



## Pupil Premium Action Plan September 2017- July 2018

<i>Warwick Academy School's Pupil Premium Action Plan 2017-18</i>			
<b>Principal:</b>	<b>Sarah Sears</b>	<b>Signature:</b>	
<b>Chair of Academy Advisory Board:</b>	<b>Irene Harris</b>	<b>Signature:</b>	
<b>Vice Principal</b>	<b>Ellen Read</b>	<b>Signature:</b>	
<b>Date of review:</b>	<b>September 2017</b> <b>To be reviewed after each data point to measure impact.</b>		

<b>Pupil Premium Profiles [September 2017]</b>	
<b>Number of eligible pupils: (1/4/17 – 31/3/18)</b>	<b>160 plus 3 looked after &amp; 3 service children = 217,500</b>

Disadvantaged pupils	Pupil Premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1900
Service Children	£300

### Executive summary

*The overall aims of the plan is to accelerate progress and subsequently reduce the attainment gap between PP pupils and non PP pupils and ensures the gap is less than that seen nationally.*

#### **Key Stage 1 Attainment:**

Warwick: 21 PP children	% of Warwick PP children at ARE or above	% of Warwick non-PP children at ARE or above	% of children Nationally at ARE or above
Reading	67%	81%	74%
Writing	57%	81%	65%
Maths	67%	86%	73%

#### **Key Points:**

- Key Stage 1 children are closing the gap on National attainment.
- Key Stage 1: 14% more non-PP children than PP children achieve ARE or above in Reading; 27% more non-PP children than PP children achieve ARE or above in Writing; 19% more non-PP children than PP children achieve ARE or above in Maths.

## Key Stage 2 Progress and Attainment:

Floor for Progress: -5 Reading -7 Writing -5 Maths														
Warwick: 55 children	All Pupils		Boys		Girls		SEND		Non- SEND		PP		Non- PP	
	2016	2017 (55)	2016 Prog	2017 ARE+ (30)	2016 Prog	2017 ARE+ (25)	2016 Prog	2017 ARE+ (9)	2016 Prog	2017 ARE+ (46)	2016 Prog	2017 ARE+ (31)	2016 Prog	2017 ARE+ (24)
Reading	-6.53	-6.4	-6.81	47%	-6.28	28%	-9.41	33%	-6.09		-7.22	32%	-5.68	46%
Writing	-3.02	-4.8	-4.56	27%	-1.60	52%	-8.88	11%	-2.14		-3.47	39%	-2.48	38%
Maths	-6.27	-7.7	-6.32	40%	-6.23	32%	-7.66	44%	-6.07		-7.33	29%	-5.02	46%

### Key Points:

- Significant attainment gap between boys' and girls' writing.
- Although the attainment gap narrowed between Warwick and National in 2016-2017, the amount of progress children made from the end of Key Stage 1 to the end of Key Stage 2 was less than the previous year.

When OFSTED visited school in June 2016 it was noted that:

As a result of a review of the use of pupil premium funding, disadvantaged pupils are now better placed to make similar progress to others in the school, and gaps in attainment are closing compared with other pupils nationally.

- In the early years disadvantaged children are making the same progress as others in the school, and in some areas of learning they exceed their peers.
- Disadvantaged pupils at key stage 1 make similar progress to others in the school and this trend looks set to continue.
- At key stage 2 in 2015 gaps in attainment between disadvantaged pupils in the school and other pupils nationally in reading were closing. For current pupils, gaps in attainment compared with others in the school are closing in reading and writing but remain variable in mathematics across different years. A review of work in pupils' books, carried out by inspectors, shows that the rate of progress for disadvantaged pupils is increasing as the quality of teaching improves.
- Pupil premium funding is spent appropriately in the early years. Disadvantaged children continue to perform as well as their peers in most areas, and outperform them in some instances

When the DFE visited in November 2016 they reported that: "The academy has carried out a comprehensive evaluation of the impact of PP spending for the last year."

**Action Plan Strategies**

<b>Strategy</b>	<b>Outcomes and success criteria</b>	<b>Owner</b>	<b>Milestones</b>	<b>Cost</b>	<b>Completed by</b>	<b>Review Notes Dec 2017</b>	<b>Review Notes March 2018</b>	<b>Review Notes July 2018</b>
<p><i>Effectively meet statutory requirements around reporting pupil premium.</i></p> <p><i>Demonstrate to parents the impact of spending.</i></p> <p><i>AAB members challenge the effectiveness and subsequent impact of spending</i></p>	<p><i>Impact of PP spending visible to the community</i></p> <p><i>Government funding used effectively to remove barriers and raise academic achievement.</i></p> <p><i>AAB PP champion has an enriched knowledge of PP.</i></p> <p><i>AAB member attends PP review, challenges and reports back to the AAB.</i></p>	<p><i>ER / AAB</i></p> <p><i>ER/SS/ KR</i></p>	<p><i>Website compliant throughout the year.</i></p> <p><i>AAB ratify report for publication.</i></p> <p><i>AAB gain an understanding of spending and impact. Hold the school to account</i></p>	<p><i>None</i></p>	<p><i>6.10.17 and then after each review point.</i></p> <p><i>16.11.17</i></p>			
<p><i>Ensure gaps in mathematical understanding are addressed and PP</i></p>	<p><i>Teacher planning demonstrates gaps being</i></p>	<p><i>MG</i></p>	<p><i>Maths Champion working with identified pupils</i></p>	<p><i>£14755 .60</i></p>	<p><i>Sept 17</i></p>			

<p><i>children move closer to national figures for ARE.</i></p> <p><i>PP ARE+ Targets 2017-18</i></p> <p><i>Year 1: 67%</i></p> <p><i>Year 2: 83%</i></p> <p><i>Year 3: 63%</i></p> <p><i>Year 4: 70%</i></p> <p><i>Year 5: 48%</i></p> <p><i>Year 6: 65%</i></p>	<p><i>addressed. MAT tests and Classroom Monitor track progress. Progress against starting points evident.</i></p> <p><i>Maths intervention groups identified from PP data. Evidence of impact when reassessed.</i></p>	<p><i>ER / KR / MG (Y6)</i></p>	<p><i>in Year 6, to raise attainment / accelerate progress.</i></p> <p><i>Year 6 children monitored every fortnight at the pupil achievement meetings.</i></p>	<p><i>MAT tests completed by Year 3, 4 &amp; 5 children each term and analysed by Maths Champion.</i></p>	<p><i>Weeks Beg:</i></p> <p><i>4.12.17</i></p> <p><i>19.3.18</i></p> <p><i>July date tbc</i></p>	<p><i>Closure of the gap between PP and Non PP children by end of the year (see target setting documents and Pupil Progress Meeting notes)</i></p>	<p><i>ER</i></p>	<p><i>Gaps analysis Information shared with teachers who use it as a planning tool.</i></p> <p><i>By 4.9.17</i></p> <p><i>3.1.18</i></p> <p><i>4.6.18</i></p>	
	<p><i>Teachers and TAs use a consistent approach to</i></p>	<p><i>KR / HB</i></p>	<p><i>Monitoring of Quality First Teaching and PP provision within the classroom, weekly, through lesson visits and book scrutiny.</i></p>		<p><i>Half termly Pupil Progress Meetings – Wk Beg:</i></p> <p><i>30.10.17</i></p> <p><i>18.12.17</i></p> <p><i>19.2.18</i></p> <p><i>16.4.18 (t.b.c.)</i></p>				

	<i>teaching calculation</i>		<i>Pupil progress meetings termly.</i>		<i>4.6.18 (t.b.c.)</i>			
		<i>HB</i>	<i>Calculation policy embedded to ensure consistent approach to teaching and learning.</i>		<i>PP audit to check the quality and impact of intervention and q.f.t.</i>			
		<i>MG</i>	<i>Parent workshops for KS2 run by Maths Champion, to help parents support their children and increase their own mathematic understanding.</i>		<i>Year 6 Parent workshop – 1/11/17 6pm Years 3, 4, 5 parent workshop 1/11/17 6.30pm</i>			
<b><i>Ensure TAs:</i></b>  <i>Have high expectations.</i>  <i>Have a good understanding of ARE</i>  <i>Consistently support learning</i>	<i>TAs keep purposeful records of intervention against expected outcomes.</i>  <i>Demonstrate impact of intervention</i>	<i>SS/HD</i>	<i>TA performance management cycle in place with individual targets set.</i>  <i>CPD and coaching programme in place, with clear milestones.</i>	<i>£19293</i>	<i>By 13<sup>th</sup> Nov 2017</i>  <i>Termly reviews.</i>  <i>From September 2017</i>			

<p><i>(No admin during learning hours)</i></p> <p><i>Use marking and feedback to move learning forward at pace and address misconceptions</i></p> <p><i>Deliver effective intervention.</i></p>	<p><i>on standards.</i></p> <p><i>Know and work to remove potential barriers to learning</i></p> <p><i>Challenge children to show independence and resilience</i></p> <p><i>Provide personalised feedback to move learning forward</i></p> <p><i>In consultation with the teacher adapt planning to meet needs</i></p>		<p><i>Monitor TA outcomes, deployment and adherence to policy.</i></p>		<p><i>Through weekly learning walks, book monitoring and scrutiny of intervention records.</i></p>			
<p><i>Track spending and evaluate the impact on learning and outcomes</i></p>	<p><i>The Academy can demonstrate value for money and impact on progress.</i></p>	<p><i>ER / KRidge</i></p>	<p><i>Excel provision map with all costings and provision/intervention</i></p>	<p><i>None</i></p>	<p><i>From October 2017, and updated monthly. ER and KR to meet monthly to discuss.</i></p>			

<p><i>Pupil progress meetings and intervention progress meetings track progress and set challenging targets</i></p>	<p><i>The Academy can demonstrate that it responds to data analysis (see July DA against Non DA, PP meeting info, data drops, Classroom Monitor and intervention reports)</i></p>	KR/HD	<p><i>Updated intervention tracking sheet to be used. Staff gather evidence of progress both in and out of intervention.</i></p>		<p><i>From 11.9.17</i></p>		
	<p><i>Staff are held accountable for progress. They recognise the targets set and ensure the provision and planning moves children to achieve the challenge.</i></p>		<p><i>Edukey purchased as a tool to track intervention and impact.</i></p>	<p><i>£615</i></p>	<p><i>Core leadership training on 14.9.17</i></p>		
		KR/KM iller	<p><i>Trial use of Edukey with selected interventions during Autumn Term.</i></p>		<p><i>From 25.9.17</i></p>		
		KR/HD	<p><i>Roll out Edukey to all intervention staff through Autumn Term 2 and Spring Term 1.</i></p>		<p><i>From 30.10.17</i></p>		
<p><i>Teachers have a clear plan of intervention with expected outcomes.</i></p>	KR/HD /ER	<p><i>Review usage of Edukey and impact half termly. Feedback to</i></p>		<p><i>W/B 16.10.17 18.12.17 5.2.18 26.3.18 21.5.18</i></p>			



	<i>Intervention staff are clear about expectations being placed upon them</i>	<i>KR/HD /ER</i>	<i>staff Ellen/Katie/Heid i- meet with intervention staff for PP meetings. Make reference to the non-negotiable expectations.</i>		<i>16.7.18 Each 6 weeks</i>			
<i>Quality assure teacher judgements and provision for PP children against ARE</i>	<i>Moderation demonstrates that teacher judgements are secure Moderation shows that pitch and expectation is appropriate for all groups (planning and delivery)</i>	<i>All staff  Leadership team  Leadership team</i>	<i><b>Note All PP books are highlighted with a yellow dot.</b> Learning walks demonstrate that pitch and expectation is appropriate (see records of walks and coaching notes)  Lesson drop ins and book scrutiny shows that there is an appropriate pitch. Planning builds appropriately upon previous</i>	<i>None</i>	<i>Year 2 and Year 6 moderation with local primary schools planned for 21<sup>st</sup> Nov 2017  Leadership monitoring and feedback weekly</i>			

		ER/KR	<p><i>learning.</i></p> <p><i>Monitoring of classroom monitor alongside books to ensure teacher judgements are accurate.</i></p>		See Monitoring Schedule			
<p><i>Staff accountable for the delivery of high quality interventions to PP children.</i></p> <p><i>TAs/Teachers are effectively deployed to support learning.</i></p>	<p><i>Records of intervention demonstrate progress against expected outcomes. Precision teaching effectively utilised- clear progress against starting points</i></p>	HD/ER /KR	<p><i>TA Staff held to account through PP meetings with Ellen/ Katie/ Heidi</i></p>	None	<p><i>Pupil Progress review meetings with intervention staff 6 weekly</i></p>			
<p><i>PP children achieve as well as non PPG at the phonics screening in Y1.</i></p> <p><i>Gaps between PP and Non PP children are closing (see executive summary and targets for detail)</i></p>	<p><i>Intervention staff are clear as to roles and responsibilities Clear about planning and expectations. Not a moment of time is wasted.</i></p>	<p>Leadership team</p> <p>HD</p> <p>CTs</p>	<p><i>Ensure learning in intervention impact back in the classroom- track books and collect pupil voice.</i></p> <p><i>Weekly (more often if needed) provision walks to check intervention staff deployment. Feedback to CTs and TAs</i></p>		<p><i>Monitoring schedule</i></p> <p><i>From 18.9.17</i></p>			

<p>Children with gaps in understanding are identified during pupil progress meetings. Interventions are clearly defined, tracked and adapted where needed</p>	<p>1:1 and small group targeted phonics teaching, for identified pupils.</p>	<p>SP / KB</p>	<p>Phonics screening 2/10/17 to identify target children. 6 weekly RWI assessments</p>	<p>£5617 (wages)</p>	<p>Initial screening 2/10/17. 6 weekly RWI assessment and re-groupings</p> <p>Y1 Phonics Screening Test: 11/6/17</p> <p>Pupils Progress meetings half termly.</p>			
	<p>Teachers can clearly describe how and why TAs have been deployed and the expected outcome of this.</p> <p>Additional TAs employed in EYFS, Y2 and KS2, to support within class alongside quality first teaching, to ensure that PPG children can be effectively taught.</p>	<p>CT / Core Leadership</p> <p>Core Leadership Team</p>	<p>Staff voice demonstrates purposeful TA deployment and a shared understanding of how to move learning forward</p> <p>HD to complete induction programme with new staff. Weekly monitoring of TA performance. Progress of all pupils to be at least expected, with accelerated progress to close the gap between PPG and non-PPG pupils.</p>	<p>£42500.56 (wages)</p>	<p>Induction from 9/10/17</p> <p>Half termly Pupil Progress Meetings – Wk Beg: 30.10.17 18.12.17 19.2.18 16.4.18 (t.b.c.) 4.6.18 (t.b.c.)</p>			

<p><i>Attendance procedures ensure that poor attendance is effectively challenged and addressed</i></p>	<p><i>Academy target at least 96%</i></p> <p><i>Attendance Assistant and Home School Support ensure that all records are kept on a central individual pupil chronology.</i></p> <p><i>All pupils whose attendance drops below 92% picked up on Stage 1 of the attendance policy following weekly monitoring of attendance data.</i></p> <p><i>Attendance policy updated to reflect detail of school</i></p>	<p><i>LS/SS</i></p> <p><i>SS / AAB</i></p>	<p><i>If attendance drops below 92% the monitoring and action cycle begins.</i></p> <p><i>Data emailed to Core Leadership and Home School Support on a daily basis.</i></p> <p><i>SS and LS identify families that require intervention</i></p> <p><i>Attendance Policy reviewed and put onto the website</i></p> <p><i>Funded breakfast club places for identified children.</i></p> <p><i>Taxi provision for those children that need this</i></p>	<p><i>£15142</i></p> <p><i>£10750</i></p> <p><i>£5824</i></p>	<p><i>Week beginning 4.9.17</i></p> <p><i>Agreed at AAB on 21.9.17</i></p> <p><i>Review of attendance of pupils accessing breakfast club / taxis termly.</i></p>			
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	<p><i>procedure.</i></p> <p><i>The Academy able to show the impact of pupil's receiving support through accessing breakfast club/taxis.</i></p> <p><i>Case studies are in place to demonstrate the impact of the work of the Home School Support team with the more vulnerable families</i></p> <p><i>The Academy can show the impact of breakfast club on attendance and wellbeing for PP children.</i></p>							
<i>Pastoral support removes barriers to learning and</i>	<i>High quality well trained staff</i>	<i>Pastoral staff</i>	<i>Track pastoral interventions on a session by</i>	<i>£32831 £7600</i>	<i>Baseline Sept 17. Update at each data drop.</i>			

<p><i>improves wellbeing, self-esteem and engagement</i></p>	<p><i>supporting vulnerable learners make a recognisable difference to outcomes</i></p> <p><i>Lunch Club provision provided for identified pupils.</i></p> <p><i>Personalised support arranged for individual pupils. A team around a child approach with clear goals and expected outcomes.</i></p> <p><i>Case study evidence demonstrate the impact of Home School Support.</i></p> <p><i>Raise parental aspirations for their children. Ensure that</i></p>	<p><i>VM/SS / ER / JP / NT / AL</i></p> <p><i>VM</i></p> <p><i>VM/JP /NT</i></p>	<p><i>session basis. Use BOXALL to baseline and then review termly, alongside academic targets.</i></p> <p><i>Safeguarding meetings, and pupil reviews identify children who would benefit from intervention. This is then tracked</i></p> <p><i>Present to AAB members on a termly basis</i></p> <p><i>Matt Green-maths workshops</i></p> <p><i>Kim Beasant/Aggie</i></p>	<p><i>lunch Club (wages &amp; resources)</i></p>	<p><i>Weekly behaviour meeting to review provision and impact of lunch club. (SS / DK)</i></p> <p><i>Weekly- Wed 9.30 am</i></p> <p><i>November 17</i></p> <p><i>Year 6 Maths workshop 1/11/17</i></p> <p><i>Yr3, 4, 5 Calculations workshop 1/11/17</i></p> <p><i>From Jan 2018</i></p>			
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	<i>parents have the tools to support their children's learning</i>		<i>Piszcsek- literacy workshops</i>  <i>Aggie P/Heidi B/Mat G year six SATs workshops</i>  <i>Story sacks workshop with Family Support Workers, for EYFS parents</i>		<i>From Feb 2018</i>  <i>From Jan 2018</i>			
<i>Financial restraint are not a barrier to academic progress and personal enrichment.</i>	<i>Families utilise pupil premium funding for trips, uniform, books, enrichment experiences</i>  <i>Clear evidence of inclusion and the impact of this.</i>	<i>KR</i>  <i>KR</i>  <i>ER</i>  <i>ER</i>	<i>PP families have access to funding for trips, enrichment activities, uniform, books.</i>  <i>Spending for each family is tracked.</i>  <i>Impact assessed through pupil/parental voice and questionnaires and pupil progress meetings</i>  <i>Discuss</i>	<i>£2700 uniform</i>  <i>£715 After school clubs</i>  <i>£4150 trips (£25 per child)</i>  <i>Up to £4680 for Y6 residential</i>  <i>£5000 additional</i>	<i>Shared in newsletters and induction packs</i>  <i>Office track spending from Sept 6<sup>th</sup> 2017. Monthly meeting between KR and ER to monitor.</i>  <i>See PP audit</i>			

			<i>provision and gain parental feedback at Parents' Forum</i>	<i>resource e.g. books for home</i>				
	<b>Total pupil premium expenditure:</b>						<i>£172173.16</i>	