

Pupil premium strategy statement (primary) Impact statement 2020

1. Summary information					
School	Widnes Academy				
Academic Year	2019-20	Total PP budget	£99,000	Date of most recent PP Review	6.7.17
Total number of pupils	185	Number of pupils eligible for PP	58	Date for next internal review of this strategy	September 2020

2. Current attainment		
In 2019 there were 29 children in Year 6 (although 1 child entered the country in September 2018 and will therefore be removed from the final data set). The pupil outcomes were – Reading 69%, Writing 76%, Maths 86% RWM 66%.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	63%	77%
% achieving age-related expectation (ARE) in Reading	81%	92%
% achieving age-related expectation (ARE) in writing	69%	85%
% achieving age-related expectation (ARE) in maths	88%	92%

3. 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.	Poor levels of speech and language on entry to Nursery and Reception classes and poor vocabulary indicated by QLA analysis	
B.	Gap in between pp and non pp children within writing which also impacts on the combined score.	
C.	Gap between reading and writing across the school and lack of engagement with reading including home reading which impacts upon the progress in reading	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance data across the school indicates that the levels of non-attendance and persistent absence is higher than for other pupils	
E.	Poor social and emotional health as a result of a number of external family pressures	
F.	Limited knowledge of the wider world which impacts upon higher attainment by more able pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children's speech and language problems to be identified early and a clear programme of support to be put in place to support improvements. Wellcom screen tool to be used to identify children causing	Improved language skills which impact upon reading and writing at KS1 and CLL in Early Years

	<p>concern. Data collected through the Wellcom programme to be used to provide on entry data and will be used to assess impact.</p> <p>At Key Stage One reading and writing assessments will be used to assess the impact of the programmes alongside the Talk Boost assessments.</p>	<p>Increased vocabulary and engagement with other areas of the curriculum,</p>
B.	<p>For children to have more opportunities to write through engaging with Literacy tree texts the children will have more opportunities to write building up their stamina for writing extended pieces. PP children will be of a high priority during writing feedback sessions.</p>	<p>Improvement of percentage of PP children in writing at age related expectations or above.</p>
C.	<p>For children to read more frequently and also to engage with quality texts regularly both within school through the Literacy tree curriculum and at home. Staff are more skilled at delivering an effective reading curriculum which impacts upon all other areas of the curriculum. For the anchor SPAG sessions to be embedded within writing showing a transfer of skills.</p>	<p>Improvement in reading progress scores at KS2 Improved reading attainment at EYFS and KS1 Engagement with home reading improves The gap between reading and writing decreasing within all year groups.</p>
D.	<p>Robust systems to improve attendance including breakfast club offer, engagement with parents through attendance surgeries, focus on rewards including certificates and prizes at end of term. EWO support accessed through SLA to support work of attendance lead.</p>	<p>Attendance of Pupil premium children improves across the year Persistent absence rates decrease across the year.</p>
E.	<p>For children's wellbeing to be a key focus. Parents and children have the opportunity to "drop in" to speak to Mrs Ball to pass over any concerns. Children have the opportunity supported by mentor to talk through any social and emotional pressures which they may have and build strategies to deal with challenges they may face in an appropriate way.</p>	<p>Behaviour improves with children following the school rules. Social and emotional factors are not a barrier to learning.</p>
F.	<p>Providing opportunities for children to experience visits, residential, visitors and access to after school clubs. Attendance and uptake for activities to be measured along with the use of pupil voice interviews to measure the impact on pupil's confidence and self-esteem.</p>	<p>Attendance improves for identified pupils Positive pupil voice illustrates the impact of these experiences. No child will be prevented from accessing a wide range of experiences.</p>

5. Planned expenditure					
Academic year 2019/20	£99,000				
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?
Staff are more skilled at planning and delivering writing	Literacy tree In school and external moderation	Consistent approach across school to ensure that tracking and monitoring is robust and all teachers are effective in teaching of writing.	Monitoring by Literacy lead and principal Links with Trust network Moderation of judgements through No more marking compared to other schools Nationally in each year group.	All staff/Trust	Ongoing through the year
To improve the teaching of reading to impact upon outcomes.	Monitoring/observation and training	Reading progress (especially across KS2) highlighted as an area of concern.	Reading audit Observations of whole class reading sessions. Tracking of home reading levels.	KH/LK	Termly assessment checks. Pupil progress meetings.
Pupils are empowered to reflect on their own writing understanding how to progress further.	Feedback and conferencing	EEF research identifying the impact of research. Book scrutinises identifying that children require more opportunities to reflect upon their own learning.	Monitoring feedback approaches Writing progress	KH/LK/ All staff	Ongoing throughout the year. Writing at key assessment points.
Children implement SPAG skills into writing.	Anchor sessions Literacy tree	SPAG scores are not reflected in the writing outcomes.	Monitoring by literacy lead and principle Moderation of writing to ensure that skills are being transferred.	KH/LK/ All staff	Termly assessment checks. Pupil progress meetings.
Total budgeted cost					£6000
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?

Target pupils will be given specific and personalised interventions to accelerate progress	Teaching Assistant time to support interventions	Evidence suggests that Teaching Assistants are effective when their time is used to support pupils through a structured programme.	On entry assessments and tracking information passed on from Teaching Assistants to teachers. Senco and SLT will monitor the effectiveness of this through review of planning and	KH/AH/LK	Through half termly focus progress meetings and Pupil progress meetings with all staff
To ensure that speech and language difficulties are identified early and a programme of support is in place	Chatty Therapy	It is recognised that poor vocabulary and speech impacts upon pupil's progress and attainment. This strategy ensures that staff are trained and able to deliver support across the year.	On entry assessments, regular reporting via Speech and Language Therapist, end of input assessments by TAs	External provider – LK to monitor	End of each term
To ensure that children with social and emotional needs have a mentor for support.	One goal	It is recognised that Social and emotional factors are a barrier to learning and impacts on pupil progress.	Monitoring of one goal sessions Tracking assessments of targeted children.	KH/LK to monitor	Each term
To ensure that teaching assistants are offering targeted interventions to Pupil premium children within the classroom.	Teaching assistants	The gap between PP and non PP in particularly evident within writing. Evidence show that interventions are most effective at the point of learning (rather than at a separate part of the day). This will also offer a personal approach to provision.	Lesson observations Tracking assessments of Pupil premium children.	KH/LK and AM to monitor.	At each assessment point.
Total budgeted cost					£61000
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?
To enhance and encourage confidence To further improve literacy skills	Use of Anchor Education sessions to improve Literacy skills through drama	Engagement with literacy teaching and development of confidence will impact upon both reading and writing skills. Sessions are clearly linked with class teaching	Use of external provider who school has used over the past year. Staff are included within the lessons and provide the focus for lessons.	LK	Ongoing throughout the year – end of term assessments will show impact
To ensure that speech and language difficulties are identified early and a programme of support is in place	Speech and language support	It is recognised that poor vocabulary and speech impacts upon pupil's progress and attainment. This strategy ensures that staff are trained and able to deliver support across the year.	On entry assessments, regular reporting via Speech and Language Therapist, end of input assessments by TAs	External provider – LK to monitor	End of each term

To encourage children to access out of school activities and encourage ambition for the future	Providing opportunities such as visiting an orchestra, attending residential and attending a range of after school clubs.	Ensuring that children are aware of their career options for the future. Encouraging them to take part in a wide range of activities will give them a clearer understanding of what they are able to achieve.	Co-ordinator to keep registers and logs of children attending after school clubs. SLT to seek out opportunities.	SLT SK	Ongoing
To ensure that children' mental health and wellbeing is supported in school	Nurturing provision	Ongoing evidence supports a strategy which addresses the social and emotional needs of children. Ensuring that we have a Learning Mentor who can offer this support ensures that our children are ready to learn and are able to thrive	Learning mentor liaises with staff and reports back to VP throughout the year. Boxall profile assessments are used to assess impact	LK/LB	Ongoing assessments enable the programmes to be adapted as needed
To help to improve attendance and punctuality	Breakfast club provision	EEF evidence shows the impact that breakfast club can have on attainment as well as on attendance and punctuality. Provision of this for targeted pupils	Key children identified and invited to breakfast club free of charge.	KH/LK	Reviewing attendance and breakfast club registers each half term.
Total budgeted cost					£32000

6. Review of expenditure				
Previous Academic Year		2019/2020-		
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 £6000
Staff are more skilled at planning and delivering writing	Literacy tree In school and external moderation	Monitoring of writing was much more robust at school. Through using the No more marking resources ensured that teacher judgements were in line with judgements made Nationally. Cross Trust cluster meeting also ensured that judgements were agreed and supported by colleagues within the trust.	No more marking offered fantastic CPD for all teachers, as they were making judgements against writing not only from their own class but across all year groups within school. This also ensured that staff understood the writing expectations for all year groups within school.	£250 for reading areas.
To improve the teaching of reading to impact upon outcomes.	Monitoring/observation and training	Through carrying out a reading audit a number of next steps were identified to improve the teaching of reading. To encourage the love for reading for all pupils all classes were asked to create inviting reading areas. This was a particular change for Key Stage 2 classes. Although due to Covid we are unable to monitor the impact on outcomes it was clear from lesson observations that reading areas were a strength to each classroom and ensured that reading was a high priority for all.	A review of all reading books being sent home was undertaken which resulted in an overhaul of the books which were being taken for home readers in Key Stage two. This allowed us to track home reading levels within Key Stage 1 and 2 and monitor these against age related expectations. This tracking and identification of target children is something which we feel could continue to ensure that the children are being exposed to challenging text in line with their ability range.	
Pupils are empowered to reflect on their own writing understanding how to progress further.	Feedback and conferencing	As a staff we reviewed the marking policy and felt that there were not enough opportunities for children to understand how to progress further. We re wrote the policy so all staff were aware of the expectations. As this was carried out for only a term before lockdown it was difficult to see the impact, however as the policy is now in place this is something as a school, we would like to develop this year.	Writing the policy together ensured that all staff were aware of the expectations and were in agreement (through unpicking the research) of the impact that this could have. This is an approach that we will definitely be taking forwards this year and embedding within our practice. It is also felt that this is something that another Trust school could support us in as they have developed this approach within their school.	
Children implement SPAG skills into writing	Anchor sessions Literacy tree	The focus of Anchor sessions was implementation. Sessions changed so that children were not only learning SPAG skills but during the lesson would be immediately implementing these. Teachers then built upon these skills within literacy sessions.	Through monitoring and no more marking feedback it was clear that these sessions were having an impact on children moving towards age related expectations, due to Covid we were unable to monitor the final impact however this is an approach which we are going to continue this year.	

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 £61000
Target pupils will be given specific and personalised interventions to accelerate progress	Teaching Assistant time to support interventions.	Through early pupil progress meetings staff were asked to identify key target children. Having the Pupil Premium lead within these meetings ensured that PP children were of a high priority and that all staff were aware of exactly who those pupil premium children within their classes were.	Having the Pupil Premium lead in Pupil progress meetings ensured that pupil premium children were targeted and their progress was closely monitored.	Supply cost
To ensure that speech and language difficulties are identified early and a programme of support is in place	Chatty therapy	On entry to Nursery any children causing concern are identified immediately and through having the regular therapist in school are screened as early as possible. As a result of this programmes are quickly put into place in school and shared with parents for them to follow at home.	This is an approach that we will continue as it ensures that any speech and language problems are addressed quickly within EYFS reducing impact that this can have in Key Stage 1 and 2. As a result of staff also working alongside the Speech and Language therapist it is also felt that staff are more highly skilled in supporting the children and identifying areas of need.	
To ensure that children with social and emotional needs have a mentor for support.	One goal	Although we felt the targeted children did benefit from these sessions as they were only for half a day each week it was felt that some of the identified children needed supporting daily and would need someone to share thoughts with and concerns more frequently.	This is not a model that we felt was cost effective and we feel it would be more beneficial to upskill our Learning mentor through training to support children's needs as they arise.	
To ensure that teaching assistants are offering targeted interventions to Pupil premium children within the classroom.	Teaching Assistants	Teaching assistant timetables were relooked at to ensure that support was given to PP children at the point of learning (rather than during an intervention at a different part of the day). This did ensure a personalised and bespoke approach and it was felt supported the PP children better.	Moving forwards this is something which we would like to develop further as it was felt that all adults working with the children had a good knowledge of who the PP children within the class were. It also ensured that the support being given match the specific learning objective of the session and therefore gaps in knowledge was addressed quicker.	

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 £32000
To enhance and encourage confident and further improve literacy skills	Use of Anchor Education session to improve Literacy skills through drama	Although no data due to Covid, feedback from teachers indicates that participation within these sessions was high due to the engaging nature of these sessions. After discussions with the Anchor team they agreed to add a larger drama element to their sessions and it was felt that before lockdown children were engaging well with this including some reluctant PP boys.	These sessions are highly valued by both pupils and staff and offer access to a specialist drama teacher. Although costly we are beginning to see impact through improved reading and spag outcomes. These will need to be closely tracked over the next year to ensure that we are seeing a greater impact upon both reading and writing and ensure that teachers are offering opportunities for pupils to demonstrate these skills further.	
To ensure that speech and language difficulties are identified early and a programme of support is in place	Speech and Language support	School able to provide targeted support to those children who require speech and language interventions. Staff more highly skilled and enable school to identify need earlier therefore children are being discharged from the program earlier. Children who do not have speech delay but have a limited vocabulary have been targeted through Talk Boost sessions.	Using Talk Boost and tracking those who have received Early Talk Boost we can fully track the impact of this for PP children, this is something which we would like to continue as it also ensures that the language development of EAL children can be much more closely tracked and monitored.	
To encourage children to access out of school activities and encourage ambition for the future	Providing opportunities such as visiting an orchestra, attending residential and attending a range of after school clubs.	During the first term all residential took place and it was felt that children's confidence, self-worth and self-esteem grew from these activities. Unfortunately, due to Covid the orchestra visits have been postponed.	Where possible this year we would like to continue with activities such as these as we feel that have a huge impact on the children's self-esteem.	
To ensure that children' mental health and wellbeing is supported in school	Nurturing provision	School has a learning mentor which carries out our social and emotional support to children and families within school. During the pandemic it was felt that for many of our family's school was the place they turned to if they needed help. SLT alongside the learning mentor identified key families who would need support with food parcels and contact from school. It was felt that this support was invaluable during the pandemic.	It is clear that school, is a safe haven for children and during this year we would like to develop the learning mentor's role to ensure that mental health and wellbeing a priority during and after the pandemic.	
To help improve attendance and punctuality	Breakfast club provision	Key children were identified and invited to attend breakfast club free of charge. This resulted in these children starting the day fresh, on time and having had something to eat.	This is something we would like to return to in the future. Attendance data is showing an improving picture.	

7. Additional detail

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