjects	80% Teacher	£32,325	See above												
D	Years 5 and 6: small group boosters for pupils to exceed in maths	50% Teacher	£35,556	<table border="1"> <tr> <td></td> <td>On entry</td> <td>Target</td> </tr> <tr> <td>5</td> <td>11</td> <td>17</td> </tr> <tr> <td>6</td> <td>15</td> <td>26</td> </tr> </table>		On entry	Target	5	11	17	6	15	26			
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A	Year 6 small group support to pupils in reading and writing (incl. grammar)	50% Teacher														
E	Working with disadvantaged pupils on SENd register for SEMHd	Pupil Lead: Teacher	£39,208	Identified pupils move from Working Towards to meeting the Expected Standard												
B	Specific speech and language work for pupils in years 5 and 6	20% SEND teacher	£5,629	Secure meeting of SAL targets												
D	Year 6 1:1 work in greater depth in writing	Tutor	£3,500	On Entry to Phase: 7% On Entry to Year 6: 13% To leave Year 6: 30%												
A and D	Saturday Classes in core subjects 3 teachers x 3 hours per Saturday : £9,450 Easter Classes 4 teachers x 9 hours = £1,260 2 teachers x 2 hours a week £2,100 LSAs x 5 hours a week £3,000	Staff from within the academy	£23,475	To meet the expected standards in year 6: <table border="1"> <tr> <td></td> <td>On entry</td> <td>Target</td> </tr> <tr> <td>Reading</td> <td>72</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>74</td> <td>83</td> </tr> <tr> <td>Maths</td> <td>72</td> <td>94</td> </tr> </table>		On entry	Target	Reading	72	80	Writing	74	83	Maths	72	94
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D	Pupil Conferencing and Book Scrutiny Strategic leadership work in Team	Team Leaders: Years 1 to 6 to be released each week	£20,000	Targets set for disadvantaged pupils' achievement in each year group:												

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	Leader time is to monitor improvements of disadvantaged pupils. Feedback given to teachers to implement next steps given to help improve overall practice				R	W	M	
					R			
					1	80	76	81
					2	83	73	87
					3	88	73	88
					4	82	70	85
					5	89	85	87
					6	80	83	94
A and D	Improving Teaching and Learning work led by Director of Teaching and Learning	Cover for the Director of Teaching and Learning	£20,000					
	Breakfast Club: Vouchers Staffing Resources	£15 per half term x 20 Staff Salary x 1	£1,800 £2165					
C	Encourage attendance to school with reward of PGL and places to after school clubs		£3,190 +	Attendance Target of 96%				
A	Daily Guided Reading sessions for pupils in years 3 and 6 to meet the Expected Standard Before school reading years 2 -6 Lunchtime Book Clubs	Vice Principals HLTAs Teacher	£8,970 £6,756 £3,042	Targeted disadvantaged pupils move from WT to EXS				
C and E	Places at Saturday Computing Classes	£3.50 x 10places x 10 weeks x 3 terms	£1,050					
C	Other Club Places: French and Music		£500					
A	Stationary so can complete homework at home in same standard as used at school		£2,000					

Reviewed Expenditure for 2016-2017

Addressing identified barrier A, B ,C or D Brief summary of the intervention	Focus of provision	Intended impact	Monitored by	Amount allocated to the intervention (£)	Impact Data																																																																
A. and C Additional teachers in specific year groups : Year 2 Year 4 Year 5 Year 6	The teachers are focused on achievement of disadvantaged pupils including Catch Up work for those with low attendance	To have more disadvantaged pupils leave at ARE than on-entry in reading, writing and maths <u>Long Term Aim</u> End of KS2 at least 80% of disadvantaged pupils are meeting expected standards Next step action Raise attainment in reading	Vice Principals (see monitoring file)	42,900 28,675 37,800 40,000 15,522 = 164,897	Gathered July 2017. Data comparing children entering the year group at expected standard against end of year outcomes (July 2017) Year 2 <table border="1"> <thead> <tr> <th>%</th> <th>On entry Yr2</th> <th>End of year outcomes</th> <th>Positive Improvement</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>76</td> <td>79</td> <td>+3</td> </tr> <tr> <td>W</td> <td>70</td> <td>67 (1 pupil)</td> <td>-3</td> </tr> <tr> <td>M</td> <td>58</td> <td>76</td> <td>+18</td> </tr> </tbody> </table> Year 4 <table border="1"> <thead> <tr> <th>%</th> <th>On entry Yr4</th> <th>End of year outcomes</th> <th>Positive Improvement</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>85</td> <td>87</td> <td>+2</td> </tr> <tr> <td>W</td> <td>75</td> <td>75</td> <td>0</td> </tr> <tr> <td>M</td> <td>64</td> <td>79</td> <td>+15</td> </tr> </tbody> </table> Year 5 <table border="1"> <thead> <tr> <th>%</th> <th>On entry Yr5</th> <th>End of Year</th> <th>Positive Improvement</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>72</td> <td>72</td> <td>0</td> </tr> <tr> <td>W</td> <td>68</td> <td>74</td> <td>+6</td> </tr> <tr> <td>M</td> <td>66</td> <td>72</td> <td>+6</td> </tr> </tbody> </table> Year 6 <table border="1"> <thead> <tr> <th>%</th> <th>On entry Yr6</th> <th>End of Year</th> <th>Positive Improvement</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>59</td> <td>48</td> <td>-11</td> </tr> <tr> <td>W</td> <td>57</td> <td>78</td> <td>+21</td> </tr> <tr> <td>M</td> <td>41</td> <td>76</td> <td>+35</td> </tr> </tbody> </table>	%	On entry Yr2	End of year outcomes	Positive Improvement	R	76	79	+3	W	70	67 (1 pupil)	-3	M	58	76	+18	%	On entry Yr4	End of year outcomes	Positive Improvement	R	85	87	+2	W	75	75	0	M	64	79	+15	%	On entry Yr5	End of Year	Positive Improvement	R	72	72	0	W	68	74	+6	M	66	72	+6	%	On entry Yr6	End of Year	Positive Improvement	R	59	48	-11	W	57	78	+21	M	41	76	+35
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A and C One to one or small group tuition	Tutors working one to one or in small groups with targeted children in reading, writing and maths	To narrow the gap between disadvantaged and non-disadvantaged children in reading, writing and maths at the	Vice Principal	26,840 24,500 13,327	Data demonstrating narrowing of the gap between disadvantaged and non children from on entry to the year. (May 2017) Year 6 <table border="1"> <thead> <tr> <th>%</th> <th>On entry to Year 6</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-19</td> <td>-27</td> </tr> <tr> <td>W</td> <td>-21</td> <td>-6</td> </tr> <tr> <td>M</td> <td>-36</td> <td>-3</td> </tr> </tbody> </table>	%	On entry to Year 6	Gap	R	-19	-27	W	-21	-6	M	-36	-3																																																				
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A. Support for DA pupils daily in core subjects in year 6	Support staff monitoring and working with identified disadvantaged pupils	To ensure near reduce gap between disadvantaged and non-disadvantaged at the end of KS2	Vice Principal Deputy Principal	20,000	Data demonstrating narrowing of the gap between disadvantaged and non children from on entry (May 2017) Year 6: on entry to year <table border="1"> <thead> <tr> <th>%</th> <th>On entry Yr 6</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>- 19</td> <td>-27</td> </tr> <tr> <td>W</td> <td>-21</td> <td>-6</td> </tr> <tr> <td>M</td> <td>-36</td> <td>-3</td> </tr> </tbody> </table>	%	On entry Yr 6	Gap	R	- 19	-27	W	-21	-6	M	-36	-3																		
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A and C. Support for DA pupils daily in core subjects in Reception, Years 1, 2	Support staff monitoring and working with disadvantaged pupils. Aim: to reduce the gap at the end of KS1	To ensure near 0% gap between disadvantaged and non-disadvantaged pupils as children progress from reception to end of KS1.	Vice Principal Deputy Principal	11,664 17,595 20,000	Data demonstrating narrowing of the gap between disadvantaged and non children from on entry to the phase. (May 2017) Reception <table border="1"> <thead> <tr> <th>%</th> <th>On entry</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>+1</td> <td>+7</td> </tr> <tr> <td>W</td> <td>-3</td> <td>+8</td> </tr> <tr> <td>M</td> <td>-6</td> <td>0</td> </tr> </tbody> </table> Year 1 <table border="1"> <thead> <tr> <th>%</th> <th>On entry</th> <th>Current Gap</th> </tr> </thead> <tbody> <tr> <td>Ph</td> <td>-10</td> <td>-4</td> </tr> </tbody> </table> Year 2 <table border="1"> <thead> <tr> <th>%</th> <th>On entry</th> <th>Current Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-5</td> <td>+2</td> </tr> <tr> <td>W</td> <td>-14</td> <td>-7</td> </tr> <tr> <td>M</td> <td>-5</td> <td>-2</td> </tr> </tbody> </table>	%	On entry	Gap	R	+1	+7	W	-3	+8	M	-6	0	%	On entry	Current Gap	Ph	-10	-4	%	On entry	Current Gap	R	-5	+2	W	-14	-7	M	-5	-2
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A. 1:1 Pupil conferencing started Summer Term 2017.	Years 3 and 4 class teachers have the opportunity to conference, discuss and go through next steps on an individual basis with their disadvantaged children.	To reduce the inherited gap from June 2016	Additional teachers in place Summer Term 2017 Releasing class teachers for 1:1 conferencing Small group tutoring sessions	£12,979.5	Year 3 <table border="1"> <thead> <tr> <th>%</th> <th>On entry</th> <th>Current Gap</th> </tr> </thead> <tbody> <tr> <td>W</td> <td>-11</td> <td>-12</td> </tr> <tr> <td>M</td> <td>-7</td> <td>-10</td> </tr> </tbody> </table> * has been rise in achievement of both groups Year 4 <table border="1"> <thead> <tr> <th>%</th> <th>On entry</th> <th>Current Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-7</td> <td>-1</td> </tr> <tr> <td>W</td> <td>-15</td> <td>-11</td> </tr> <tr> <td>M</td> <td>-17</td> <td>-6</td> </tr> </tbody> </table>	%	On entry	Current Gap	W	-11	-12	M	-7	-10	%	On entry	Current Gap	R	-7	-1	W	-15	-11	M	-17	-6									
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A. Reading Recovery in	To provide quality reading	Targeted pupils move from 'working	Vice Principal KS1	10,000	80% have made accelerated progress as are to meet Age Related Expectations in reading at																														

Y1	intervention	towards' in reading to 'age related expectations.'			the end of year 1.																																				
B. Saturday School Holiday School After school learning	Small group teaching of grammar, reading, writing and mathematics	To narrow the gap between disadvantaged and non-disadvantaged pupils at the end of KS2 to on entry to secondary school	Vice Principal of Years 5 & 6	9,450 5,040 1,820	Data demonstrating narrowing of the gap between disadvantaged and non children from on entry to the year (May 2017) Year 6 <table border="1"> <tr> <td>%</td> <td>On entry Yr 6</td> <td>Current Gap</td> </tr> <tr> <td>R</td> <td>- 19</td> <td>-27</td> </tr> <tr> <td>W</td> <td>-21</td> <td>-6</td> </tr> <tr> <td>M</td> <td>-36</td> <td>-3</td> </tr> </table>	%	On entry Yr 6	Current Gap	R	- 19	-27	W	-21	-6	M	-36	-3																								
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B Saturday School Holiday School After/ Before school Learning Lunch time provision	Small group teaching of grammar, reading, writing and mathematics to ensure accelerated progress	To ensure disadvantaged pupils make more than expected progress in the year	Vice Principals	1,800	May 2017: Progress measure from End of last academic year <table border="1"> <tr> <td></td> <td colspan="2">Expected progress %</td> </tr> <tr> <td>Yr</td> <td>W</td> <td>M</td> </tr> <tr> <td>2 (33)</td> <td>88 (29)</td> <td>97 (32)</td> </tr> <tr> <td>3 (44)</td> <td>100</td> <td>100</td> </tr> <tr> <td>6 (45)</td> <td>98 (44)</td> <td>96 (43)</td> </tr> </table> *Number of children in ()		Expected progress %		Yr	W	M	2 (33)	88 (29)	97 (32)	3 (44)	100	100	6 (45)	98 (44)	96 (43)																					
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A &B Behaviour Lead coordinator providing support for identified pupils	Progress of the disadvantaged pupils with SEMHD	The identified pupils meet end of year targets set	Principal	15,326	July 2017: Progress measure from End of last academic all 20 pupils – R: 100% W: 100% M: 100% <table border="1"> <tr> <td colspan="4">% mag Expected Progress</td> </tr> <tr> <td>Yr</td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>R</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>1</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>2</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>3</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>4</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>6</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> Overall Exceeding Progress: Reading: 25% Writing: 15% Maths:	% mag Expected Progress				Yr	R	W	M	R	100	100	100	1	100	100	100	2	100	100	100	3	100	100	100	4	100	100	100	6	100	100	100				
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6	100	100	100																																						

					20%
B Curriculum Enrichment e.g. Allocated places to after school activities Year 5 residential trip Support with payment to attend trips	Support for payments towards termly extra- curricular trips.	To support increased attendance on residential trip – providing chn with opportunities and choice.	Deputy Principal	2,800 500	<p><i>Children say:</i> <i>"I wanted to conquer my fear of height. It wasn't so scary and I learnt to use the belay."</i></p> <p><i>"I learnt to organise myself without much help and I enjoyed eating different types of food."</i></p> <p><i>"I wanted to experience being independent from my family and not getting their help. I don't have a fear of being away from my family anymore"</i></p> <p><i>Year 5 pupils</i></p>
B Access to after school club activities	To participate in a range of activities not within the weekly curriculum	To ensure that disadvantaged pupils can access a range of activities aimed at broadening their skill set.	Deputy Principal	1,800	<p>What children say about clubs: Craft and sewing: <i>"I have always wanted to learn to sew because my nan sews. I made a teddy."</i></p> <p>Art club: <i>"It is fun to do on Saturdays when you don't have anything else to do."</i></p> <p>Sports: <i>"I don't get to go outside a lot so I look forward to Saturdays when I can play cricket, dodge ball and lots of other things. You get to exercise for once."</i></p> <p>Music: <i>"I like to sing, so I hope joining the choir will help me get over my stage fright."</i></p> <p><i>Year 4 pupils</i></p>
B. Access to after school club activities	To learn to play a range of musical instruments Guitar Piano Violin	To ensure that disadvantaged pupils can access a range of activities aimed at broadening	Deputy Principal	954	<p>What children say: <i>"I'd always wanted to do play the guitar since I was a little but didn't have the chance. Now I do and I want to be a musician."</i></p> <p><i>"I love instruments and the sound</i></p>

		their skill set.			they make.” <i>Year 4 pupils</i>
B Saturday computing sessions	To encourage the creative application of computing skills	To develop skills which promote self motivation and inspire independent learning Pupil Survey	Deputy Principal	1,800	Children say: <i>“I get more time to practise. I help others back in class when they are stuck.”</i> <i>A pupil in year 4</i> <i>“I enjoy coding and I want to learn how to type fast.”</i> <i>Year 3</i>
B Saturday Sports sessions	To participate in a range of sports led by specialists	Develop talents in sport which will help them develop their self motivation and confidence Pupil Survey	Deputy Principal	792.00 808.50	100% attendance by all disadvantaged pupils signed up for the sports sessions. Children say: <i>“I’m very confident. I’m always trying new things”</i> <i>Pupil - yr 6</i> <i>“It helps me get ready for tournaments at Thames Valley. We get to choose which sports we do.”</i> <i>Pupil - year 3</i> <i>“At home, I just sit down and watch TV or play games. Here, I exercise.”</i> <i>Pupil- year 5</i> <i>“Very confident! It gives me pressure. I get used to pressure.”</i> <i>Pupil in year 4</i>
B Breakfast club vouchers for DA pupils	Provision of free breakfast	Children are able to participate in lessons due to having had a nutritious breakfast. Opportunity to revise key learning through games used at breakfast club	Deputy Principal	2,174	Children say: <i>“I get help with my homework and I really like it when the year 6 children help me”</i> <i>M- year 5</i> <i>“I’d rather have breakfast in school – lots of tasty things to choose from. You also get time to finish your homework”</i> <i>M – year 4</i> <i>“I like breakfast club because you don’t need to worry about being late for school – no rushing around. You also get to try something different – not just cereal.</i>

WEPA Pupil Premium Strategy

					<i>Pupil in year 3</i>
D. Attendance Tracking	Part of the work of the specific staff is to track identified disadvantaged pupils with low attendance across the academy, meeting with these pupils to improve their attendance	To raise the attendance of identified disadvantaged children 2015/16 95.17%	Deputy Principal	Part of Vice Principal's weekly work	2016 /17 current levels of attendance for DA pupils is: 95% (94.8)
			Total Expenditure	£366,867	