

Pupil Premium Impact 2018/2019

Our key objectives in 2018- 2029 were to:

- remove barriers to learning for disadvantaged children
- support social and emotional development enabling disadvantaged children to learn effectively
- provide quality-first teaching, including enhanced levels of support
- accelerate pupil progress and raise attainment
- broaden experiences and widen opportunities for children
- enrich relationships with families to effectively support children

Desired outcomes		Success criteria	Impact												
A	<p><i>Robust transition programme which identifies barriers early and enables the school to build trusting relationships with families.</i></p> <p><i>Design of the EYFS curriculum to ensure the environment nurtures resilience and early learning behaviours.</i></p> <p><i>Carefully planned and resourced</i></p>	<p><i>Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently.</i></p> <p><i>Leuven scales show improved wellbeing and involvement</i></p> <p><i>GLD – PP children to achieve GLD in line with other children in school, thereby diminishing the difference.</i></p> <p><i>Analysis of school tracking will show PP</i></p>	<table border="1" style="margin-bottom: 10px;"> <thead> <tr style="background-color: #ffccff;"> <th>Group</th> <th>School GLD % 2019</th> <th>National Data 2018 GLD %</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td style="text-align: center;">72.8%</td> <td style="text-align: center;">71.5%</td> </tr> <tr> <td>Non Pupil Premium</td> <td style="text-align: center;">74.6%</td> <td style="text-align: center;">74.1%</td> </tr> <tr> <td>Pupil Premium</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">57%</td> </tr> </tbody> </table> <p>The gap between PP children at Whitchurch CE Infant and Nursery Academy and National non pupil premium has reduced from to 29.7% in 2017-2018 to 14.3% in 2018-2019. A reduction of 15.4% from 2017-2018.</p> <p>Observation of teaching and review of EYFS provision demonstrated and increase in the number of high quality interactions between staff and pupils leading to accelerated progress for PP pupils.</p> <p>A programme of information sessions, home visits and visits to school ensured that academy staff formed positive relationships with families before starting school.</p>	Group	School GLD % 2019	National Data 2018 GLD %	All Pupils	72.8%	71.5%	Non Pupil Premium	74.6%	74.1%	Pupil Premium	60%	57%
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	<p><i>routines to enable children to develop key skills.</i></p> <p><i>Bespoke whole phase training in Characteristics of Effective Learning / Quality interactions in EYFS to enable staff to deliver and all children to access a rich curriculum.</i></p>	<p><i>children at end of FS have made more than expected progress.</i></p>	<p>100% of nursery EYPP families engaged with home learning projects and parent consultation meetings during the year 2018-2019 thereby ensuring improved relationships with families prior to starting Reception.</p> <p>See below for progress.</p>
B	<p><i>Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.</i></p> <p><i>Strategies to include;</i></p> <p><i>Specific targeted programmes identify level of need and bespoke programmes which will ensure improved oral</i></p>	<p><i>Pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by; teacher assessments, in house /cross school moderation and end of Key Stage assessment and benchmarking against national data.</i></p> <p><i>School data and pupil progress meetings will identify improvements in performance for those in receipt of PP.</i></p> <p><i>Disadvantaged Pupils demonstrate improved language skills based on Talk Boost assessment criteria and where age appropriate,</i></p>	<p>All pupil premium children made at least expected progress in reading, writing and maths. With 78.6% of PP children making accelerated progress in reading and writing (an increase of 8.6% from 2018) and 64.3% making accelerated progress in maths.</p> <p>42.9% of this pupil group were meeting age related expectations (30-50>) on entry to FS2, however, early identification of barriers to learning and targeted interventions, such as talk boost, fine motor, reading, phonics, writing and maths interventions and focussed objective led planning have led to significant progress for this group. At the end of the key stage, 64.3% attained a good level of development.</p> <p>Of those still working at the emerging level, 2 have attendance of less than 95%, 3 are accessing support via FSW, 1 is receiving support for SEMH, 2 have additional needs. 7% of PP children achieved at the exceeding level in prime and specific areas of learning.</p> <p>In EYFS Pupil Premium Children made better progress than non-pupil premium children in both writing and number with PP making 4.9 average points progress compared to non PP children who made 4.7 average points progress. In Number PP made 4.7 average points progress compared to no PP who made 4.6 average points progress.</p> <p>Pupil premium made better progress than non-pupil premium children in all prime areas with 4.5 average points progress compared to non PP who made 4.1 average points progress in PSED. 4.9 (PP) compared to 4.7 (non PP) in Communication and language and 4.9 (PP) compared to 4.4(non PP) in Physical development.</p> <p>At the end of KS1, the attainment of pupils eligible for the pupil premium is above that of similar pupil premium pupils nationally (2018 data) in reading and slightly below in writing and mathematics. In terms of progress, pupil premium children have made better progress than non-pupil premium children in reading (0.5 APP compared to 0.4 APP) and maths (0.4 compared to 0.3 APP) with similar progress in writing (0.2APP).</p>

	<p>language skills for identified pupils</p> <p>Continuation and embedding of vocabulary rich curriculum/learning environment and use of quality texts to engage learners, stimulate vocabulary and improve quality first teaching.</p>	<p>achieve ELG in communication/language development.</p> <p>Identified pupils will be more successful in Speech and Language assessments than in their baseline assessment (BPVS assessment).</p> <p>Identified pupils to have access to 1:1 / small group provision to address gaps in Speech and Language skills.</p>	<p>Specific, targeted interventions across EYFS and KS1 in addition to quality first teaching have improved outcomes for PP children.</p> <table border="1" data-bbox="869 129 2074 858"> <tr> <th colspan="2">Impact of intervention / Booster EYFS</th> </tr> <tr> <td>Reading / Story language booster</td> <td>Reading / Story language booster 75% children made accelerated progress to Age related expectations (ARE) in reading. 25% made accelerated progress moving from well below to below ARE.</td> </tr> <tr> <td>Math's</td> <td>9% made progress and remain at ARE 36% made accelerated progress from below ARE to ARE 27% made accelerated progress but remain below ARE 27% made progress towards ARE. Further targeted input needed to make accelerated progress towards ARE in Spring 1. In Summer term 83% target children made expected or accelerated progress in maths. 33% made accelerated progress to meet age related expectations in Maths.</td> </tr> <tr> <td>Writing</td> <td>45.5% made accelerated progress of whom 2/4 children achieved above ARE and 2/4 achieved ARE 45.5% made progress towards ARE (3/4 are just below ARE – Further targeted input needed to make accelerated progress towards ARE in Spring 1). In Summer term 83% target children made expected or accelerated progress in writing. 33% made accelerated progress to meet age related expectations in writing.</td> </tr> <tr> <td>Rwinc 1:1 Booster</td> <td>50% of target children made accelerated progress to meet age related expectations.</td> </tr> </table>	Impact of intervention / Booster EYFS		Reading / Story language booster	Reading / Story language booster 75% children made accelerated progress to Age related expectations (ARE) in reading. 25% made accelerated progress moving from well below to below ARE.	Math's	9% made progress and remain at ARE 36% made accelerated progress from below ARE to ARE 27% made accelerated progress but remain below ARE 27% made progress towards ARE. Further targeted input needed to make accelerated progress towards ARE in Spring 1. In Summer term 83% target children made expected or accelerated progress in maths. 33% made accelerated progress to meet age related expectations in Maths.	Writing	45.5% made accelerated progress of whom 2/4 children achieved above ARE and 2/4 achieved ARE 45.5% made progress towards ARE (3/4 are just below ARE – Further targeted input needed to make accelerated progress towards ARE in Spring 1). In Summer term 83% target children made expected or accelerated progress in writing. 33% made accelerated progress to meet age related expectations in writing.	Rwinc 1:1 Booster	50% of target children made accelerated progress to meet age related expectations.
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B	<p>To deliver a structured programme of targeted intervention in Phonics, English and Maths for children at risk of underachieving at Key Stage 1 (KS1) and to deliver booster groups for those PP</p>	<p>Pupils eligible for PP make similar or better progress as 'other' pupils, across Key Stage 1. Measured by; teacher assessments, in house /cross school moderation and end of Key Stage assessments and benchmarking against national data.</p> <p>Data shows that the difference is diminished</p>	<table border="1" data-bbox="808 967 2074 1385"> <tr> <th colspan="2">Impact of intervention / Booster KS1</th> </tr> <tr> <td>Year 1 Reading Booster</td> <td>In Autumn term 2018 All children remained on pathway 1GDS / 1EXS / 1 WTS GDS / EXS children were borderline on entry to KS1. At the end of the year 100% children maintained expected or GDS pathway.</td> </tr> <tr> <td>Year 1 RWinc</td> <td>In Autumn 2018 62.5% made either accelerated progress to ARE or remaining at ARE. At the end of the year 87.5% of those who continued to be targeted had maintained pathway following accelerated progress in Autumn term.</td> </tr> </table>	Impact of intervention / Booster KS1		Year 1 Reading Booster	In Autumn term 2018 All children remained on pathway 1GDS / 1EXS / 1 WTS GDS / EXS children were borderline on entry to KS1. At the end of the year 100% children maintained expected or GDS pathway.	Year 1 RWinc	In Autumn 2018 62.5% made either accelerated progress to ARE or remaining at ARE. At the end of the year 87.5% of those who continued to be targeted had maintained pathway following accelerated progress in Autumn term.				
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	<p>children who are identified as more able.</p> <p>Higher rates of attainment and progress are achieved across KS1 in Phonics, English and Maths to diminish the difference between the attainment and progress of PP and non-disadvantaged pupils nationally.</p> <p>A greater proportion of PP children will attain GDS at the end of KS1. Intervention exit data shows progress being made.</p> <p>Termly data collection shows progress in line with peers.</p>	<p>between the attainment and progress of PP children and non-disadvantaged pupils nationally.</p> <p>Identified pupils will benefit from Quality First Teaching and TA led intervention groups.</p>	<table border="1"> <tr> <td data-bbox="808 54 1379 164">Year 2 GDS focus reading Booster</td> <td data-bbox="1379 54 2069 164">88% made expected or accelerated progress in reading. 33% made accelerated progress from EXS to GDS</td> </tr> <tr> <td data-bbox="808 164 1379 371">Year 2 Rwinc</td> <td data-bbox="1379 164 2069 371">During Autumn term 50% of children made accelerated progress to ARE 28% made accelerated progress towards ARE Rwinc as a booster only ineffective. Daily rwinc plus 1:1 boosters required next year to ensure progress in reading and phonics.</td> </tr> <tr> <td data-bbox="808 371 1379 475">Year 2 Reading comprehension booster</td> <td data-bbox="1379 371 2069 475">100% made expected or above progress. 25% made accelerated progress from WTS to EXS</td> </tr> <tr> <td data-bbox="808 475 1379 547">Year 1 Talk boost</td> <td data-bbox="1379 475 2069 547">80% of children made accelerated progress to reach ARE by the end of the programme.</td> </tr> <tr> <td data-bbox="808 547 1379 651">Year 2 GDS focus reading Booster</td> <td data-bbox="1379 547 2069 651">88% made expected or accelerated progress in reading. 33% made accelerated progress from EXS to GDS</td> </tr> <tr> <td data-bbox="808 651 1379 722">Year 2 writing booster</td> <td data-bbox="1379 651 2069 722">89% maintained pathway in writing following intervention</td> </tr> <tr> <td data-bbox="808 722 1379 794">Year 2 Fine motor / Handwriting</td> <td data-bbox="1379 722 2069 794">100 % showed progress using PIVATS.</td> </tr> <tr> <td data-bbox="808 794 1379 1161"></td> <td data-bbox="1379 794 2069 1161"></td> </tr> </table>	Year 2 GDS focus reading Booster	88% made expected or accelerated progress in reading. 33% made accelerated progress from EXS to GDS	Year 2 Rwinc	During Autumn term 50% of children made accelerated progress to ARE 28% made accelerated progress towards ARE Rwinc as a booster only ineffective. Daily rwinc plus 1:1 boosters required next year to ensure progress in reading and phonics.	Year 2 Reading comprehension booster	100% made expected or above progress. 25% made accelerated progress from WTS to EXS	Year 1 Talk boost	80% of children made accelerated progress to reach ARE by the end of the programme.	Year 2 GDS focus reading Booster	88% made expected or accelerated progress in reading. 33% made accelerated progress from EXS to GDS	Year 2 writing booster	89% maintained pathway in writing following intervention	Year 2 Fine motor / Handwriting	100 % showed progress using PIVATS.		
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C	<p>All PP children with emotional and behavioural needs receive targeted interventions through a nurture group and that</p>	<p>Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently.</p>	<p>6 pupil premium children in KS1 accessed nurture provision during the academic year with 100% of year 1 children showing improvements in all areas using the Boxall profile. All Year children accessing Nurture provision showed improvements in most areas. The Boxall profile highlighted specific areas of need, enabling targeted support to be put in place to support pupils both within class and within nurture provision.</p>																

	exclusions / consequences for such pupils are maintained at low levels.	Leuven scales / Boxall Profile / SDQ analysis show improved outcomes.	In EYFS, targeted circle time for small groups and adult led play interventions enabled all identified children to reach ARE in PSED by the end of the academic year. Enabling the children to access whole class teaching; build positive relationships with peers and staff members.															
D	<p>Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.</p> <p>Raise attendance of identified pupils to diminish the difference to non PP pupils.</p> <p>Reduce the number of persistent absentees among pupils eligible for PP.</p>	Improved levels of attendance punctuality, and a decrease in Persistent Absence.	<p>Regular monitoring of attendance for all pupils with a key focus on PP pupils has led to a reduction in PP persistent absence from 16% in 2017-2018 to 11% in 2018-2019.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance % 2017-2018</th> <th>Attendance % 2018-2019</th> <th>Persistent absence % 2017-2018</th> <th>Persistent absence % 2018-2019</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>95.7%</td> <td>95.6%</td> <td>32.4%</td> <td>11%</td> </tr> <tr> <td>Non Pupil premium</td> <td>92.1%</td> <td>93.5%</td> <td>11.4%</td> <td>5.9%</td> </tr> </tbody> </table> <p>Pupil premium attendance is broadly similar in 2018-2019 to PP attendance in 2017-2018 and is just below our target of 96%. However, persistent absence for this group has been dramatically reduced in 2018-2019 by 14% from last year.</p>		Attendance % 2017-2018	Attendance % 2018-2019	Persistent absence % 2017-2018	Persistent absence % 2018-2019	Pupil premium	95.7%	95.6%	32.4%	11%	Non Pupil premium	92.1%	93.5%	11.4%	5.9%
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E	An increased number of PP pupils take part in curriculum enrichment activities after school and receive additional	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend during the year.	<p>The introduction of Pupil premium passports for all PP pupils ensured that all PP children were offered enrichment opportunities tailored to their individual needs during the year.</p> <p>75% of PP children accessed a lunchtime activity club during the academic year. 50% 5/10 yr. 1 PP children and 68% 13/19 yr. 2 PP children accessed a fee free after school sports club.</p>															

	<i>opportunities to access curricular and other experiences.</i>		<p>8 pupil premium children accessed the school choir and took part in performances at academy events and in the community.</p> <p>A further 11 PP children took up the opportunity to learn and perform ocarina during the year. Children performed at academy events throughout the year.</p> <p>1 PP child represented the academy at the MAT pupil parliament (out of 2 representatives).</p>
F	<i>All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings, Curriculum Evenings etc.</i>	<p><i>Identified families engage with Family Support Worker and offer of support.</i></p> <p><i>This will have a positive impact on; Attendance (see above) /</i></p> <p><i>Meeting of basic needs/children's readiness for school and learning / children's emotional well-being and behaviour.</i></p>	<p>See above: FSW engaged with all families of children with attendance below 90%, by letter; offer of meeting and followed up throughout the year via Early help meetings; attendance action planning meetings where appropriate.</p> <p>Families of Pupil premium children offered free of charge PE kits as part of Academy conversion process. 20 out of 27 families took advantage of the offer.</p> <p>All PP families attended at least one parent consultation meeting during the academic year.</p> <p>Personalised invitations to information evenings led to an increased take up of curriculum information. 100% of Nursery EYPP and EYFS PP families took part in fine motor /star writer home learning during the year.</p>