

**Robert Wilkinson Primary Academy Pupil Premium Strategy Statement 2018-2019**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Robert Wilkinson, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

* We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
* We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
* We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate the Pupil Premium funding to support any pupil of groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **SUMMARY INFORMATION** | | | |
| **School** | Robert Wilkinson Primary Academy | **Total PP Budget** | 87,720 |
| **Academic Year** | 2018-2019 | **Number of Pupils Eligible for PP** | 127 (87 service, 31 pupil premium, 9 LAC) |
| **Total Number of Pupils** | 657 | **Date of internal PP Review** | December 2018 (end of cycle one) |

**Whole school Overview: July 2018 Data**

|  |  |  |
| --- | --- | --- |
| **Attainment of Year 6 Pupil Premium Pupils: July 2018** | **Total PP Pupils = 7**  **Number of Pupils** | **Percentage of group** |
| Pupil Premium Pupils reaching expected in Reading | 3 | 43% |
| Pupil Premium Pupils reaching Greater Depth in Reading | 1 | 14% |
| Pupil Premium Pupils reaching expected in Writing | 3 | 43% |
| Pupil Premium Pupils reaching Greater Depth in Writing | 1 | 14% |
| Pupil Premium Pupils reaching expected in Maths | 4 | 57% |
| Pupil Premium Pupils reaching Greater Depth in Maths | 1 | 14% |
| Pupil Premium Pupils reaching expected in RWM | 3 | 43% |
| Pupil Premium Pupils reaching Greater Depth in RWM | 0 | 0% |

**Average Scaled Score and Progress for LAT, MAT, HAT Pupil Premium Pupils (Reading and Maths)**

|  |  |  |
| --- | --- | --- |
| **Total number of Year 6 Pupil Premium Pupils = 7** | **Attainment Average Scaled Score** | **Progress** |
| SEN Support (2) | 97.5 (+3.4 non FSM pupils) | 6.5 |
| Lower Attaining Pupil Premium Pupils (2) | 97.5 (+3 non FSM pupils) | 6.5 |
| Middle Attaining Pupil Premium Pupils (1) | 106.5 (+2 non FSM pupils) | -0.2 |
| High Attaining Pupil Premium Pupils (1) | 109.5 (-2.1 non FSM pupils) | 0.4 |

|  |  |  |
| --- | --- | --- |
| **Attainment of Year 2 Pupil Premium Pupils: July 2018** | **Total PP Pupils = 6**  **Number of Pupils** | **Percentage of group** |
| Pupil Premium Pupils reaching expected in Reading | 3 | 50 |
| Pupil Premium Pupils reaching Greater Depth in Reading | 0 | 0 |
| Pupil Premium Pupils reaching expected in Writing | 3 | 50 |
| Pupil Premium Pupils reaching Greater Depth in Writing | 1 | 17 |
| Pupil Premium Pupils reaching expected in Maths | 3 | 50 |
| Pupil Premium Pupils reaching Greater Depth in Maths | 2 | 33 |
| Pupil Premium Pupils reaching expected in RWM | 2 | 33 |
| Pupil Premium Pupils reaching Greater Depth in RWM | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **Attainment of EYFS Pupil Premium Pupils: July 2018** | **Total PP Pupils = 5**  **Number of Pupils** | **Percentage of group** |
| Pupil Premium Pupils reaching EXPECTED in Reading | 4 | 80 |
| Pupil Premium Pupils reaching EXCEEDING in Reading | 2 | 40 |
| Pupil Premium Pupils reaching EXPECTED in Writing | 4 | 80 |
| Pupil Premium Pupils reaching EXCEEDING in Writing | 1 | 20 |
| Pupil Premium Pupils reaching EXPECTED in Maths | 4 | 80 |
| Pupil Premium Pupils reaching EXCEEDING in Maths | 2 | 40 |
| Pupil Premium Pupils reaching EXPECTED in GLD | 4 | 80 |
| Pupil Premium Pupils reaching EXCEEDING in GLD | 1 | 20 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **CURRENT ATTAINMENT - PUPIL PREMIUM (7 pupils)** | | | | | | | | |
| **YEAR 6** | **Expected Standard** | | | | **High Standard** | | | |
|  | **% Estimated** | **% Actual** | **% Difference** | **Gap** *(expressed as pupils)* | **% Estimated** | **% Actual** | **Difference** | **Gap**  *(expressed as pupils)* |
| **Reading** | 57 (4) | 43 (3) | 14 (1) | 1 | 0 | 0 | 0 | 0 |
| **Writing** | 43 (3) | 43 (3) | 0 | 0 | 14 (1) | 14 (1) | 0 | 0 |
| **Maths** | 71 (5) | 57 (4) | 14 (1) | 1 | 14 (1) | 14 (1) | 0 | 0 |
| **RWM Combined** | 57 (4) | 43 (3) | 14 (1) | 1 | 0 | 0 | 0 | 0 |

|  |  |
| --- | --- |
| 1. **BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)** | |
| **In-school barriers** | |
| **A.** | To raise attainment for all PP children to ensure it is in line or above national for reading,writing and maths in KS1 and KS2. |
| **B.** | Developing resilience and supporting SEMH needs of our PP pupils. |
| **C.** | To continue to improve the attendance of PP in line with national. |
| **External Barriers** | |
| **D.** | Low income, unsettled family arrangements, inappropriate or inadequate housing, emotional instability of family member(s), terminal illness or decreasing health of adults in the home, children as young carers, siblings with disrupted educational experiences, safeguarding concerns, exceptional mobility (in the case of some service pupils), below average attendance, trauma and attachment concerns (in the case of some LAC pupils). |

|  |  |  |
| --- | --- | --- |
| 1. **OUTCOMES** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | Strategic planning to meet SEMH needs of PPG pupils. This will be tracked, reviewed and evaluated each cycle | PPG pupils are accessing additional SEMH support where needed and detailed evaluation takes place. . |
| **B.** | To ensure high attainment of higher achieving PPG pupils | All PPG pupils with high prior attainment to achieve GD |
| **C.** | Improved attendance through work with families via ELSA, Pastoral Leader, Local Area Team Support Practitioners and Service Family Liaison Officer. | Improved attendance of pupils and engagement with families through the City of York Council Attendance Project |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1. **PLANNED EXPENDITURE 2018/19** | | | | | |
| **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** | **Review Date** |
| **A.** | To ensure PPG pupils have access to the highest quality teaching, supported by well-trained staff. | Support underachieving pupils in literacy and numeracy by providing quality first teaching, supported by well-trained classroom support staff.  Matched interventions for all children, adapted as needed. | At the end of KS1 only 33% (2/6) PP pupils achieved the expected standard. 0% achieved GD.  Middle attaining PP (1/7) pupil progress achieved less well than MAP PP nationally (-0.2) | High quality CPD  Through regular meetings with Phase Leaders | Phase Leaders | End of each Cycle (1,2,& 3) |
| **B.** | Ensure rapid progress for PPG pupils | 1:1 & small group pupil support as needed  Provide detailed flight path and ambitious targets for each pupil to inform T&L. | Prior attainment data needs to be used effectively to inform teaching staff. | Monitoring and observation of PP children in class  Analysis of end of cycle data | Class teachers | End of each Cycle (1,2,& 3) |
| **C.** | Develop SEMH support across school | Enrichment opportunities with specialists embedded within the curriculum for all. Targeted support for PP pupils | Evidence from 2018 SATs demonstrated the 2 PP pupils would have benefited from additional SEMH support in order to achieve potential. | Through regular meetings with Pastoral Team | Pastoral Team | End of each Cycle (1,2,& 3) |
| **ii** | Targeted Support | | | | | |
|  | Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice? | Ho will you ensure it is implemented well? | Staff Lead | Review Date |
| **A.** | Ensure PPG pupils with SEN have access to high quality T&L | Early support for PPG pupils with special educational needs whilst awaiting SEN funding. | PP pupils with SEN achieved higher than non-PP pupils with SEN, validating the strategy. | High quality CPD  Regular meetings with Phase Leaders  Teacher Tracker  Monitoring and observation | SEN Team | End of each Cycle (1,2,& 3) |
| **B.** | Ensure PPG pupils are supported through targeted SEMH programmes. | Support for PPG pupils with identified barriers to learning through a range of targeted emotional /mental health interventions, such as trained ELSAs, Worry-box, Fireworks and Social groups. This includes work with CAMHS school support worker.    Bespoke break-time provision for pupils in the form of Keith’s Crew.  Lunchtime provision in the form of ‘Penguins’ (KS1) and the ‘Jungle Room’ (KS2) to offer alternative provision to support vulnerable PPG children unable to successfully access free outdoor play.  Lunchtime provision in the form of ‘Lego Club’ to help develop social and fine motor skills | Children whose SEMH needs are being met in school, are more settled and ready to learn. | High quality CPD  Regular meetings with Phase Leaders  Teacher Tracker  Monitoring and observation  Regular meetings with Pastoral Team and LASPs. | Pastoral Team | End of each Cycle (1,2,& 3) |
| **C.** | Improve attendance and engagement of families causing concern | Dedicated time HT/ Pastoral Lead to work with families of PPG pupils to increase attendance percentages and improve punctuality.  Dedicated time working with PPG children and families and multi-agency Safeguarding teams, including FEHAs (Family Early Help Assessments), Child in Need and Child Protection Plans, as well as regular liaison with professionals from Children’s Social Care | LA attendance project demonstrated significant impact in 2017-18 in reducing persistent absenteeism. | Improved attendance and engagement | Pastoral Team | Monitor each half term and review action for each pupil below 90% |
| **Pastoral Support**  **Pastoral Leader**  **KS1 Teaching and Learning Support**  **LKS2 Teaching and Learning Support**  **UKS2 Teaching and Learning Support**  **Emotional Literacy Support Assistants**  **Service Family Champion**  **TOTAL BUDGETED COST** | | | | | | **14,800**  **7,400**  **16,000**  **16,000**  **16,000**  **3,330**  **3,330**  **76, 860** |