

Wilton Primary Academy Pupil Premium Impact Statement 2018.19

Summary information					
School	Wilton Primary Academy				
Academic Year	2018.19	Total PP budget	£ 46,395	Date of most recent PP Review	July 2019
Total number of pupils	61	Number of pupils eligible for PP	34 – 56%	Date for next PP Strategy Review	July 2020

Attainment & Progress 2018.19					
	% of pupils achieving expected standard				
	Whole cohort	Non Pupil Premium	Pupil Premium	National Disadvantaged	National Other
End of EYFS (cohort 9 PP 4)	67%	80%	50%	56%	73%
Y1 Phonics (cohort 5 PP 3)	100%	100%	100%	70%	84%
KS1 (cohort 9 PP 2)					
Reading	78%	71%	100%	60%	79%
Writing	78%	71%	100%	53%	73%
Maths	78%	71%	100%	61%	79%
KS2 (cohort 10 PP 8)					
Reading	70%	50%	75%	64%	80%
Writing	70%	50%	75%	67%	83%
Maths	70%	50%	75%	64%	81%
Spag	70%	50%	75%	67%	82%
RWM combined	60%	50%	63%	51%	70%
Progress KS2					
Reading	-3.1	-3.4	-3.1	-0.6	0.3
Writing	-1.5	-1.5	-1.5	-0.4	0.2

Maths	-3.7	-11.2	-1.9	-0.6	0.3
-------	------	-------	------	------	-----

Planned Outcomes		Success criteria
A.	Improve language, literacy and PSED skills in EYFS.	PP pupils in EYFS will make good progress so that they close the gap to age related expectations and be on track to attain GLD by the end of Reception
B.	Target intervention, support and challenge for all PP pupils in reading, writing, maths and social/emotional development.	Through ½ termly progress reviews PP pupils achievements will be tracked and next steps for learning planned for to ensure good progress. Senior leaders will evaluate data and monitor progress
C.	Higher rates of progress for UKS2 PP pupils in literacy and maths.	PP pupils make as much progress in KS2 as non PP pupils and the gap is closed to ARE in each year group across KS2
D.	Increased attendance rates for PP pupils.	Reduce the number of persistent absentees among PP pupils

Expenditure Impact Evaluation		
i. Quality of teaching for all		
Desired outcome	Chosen action / approach	Impact Evaluation
A	Improve language/ literacy and PSED skills in EYFS through targeted teaching and identification of next steps for individuals	4 pupils disadvantaged in Reception cohort for 2018.19 of which 1 joined mid-year. Of those 75% attained ELG in reading, writing and PSE as a result of targeted teaching and specific interventions focussed on gaps in knowledge and skills. 100% of disadvantaged pupils made at least good progress from their starting points in the targeted areas and as result were well prepared for the transition into KS1.

A B C D	Maintain role of Pupil Premium Champion	<p>Pupil Premium Champion a member of senior leadership team. Data analysis, progress reviews have enabled in depth knowledge and understanding of any barriers to learning or additional challenge required to support progress.</p> <p>CPD provided for teachers and learning assistants to support practice and regular dialogue together with coaching/mentoring has supported improving practice and provision. As a result disadvantaged pupils at Year 1, KS1 and KS2 have performed well (see data above).</p> <p>Further challenge is to improve progress measures from KS1 to KS2, however for 2018.19 these were significantly affected by mobility into Year 6.</p>
		Total budgeted cost £15,842
ii. Targeted support		
Desired outcome	Chosen action / approach	Impact Evaluation
B C	Develop the role of HLTA Learning assistants to deliver targeted interventions and support	Experienced Learning Assistant completed training for HLTA status and commenced in role following qualification. The HLTA works closely with Pupil Premium Champion to plan, deliver and evaluate impact of interventions on progress for disadvantaged pupils. Leading the Learning Assistant team has led to improvements in skills and knowledge to use specific interventions and PiXL resources to deliver quality and specific interventions. (see data above for impact)
		Total budgeted cost £25,428
iii. Other approaches		
Desired outcome	Chosen action / approach	Impact Evaluation
D	1st day response – SBM Monitoring by PP Champion and senior leaders	<p>Attendance monitored by SBM daily with targeted pupils identified for close monitoring and intervention. First day contact made for any pupils absent and records kept using CPOMs to aid analysis and overview by Pupil Premium Champion.</p> <p>Attendance for disadvantaged pupils for 2018.9 was 94.9% and persistent absence was 13.3%, these figures were affected by a long-term absence for a PP pupil.</p> <p>Attendance is an area that requires constant monitoring and proactive working with parents.</p>
B D	Breakfast Club provision	Daily we provide some free places and subsidise the costs for all pupils as we are aware this is an important start to the day for all. Take up for breakfast club is good, children receive breakfast in a social atmosphere and also have time to play with their friends before school starts. We use the free places to respond to need to help families who are struggling financially, relying on food banks or to support good attendance.

B D	Provide and subsidise outdoor and adventurous activities, educational visits and after school clubs.	<p>Residential visit for 15 participants took place in April 2019, 10 pupils were disadvantaged and a subsidised place enabled them to take part. The visit increased confidence, self esteem and independence with children participating in a variety of outdoor and adventurous activities.</p> <p>Educational visits throughout the year have been subsidised and a variety of after school clubs have been provided free through a combination of PP funding and Sports Premium funding. This has removed any financial barriers to access extended activities and increased skills and confidence.</p>
		<p style="text-align: right;">Total budgeted cost £ 5,125</p>