

Pupil premium strategy statement: Waterwells and Hunts Grove Primary Academy.

1. Summary information					
<b>School</b>	Waterwells and Hunts Grove Primary Academy				
<b>Academic Year</b>	17-18	<b>Total PP budget</b>	107,580 (WW) £11,700 (HG) Total: £118,280	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	363	<b>Number of pupils eligible for PP</b>	57 (WW) / 9 (HG)	<b>Date for next internal review of this strategy</b>	July 18

4. Planned expenditure					
Academic year		2017 - 2018			
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
Support available for teachers, teachings assistants, pupils and parents to ensure appropriate provision can be achieved to enhance progress in all aspects of school life	Further development and deployment of an inclusion team	High levels of need academically, socially and emotionally evident in all year groups and needs to be supported to enable all pupils to access curriculum and learning  Funding allocated to support and develop this team will allow for increased success.	Initiatives and strategies detailed in the pupil premium overview are overseen/ delivered by the inclusion team.  Monitoring and performance management of staff.  Data collection for targeted interventions.	KD/HOS Inclusion team.	July 2018
Teaching assistants will also be deployed to deliver high quality, recognised interventions.	Teaching assistants to target specific intervention teaching.		Regular liaison between teachers/teaching assistants and SENCo		

<p>Teaching and Learning is of the highest quality and all staff (teachers and teaching assistants) have the opportunity to develop skills through high quality CPD and coaching and mentoring.</p>	<p>A structured timetable of coaching and mentoring will be in place to allow all teaching staff to improve and develop their teaching skills trust wide. This will be developed through the establishment of learning 'triads</p> <p>Training to be organised on 'Continuous Provision' and developing coaching skills amongst staff to facilitate effectiveness of triads.</p> <p>Detailed analysis of deployment and effectiveness of teaching assistants to be carried out and programme of bespoke training to be facilitated throughout 2017-2018 (MITRE)</p>	<p>Teaching will be good or outstanding in the majority of lessons.</p> <p>Attainment standards will improve across all year groups.</p>	<p>Monitoring and performance management of all teaching staff and teaching assistants.</p>	<p>EXH/ HOS</p>	<p>July 2018</p>
---	---	--	---	---------------------	------------------

<b>ii. Targeted support</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>Review</b>
Current attendance figure is increased or maintained with a decreased number of late arrivals.	Payment for Breakfast club	Children who attend school regularly have higher levels of attainment. We aim to maintain or improve our attendance figure and lower the number of lates.	Monitor children attending breakfast club. Class teachers to highlight children who would benefit from breakfast club. Attendance officer to	LH/AA	July 2018
Enhanced understanding/ data analysis to identify areas of strength and areas for development and to support greater accuracy of target setting	Subscription to FFT Purchase of SPTO (annual subscription) Purchase PIRA/PUMA to support targeted interventions	Leaders are better able to identify strengths and specific areas for development, in relation to subjects, year groups and particular groups of pupils	Liaison between EHT and Head of school and effective use during termly data meetings (pupil progress meetings)	EHT/HOS	On going

<p>Pupil Premium children are able to access the new Maths and English curriculum with confidence.</p>	<p>Introduction of strategy 'Power of Reading to be introduced and appropriately resources to support progress in areas of reading and writing</p> <p>Effective deployment of teaching assistants to support pupils of all abilities</p>				
<p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics.</p>	<p>Deployment of specialist Speech and teaching assistant.</p> <p>Speech and Language therapist will plan and implement a bespoke package for all children who are behind in speech or phonics</p>	<p>Increased numbers of children join school with poor spoken language and the ability to make progress in Phonics.</p> <p>Focussed targeted support in speech and language is planned to support development across R&amp;KS1.</p>	<p>Regular liaison between SENDCo, class teachers and specialist speech and language therapist to evaluate impact and progress</p> <p>Evaluation of impact on pupil attainment / progress to be discussed at pupil progress meetings</p>	<p>KD/HOS/ Inclusion team lead/specialist TA</p>	<p>On-going/termly</p>

Attainment levels / progress rates for pupils is in line with ARE or evidence that gap is closing between attainment/progress of PP or non PP pupils	Employment of teacher to provide 'booster' sessions/teaching for identified pupils in UKS2  Completion of / on-going gaps analysis to highlight specific areas that additional teacher or class teacher will be able to explicitly target	High % of pupils in current year 6 class at Waterwells need additional support to achieve ARE by the end of Year 6	Team approach to be established in year 6 with regular liaison between all staff, fortnightly assessment updates to ensure that appropriate aspects of the curriculum are being taught/targeted	HOS/Yr 6 team	On-going throughout the year
--	---	--	---	---------------	------------------------------

### 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	Review
Improved behaviour across all year groups with pupils moving into Robinswood more able to make the transition with confidence and engage with all aspects of school successfully.	Continued implementation of the Thrive Approach  Implementation of Restorative Practice in all schools to support behaviour management and develop resilience amongst pupils.	Children require increased support for appropriate behaviour choices and have gaps in their development for behaviour. Annually children join our school on managed moves and require increased support to structure this transition.  Children need to develop skills of managing behaviour and negotiating outcomes of actions more independently to help them develop greater levels of resilience.	Staff trained in The Thrive approach will disseminate their expertise across the school with staff training and working with small groups or one to one to deliver high quality planned and targeted therapy.  Data will be collected for yellow and red cards termly.  Restorative Practice training to be organised for all staff in the Trust (teachers and teaching assistants).  Detailed of incidents to be logged and effectiveness of approach analysed on termly basis	HOS/ Inclusion team lead.	April 2018

Develop a sense of awe and wonder in the world and aspiration for new opportunities.	Aspirational trips/events are booked eg. Pantomime for Y2- Y4. and regular opportunities to take part in Forest school sessions	Children have limited access to opportunities beyond their local area due to financial or environment constraints.	Children throughout the school will attend extra-curricular events which promote awe and wonder with no exclusions on the grounds of cost.	JC	July 2018
--	---	--	--	----	-----------

<b>TOTAL INCOME FROM PUPIL PREMIUM FUNDING</b>	<b>£118,280</b>
<b>Waterwells and Hunts Grove combined</b>	
<b>Cost of Inclusion team</b>	<b>£128,000</b>
<b>Quality First Teaching: CPD for all staff</b>	<b>£10,000</b>
<ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Thrive</li> <li>• Restorative Practice</li> <li>• MITA (maximising impact of TAs)</li> <li>• Power of Reading</li> <li>• Coaching skills</li> <li>• Release for development of TRIADS</li> </ul>	
<b>Booster teacher</b>	<b>£5,000</b>
<b>Breakfast club (fees and staff pay)</b>	<b>£2,000</b>
<b>Forest Schools</b>	<b>£10,000</b>
<b>Trips and Visits</b>	<b>£2,000</b>
<b>SPTO/</b>	<b>£1600</b>

<b>FFT/ PIRA/PUMA</b>	<b>£500</b>
	<b>£3081</b>
<b>Resources for Power of Reading</b>	<b>£1000</b>
<b>TOTAL</b>	<b>£116,461</b>
<b>Contingency available for uniform, additional visits,</b>	<b>£2,000</b>
<b>TOTAL</b>	<b>£118,461</b>

#### **5. Additional detail**

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.