Wroughton Academies

Annual Pupil Premium report – (updated September 2020)

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- DP children have lower literacy/reading skills when they arrive at the school and compared to others.
- DP children have lower maths skills than other pupils.
- DP children have a lower attendance rate than other pupils.
- DP children have a higher persist absence rate than other pupils

Wroughton Infant Academy (2020 – 2021):

Total DP	100	**46%**

Wroughton Junior Academy (2020 – 2021):

Total DP	165	**51%**

Total pupil premium funding for current year (2020 – 2021) : £356,425

Pupil premium expenditure plan for 2020 - 2021

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
1. Breakfast club and afterschool clubs provided and subsidised for parents.	55,000	Attendance continues to improve towards 96%. PA for DP students shows further improvements and no gaps.	*To be evaluated in summer 2021*
2. New attendance and welfare officer post created to add further capacity and support	30,000	PA reductions and effective support for parents.	
3. Remote Parenting workshops to support with children's progress and attainment, including phonics, maths and reading.	5,000	Parental evaluations and engagement with the school, with children attaining national averages or higher.	
4. Targeted Maths/English boosters provided for PP children who require further support - afterschool.	18,000	KS2 achieve national averages and no attainment gaps between all groups.	
5. Continuation of DP intervention teacher for 2020 – 2021.	35,000	KS1 to KS2 progress for PP children shows a value added score of 0 or higher.	

6. ReadWriteInc development, one2one tutoring, development days and staff training.	15,000	At least 90% of Year 1 children pass the national phonics-screening test and 95% of Year 2.	
7. Reception and Year 1parents to receive phonics packs and parental workshop.	5,000	Reception and nursery children show evidence of being on track to achieve age-related phonics expectations.	
8. Close attainment gaps for DP (Year 2 and 5) through additional staffing support for 2020 – 2021, including HLTA, TA, apprentice teacher and additional classroom teacher.	38,000	Reading attainment across all classes shows age-related expectations being achieved.	
9. Embedding of Specialist Resource Base and autism specialist to support (including a counsellor) vulnerable children with PP and SEND.	40,000	Individual progress made for all 5 children. Longer term needs addressed through work with a range of external agencies.	
10.Increase enrichment activities – e.g. craft days and support in ensuring that groups of children access CET such as Poetry/joint sports day and 7billion ideas. *Subject to Covis	20,000	Participation data, attendance, progress, children and staff evaluations – show equal and fair access to extra-curricular clubs.	

11. Weekly and termly attendance awards and end of year prizes.	6,500	Attendance at 96% and PA at 10% or lower.	
12. Improve the quality of teaching through staff training and professional support: (e.g. New KS1 SENCO post, Weekly training, CET leadership events, Ambition School Leadership, Teach first, professional coaching and enhanced support or early career teachers.	60,000	KS1 data is at national or higher, showing no attainment gaps.	
13. Subsidy of residential and educational visits. *Subject to Covid-19	5,000	Equal access for all pupils to attend.	
14. Additional nurture, ELSA and lunchtime provision.	8,000	Improved emotional well-being and behaviour will impact on progress and attainment.	
15. Employment of speech and language assistant.	25,000	Children who enter school below age-related expectations receive early help and intervention, leading to further progress.	

Pupil premium expenditure and impact for 2019/20 (£295,760)

There were significant disruptions to schools in March 2020 and beyond – which is acknowledged below:

<table>
<tr><th>Strategy</th><th>Cost</th><th>Success criteria</th><th>Effect of spending on pupil premium pupils</th></tr>
<tr><td>1. Breakfast club and afterschool clubs provided and subsidised.</td><td>45,000</td><td>Attendance continues to improve towards 96%.</td><td>December 2019: Infant attendance shows the gap between PP and others closing by 0.2% compared to 2018-2019.
Sep 2018 to Spring 2019 PP PA =14.28% (8% down to 3%) and Juniors 13.29% (6% down to 4%)
Summer 2020 - Covid -19</td></tr>
<tr><td>2. Recruitment of additional Safeguarding and attendance officer</td><td>30,000</td><td>PA reductions and effective implementation of the Safeguarding procedures.</td><td>Autumn 2019 attendance above national 96.25 (Infants) and at 96.03 (juniors)
See tables below for previous years
<table>
<tr><th colspan="8">Infant school PA comparisons for attendance</th></tr>
<tr><td></td><td>Full year 2017-18</td><td>Autumn 2017-18</td><td>Autumn 2018-19</td><td>Spring 2017-18</td><td>Spring 2018-19</td><td>Summer 2017-18</td><td>Summer 2018-19</td></tr>
<tr><td>All</td><td>15.12%</td><td>18.5%</td><td>9.9%</td><td>15.3%</td><td>11.6%</td><td>13.33%</td><td>10.7%</td></tr>
<tr><td>Disad</td><td>23.53%</td><td>25.51%</td><td>12.5%</td><td>25.25%</td><td>14.28%</td><td>22%</td><td>16.16%</td></tr>
<tr><td>SEND</td><td>20.83%</td><td>29.16%</td><td>8.3%</td><td>20.83%</td><td>9.30%</td><td>18.75%</td><td>11.36%</td></tr>
<tr><th colspan="8">Junior school PA comparisons for attendance</th></tr>
<tr><td></td><td>Full year 2017-18</td><td>Autumn 2017-18</td><td>Autumn 2018 - 19</td><td>Spring 2017-18</td><td>Spring 2018-19</td><td>Summer 2017-18</td><td>Summer 2018-19</td></tr>
<tr><td>All</td><td>12.72%</td><td>15.8%</td><td>12.2%</td><td>16.7%</td><td>9.77%</td><td>16.6%</td><td>7.76%</td></tr>
<tr><td>Disad</td><td>18.95%</td><td>20.71%</td><td>17.33%</td><td>22.06%</td><td>13.29%</td><td>22.29%</td><td>11.4%</td></tr>
<tr><td>SEND</td><td>11.9%</td><td>22.22%</td><td>10.25%</td><td>18.29%</td><td>9.09%</td><td>18.07%</td><td>5.19%</td></tr>
</table></td></tr>
<tr><td>3. Parenting workshops to support with children's progress and attainment,</td><td>3,000</td><td>Parental evaluations and engagement with the school, with children attaining national</td><td>Year 2 parent workshops attended by over 30 parents. Year 6 Saturday parental maths workshops led by Craig (12 – 15 families)
Summer 2020 – Covid 19</td></tr>
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including phonics, maths and English.		averages or higher.	

4. Maths boosters provided for PP children afterschool.	6,000	Year 2 and 6 achieve national averages and no attainment gaps between all groups.	January 2020 Attainment data in Year 6 shows 9% reduction in the attainment gap for the same cohort (i.e. currently compared to their Year 5 data). Year 2 maths (Spring 2020) also shows a 2.5% reduction in PP attainment. *Summer 2020 – Covid 19*
5. Recruitment of one2one tutor to close reading gaps.	28,000	Year 2 to 6 progress for PP children shows a score a value added score of 0 or higher.	Reading and writing data from Autumn 2019 shows the gap closing by 3% and 18% for reading and writing respectively. *Reading gap:* *Spring 2019 – there was still a gap between PP (increased by 3%) and others (increased by 7%).* *Writing PP increased significantly and above others.* *Maths progress slower than expected in Year 6 up by 5% (PP) and 6% (others)* *Summer – Covid 19*
6. ReadWriteInc development, one2one tutoring, development days and staff development.	9,000	90% of Year 1 children pass the national phonics-screening test and 95% of Year 2.	On track based on December assessments and external reports (RWInc) *On track based on March assessments and external reports from RWinc,* *Summer 2020 – Covid 19*
7. Nursery and Reception parents to receive phonics packs and	1,500	Reception and nursery children show evidence of being on track	Reception on track to achieve national EYFS outcomes in summer 2020, based on March assessments and Tapestry evidence.

parental workshop.		to achieve age-related phonics expectations.	60/67 (90%) of current Reception children were currently on track to pass phonics screening in summer 2020
8. Working with outstanding school on the Reading for Pleasure national pilot.	3,000	Reading attainment across all classes shows age-related expectations being achieved.	Reading attainment gap closed in all but one year group. *Summer 2020 – Covid 19*
9. Implementation of Specialist Resource Base and autism specialist to support vulnerable children with PP and SEND (including resources)	90,000	Individual needs met and subsequent progress made for all 6 children. Longer term needs addressed through work with a range of external agencies.	*EHCP process started for 5 children.* *1 child moved to external SRB* *Provision extended to 5 children in summer 2020 and continues.*
10. Enrichment and extracurricular clubs afterschool and during school holidays.	14,260	Participation data, attendance, progress, children and staff evaluations – show equal and fair access to	*Autumn - high participation rate in a range of clubs including sports, art and gardening (Ofsted 2019)* Summer 2020 – Covid 19

<table>
<tr><td></td><td></td><td>extra-curricular clubs.</td><td></td></tr>
<tr><td>11. Weekly and termly attendance prizes.</td><td>4,000</td><td>Attendance at 96% and PA at 10% or lower.</td><td>Autumn 2019 - attendance close to national average
Spring 2019 – slight drop in attendance.</td></tr>
<tr><td>12. Additional KS1 reading catch-up intervention led by additional experienced teacher.</td><td>30,000</td><td>KS1 data is at national or higher, showing no attainment gaps.</td><td>Phonics on track as of March 2020.
Reading attainment was 6% higher than n 2019 and on track
Summer 2020 – Covid 19.</td></tr>
<tr><td>13. Subsidy of residential and educational visits.</td><td>5,000</td><td>Equal and fair access to all pupils to attend.</td><td>Residential and day visits subsidised for PP children who need it, ensuring high levels of PP participation (new application form created)
All visits have had high PP participation rate and 19 applications for financial support were approved.</td></tr>
<tr><td>14. Additional nurture, ELSA and lunch-time provision.</td><td>5,000</td><td>Improved emotional well-being and behaviour will impact on progress and attainment.</td><td>Morning toast club and lunch time club attended by PP children, as well as national Magic Breakfast programme providing food.
Toast club and Magic Breakfast are both well - attended by PP children
Lunchtime nurture group well attended.
Targeted PP children accessed ‘ELSA’ style intervention and counsellor support throughout the year. Further data to be provided over the summer term.</td></tr>
<tr><td>15. Employment of speech and language assistant.</td><td>22,000</td><td>Children who enter school below age-related expectations receive early help and intervention, leading to further progress.</td><td>Good progress for SRB children (attendance, phonics and BPVS data)
<table><tr><th colspan="3">Percentage of pupils at GLD at end of Reception</th></tr><tr><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr><tr><td>47%</td><td>69%</td><td>75%</td></tr></table></td></tr>
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