

1. Summary information					
School	Welland Academy				
Academic Year	2018/2019	Total PP budget	£250,030	Date of most recent PP Review (Trust)	March 2018
Total number of pupils	406	Number of pupils eligible for PP	156 (38%)	Date for next internal review of this strategy	Dec 2019

2. Current attainment at Key Stage 2 (2018 SATs)				
	Disadvantaged pupils:	School Non-Disadvantaged pupils:	LA Non-Disadvantaged:	National average: (Non-disadvantaged national)
% achieving in reading, writing and maths	41%	45%	60%	70%
Value-added progress in reading	-1.5	-3	-0.9	0.3
Value-added progress in writing	-2.2	0.8	-0.7	0.2
Value-added progress in maths	-1.2	0.9	-0.5	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Significant individual needs and challenges, such as SEN and EAL, impact on progress and attainment.
B.	Low attainment in basic skills, beginning from a very low starting point in Reception, with particular challenges in PP boys' writing.
C.	Pastoral and welfare challenges impact on progress and attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Varying yet generally low levels of home English, literacy, numeracy and language result in little external support being available alongside low academic engagement with school.
E.	Varying yet generally low levels of aspiration and enrichment at home.
F.	Attendance levels for PP children sit below our Academy target of 96% (95%).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gaps in progress for PP children in core subjects will continue to narrow.	Published data and reports will show the gap between PP progress and national attainment closing as a result of our combined strategy. Standards of teaching will continue to rise and the impact of the interventions provided will be evident and evaluated regularly. Formative assessment to be used closely to focus planning.

B.	Increase the percentage of PP children achieving ARE throughout the Academy.	Assessments and results will show clear improvements in the percentage of PP children making expected or better progress and achieving ARE. Standards of teaching will rise and the impact of the range of interventions provided will be evident and evaluated regularly.
C.	Improve and raise aspirations through engagement in enrichment opportunities.	Pupils are motivated to achieve and make progress due to a wide and engaging curriculum and access to a range of extra-curricular enrichment and opportunities. Staff to fully invest in Growth Mindset approaches. Develop the Careers and Employability aspect of our provision.

5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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 review implementation?
Further improvement in the attainment of Year 6 pupils in KS2 SATs.	A) Continued employment of an assigned Year 6 Learning Mentor. B) Further morning booster sessions to be run. C) Run a SATs booster Easter School and resource revision.	A) There was again a clear and positive impact from the Learning Mentor's teaching last year with PiXL introduced mid-year. B) Morning boosters alongside PiXL therapies effectively supported the progress of Year 6 pupils in the lead up to SATs. C) Easter School was a success last year with good uptake by PP children (the majority of the group).	Learning Mentor to be supported with planning and resourcing her groups. Year 6 team are to keep a regular log of data and practise test scores to monitor progress. Ensure that staffing/provision for Easter School is organised prior to the spring term.	KS/GW/SE	April 2019
Standards of teacher self-reflection and quality of class teaching/feedback to improve.	Staff to take part in a refined programme of peer-coaching and strategy work linked to Reflector software, mini-plenaries and feedback.	Staff to work alongside each other in triads to develop their use of verbal and live feedback as part of QFT. This is with a view to maximising in-lesson progress (for PP boy's writing in particular). Staff were positive about the impact of observing and discussing teaching practice together in this way last term. Academy data shows that PP boys are a key area of focus moving forwards.	New structure to be put in place by ALT, refined from the positive start shown in the summer term 2018.	DF/KS	April 2019

Teachers closely track a range of key indicators for the PP children in their classes and adapt provision accordingly.	Staff will continue to maintain their class' Pupil Premium Provision Record spread sheet. Staff to follow the standards outlined on our Pupil Premium Agreement.	It is essential that teachers have a close understanding of the barriers and individual performance of the PP children in their classes. The PPPR document allows teachers to identify those children at risk in terms of attendance or progress	PP Lead to monitor and support with the selection and provision of 'Mind the Gap' children. Time to be identified or allotted for completion and maintenance of the spread sheet. PP Agreement displayed in each classroom and followed.	KS	April 2019
A greater proportion of children will make at least good progress and meet ARE.	The full range of PiXL assessment resources to be used effectively in classes and year-group teams to identify gaps in understanding for future teaching.	Raising progress rates and the proportion of children working at ARE across the Academy requires closely-targeted teaching and sharp assessment practices. PiXL, introduced in Year 6 last year, will provide the framework needed to enact this.	Monthly PiXL meetings with Phase Leaders will ensure that the PiXL Assessment Manager and QLA documents are used accurately and identify gaps which are addressed on medium-term planning.	KS/LN/MF	April 2019
Progress rates in Reading will be improved.	Investment in new reading books, a librarian system as well as the development of practice around Accelerated Reader in Key Stage 2.	Accelerated Reader is proven to raise rates of progress in Reading and refinement is needed in the Academy. New books are required to fully resource this and engage readers and boys and children with SEND in particular.	Subject leader to give guidance on practice and regularly monitor progress and impact.	GW	April 2019
Improve fluency and skill levels in Mathematics and Reading.	Purchase of 6 iPads per year group to enable further learning, interventions and skills to be developed as part of in-class provision.	Existing interventions require iPads and we need a greater depth of resourcing to maximise impact. To enable further interventions to take place, we need to invest in equipment.	SENDCo, Computing Lead alongside provision mapping and medium-term planning to demonstrate effective use of equipment. The impact of individual interventions to also be monitored.	DF/BR	April 2019
Total budgeted cost					£48,927

ii. Targeted support:					
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 review implementation?
TAs to deliver courses of focused core intervention.	Time allocated for HLLMs to cover classes to enable feedback and Precision Teaching spelling interventions to take place in the afternoons.	The PP children in the Academy generally make less progress in core subjects than non-PP children. Spelling is a key area of challenge for our PP children and Precision Teaching will raise confidence and accuracy in this area.	Impact of interventions is to be recorded and monitored. Monitor Y5 Writing intervention and ensure that strategies are maintained and built into daily English lessons and applied.	DF	April 2019
PP children with SEND and barriers to learning to receive quality, focused support.	Employment of a SEND/SALT/ HLTA.	PP SEND/SALT children attain lower and make less progress than non-SEND children. Specific and targeted intervention from specialist to boost progress and remove barriers. PP children of all ability levels require support to make the same rates of progress as their non-PP peers.	PP/SEN children to be tracked using Target Tracker and the PPPR document. Each group is to be tracked independently. Practice to be adapted based on this information.	JA/DF	April 2019
PP children with SEND to close their attainment gap compared to their peers in reading.	Introduction of Lexia online reading support programme for PP/SEN children.	PP/SEN children generally attain at a lower level than their non-PP peers. Data and studies show that Lexia is an effective and worthwhile intervention. Last year's subscription will cover involvement for the next 3 years with extra licenses obtained this year following positive impact.	Ensure that IT is ready and will support the software. Use both Lexia and internal progress measures and reports. Outcomes for the children involved to be compared to those who are not taking part to ensure and track impact.	DF	April 2019
PP writers, and boys in particular, make at least expected progress.	Subscription and active participation in online Pobble writing application/ publication approach.	PP writers, and boys in particular, make less progress than non-PP children. Pobble is a highly-rated system which boosts motivation, engagement and positive attitudes to writing.	Make specific plans within phase teams to refine how boys are engaged and supported across the curriculum, with this made explicit on medium-term planning. Monitor and track progress data for the children involved.	JA/GW	April 2019

Attainment and skills to improve in Year 6 in both arithmetic and reasoning.	Subscription to Third Space Learning online 1:1 mathematics tutoring sessions (full year).	The impact of this intervention was clear last year, with accelerated progress evident for the children involved.	Ensure that IT provision is sufficient for sessions to run effectively and with a minimum of technical issues. Close involvement of IT team. Monitor and track progress data for the children involved. Ensure sessions are accompanied by a consistent and dedicated troubleshooting and support member of staff.	KS	April 2019
Specific support to be provided to MA+/HA learners.	Mentoring opportunities to be provided alongside clearer and deeper use of mastery activities in QFT.	MA+ and HA PP children require development opportunities to continue to raise the number of children achieving highly/to mastery/KS2 GDS.	HA Lead to monitor practice to ensure opportunities are provided for HA. Ensure that all with potential to be HA are identified and pushed appropriately in their learning.	Phase Leads/SE	April 2019
Children to receive specialist social, emotional and pastoral support.	Creative Partnership 1:1 and group outdoor social and emotional intervention.	Pupil voice and teacher feedback showed the positive impact of this intervention on the social and emotional needs of the children involved. Many PP children in key year groups present with emotional, behavioural and social issues.	Impact of this intervention to be tracked closely in terms of instances of behaviour, alongside other measures. Teachers to be involved in the selection of children for groups.	JA/DF	April 2019
Total budgeted cost					£89,779
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	When will you review implementation?
Ensure children's safety, wellbeing and readiness to learn.	Support from Safeguarding Manager and Education Welfare team.	A number of our Pupil Premium children are involved in or linked to CP issues outside of the Academy and require close monitoring and support by our CP and pastoral teams.	Our CP training is regular and rigorous, with staff completing both in-school and online courses. Pastoral team to meet regularly to ensure needs and concerns are addressed promptly.	JA/ Pastoral team	April 2019
Aspiration, ambition and awareness of employment opportunities will increase and act as a key motivator.	Year-long programme of character-based activities to be coordinated by learning mentor and DP, linked to: - Careers and employability activities to be coordinated by SL and JAd with the	Levels of aspiration remain largely low among PP children. This is in part due to a lack of understanding about the world of training and work. We feel strongly as an Academy that if children are aware of the job market and routes to achieving their aspirations and ambitions they are more likely to be committed to their learning and	Full Careers and Employability Action Plan to be written and worked through in stages across the academic year. Visits and enrichment opportunities to take place. Structure and requirements of the Career Mark award to be followed.	KS/SL/JAd	April 2019

	<p>goal of achieving the Career Mark award this year.</p> <p>– Tuck Shop 'Fruit to Suit' enterprise activity for Y5.</p> <p>- Money Zone Metro Bank workshops and Kidzania visit for Year 5.</p>	<p>go on lead successful lives.</p>			
<p>Parents will gain a deeper understanding of children's learning and be able to offer greater support.</p>	<p>Parent events and workshops to be held to develop understanding of the curriculum and how to support learning at home. This will then build parental involvement in their children's progress.</p>	<p>To benefit children's learning and progress more effectively, we need to encourage parental involvement with the Academy on the curriculum itself and on how to support children at home.</p>	<p>Parent Workshops and Family Fridays to be planned out. Subject Leads to take ownership of these, selecting content and focus year groups where need is highest and potential impact greatest.</p>	<p>ALT/ Subject/ Phase Leads</p>	<p>April 2019</p>
<p>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</p>	<p>Reviewed reward system. (Continue to provide attendance prizes, rewards and incentives – 96%+.) Attendance passports to be put in place for younger years alongside family rewards.</p>	<p>Monitoring of attendance rates last year highlighted key year groups as well as specific children who need support in raising their levels of attendance and punctuality. If children are not present in the Academy they cannot make progress. PPPR document highlights Reception and Year 1 as areas of concern for attendance.</p>	<p>Broaden incentives and access to rewards for good rates of attendance to those achieving 96%+.</p>	<p>Pastoral team/LN/ RD</p>	<p>April 2019</p>
<p>Character and Careers skills will be developed for Year 5/6 children.</p>	<p>Year 5/6 PP children to take a leading role in 'Fruit to Suit' Tuck Shop enterprise service/project.</p>	<p>Levels of aspiration and transferable skills are an area for improvement. As mentioned, this is in part due to a lack of understanding about the world of training and work. Running the 'Fruit to Suit' enterprise improves employability skills and build aspects of children's character and resilience.</p>	<p>Complete Pupil Voice activities before and after taking part in the enterprise. Monitor success and smooth running of the tuck shop. Feedback from teachers on children's attitudes and approach to learning.</p>	<p>DF/AM/KS</p>	<p>April 2019</p>
<p>Club, extra-curricular and peripatetic activity uptake will increase amongst PP children.</p>	<p>Clubs will be specifically targeted and promoted with PP children in mind. External music tuition sourced both in and outside of lessons.</p>	<p>Enrichment opportunities and the chance to develop new skills are important for our PP children as they often lack these experiences outside of school.</p>	<p>Working alongside teachers, target and invite PP children to clubs. Monitor and push uptake through the year.</p>	<p>KS</p>	<p>April 2019</p>
<p>Children will be ready for their learning at the start of each school day.</p>	<p>Provision of Breakfast Club each morning.</p> <p>We have also made an application to Family Action/Magic Breakfast as part of the government's new National School</p>	<p>Due to our social context, children may come to school having not eaten breakfast. To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities.</p>	<p>Support staff are allocated to help with Breakfast Club and kitchen staff ensure that a range of healthy breakfast options are available. Monitor uptake to ensure children who need this support receive it.</p>	<p>KS/Pastoral team</p>	<p>April 2019</p>

	Breakfast Programme for extra funding.				
Widen access to learning activities in the Academy after school.	Provision of a new After School Club.	Parent Forum meetings highlighted the desire for us to provide after-school provision. This constitutes a good opportunity for us to extend contact and learning time for targeted PP children and families who would benefit from this extra time and support.	Invite and target children and families who would benefit from extended provision. Monitor and refocus uptake through the year as needs emerge and develop.	JA/KS/HR	April 2019
Curriculum enrichment opportunities to be regular and powerful.	Funding for curriculum enrichment opportunities in all years groups, with boys in mind in terms of boosting engagement.	Due to enrichment activities often being limited at home, we need to support engagement in learning. Our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits to make the most of their time in lessons.	Long and medium-term planning will show where enrichment opportunities are planned and how these directly impact on learning. Each year group to track spending across year for best impact.	JA	April 2019
Year 6 children to be financially able to take part in a residential visit.	Make a financial contribution to enable Year 6 Residential trip to go ahead in April 2019.	Prior to last year, our children were not offered residential visits due to a lack of financial support from home. We continue to aim to reverse this trend and to ensure that our Year 6 children have access to such a hugely constructive experience. Last year's residential trip to Caythorpe PGL Centre was a real success.	Continue existing relationship with PGL Caythorpe as we are happy with the experience received. Programme of activities to be selected to best meet our children's needs. Monitor pupil attitudes before and after the visit to quantify impact.	KS	April 2019
Cambs ICT after-school club.	Cambs ICT to be approached about running a PP-targeted Computing club, linked to engaging writing opportunities.	Low level of computing skills evident amongst PP children. Club to be tailored to include Writing skills and outcomes as this is an area that needs boosting, particularly for boys.	Structure/medium-term plan to be in place so coverage is clear and focused. Ensure progression of skills.	BR	April 2019
Total budgeted cost					£105,247
Total budget available: £6,077 Overall budgeted cost to date					£243,953

Final Review of Impact of Expenditure 2018/2019:

Completed July 2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Assessed impact:	Lessons learned/Cost-effectiveness:																																																
<p>Further improvement in the attainment of Year 6 pupils in KS2 SATs.</p>	<p>A) Continued employment of an assigned Year 6 Learning Mentor.</p> <p>B) Further morning booster sessions to be run.</p> <p>C) Run a SATs booster Easter School and resource revision.</p>	<p>A) Impact of Year 6 GDS Maths group:</p> <table border="1" data-bbox="674 363 1529 502"> <thead> <tr> <th></th> <th>No.</th> <th>%</th> <th>Yr5 Sum2</th> <th>Yr6 Sum2</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>13</td> <td>100.0</td> <td>65.4</td> <td>71.7</td> <td>6.3</td> </tr> <tr> <td>Pupil Premium</td> <td>5</td> <td>38.5</td> <td>65.2</td> <td>71.6</td> <td>6.4</td> </tr> <tr> <td>Not Pupil Premium</td> <td>8</td> <td>61.5</td> <td>65.5</td> <td>71.8</td> <td>6.3</td> </tr> </tbody> </table> <p>PiXL/Practise SATs Papers – September 2018 (2016)→ Average Scaled Score - All: 102.8 PP: 101.4 December 2018 (2017)→ Average Scaled Score - All: 108.5 PP: 107.2 March 2019 (2018) → Average Scaled Score – All: 110.2 PP: 109.2 Final May SATs → Average Scaled Score – All: 111.9 PP: 110.2 (+9.1) (+8.8)</p> <p>In terms of teacher assessment, Pupil Premium children have made slightly more progress than non-PP children, with all achieving an accelerated rate. PP children have made similar progress in terms of average Scaled Score increases since September. 80% of the PP children in this GDS group achieved 110+ in Year 6 SATs.</p> <p>B) Impact of Year 6 booster morning group:</p> <table border="1" data-bbox="674 837 1529 976"> <thead> <tr> <th></th> <th>No.</th> <th>%</th> <th>Yr5 Sum2</th> <th>Yr6 Sum2</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>12</td> <td>100.0</td> <td>64.3</td> <td>71.1</td> <td>6.8</td> </tr> <tr> <td>Pupil Premium</td> <td>8</td> <td>66.7</td> <td>64.4</td> <td>71.0</td> <td>6.6</td> </tr> <tr> <td>Not Pupil Premium</td> <td>4</td> <td>33.3</td> <td>64.3</td> <td>71.3</td> <td>7.0</td> </tr> </tbody> </table> <p>PiXL/Practise SATs Papers – September 2018 (2016)→ Average Scaled Score - All: 94.1 PP: 93.5 December 2018 (2017)→ Average Scaled Score - All: 100.6 PP: 100.1 March 2019 (2018) → Average Scaled Score – All: 103.3 PP: 102.2 Final May SATs → Average Scaled Score – All: 104.5 PP: 105.3 (75% at 100+) (+10.4) (+11.8)</p> <p>Accelerated progress has been made by all children in this group. Whilst non-PP children have made slightly more progress in terms of teacher assessment, PP children have made greater progress in their average scaled score increases.</p> <p>C) It was decided in the spring term that Easter School would not be run this year, with a detailed home study pack replacing this provision. The relative impact of not running this high-cost provision will be considered ahead of next year.</p>		No.	%	Yr5 Sum2	Yr6 Sum2	Progress	All Pupils	13	100.0	65.4	71.7	6.3	Pupil Premium	5	38.5	65.2	71.6	6.4	Not Pupil Premium	8	61.5	65.5	71.8	6.3		No.	%	Yr5 Sum2	Yr6 Sum2	Progress	All Pupils	12	100.0	64.3	71.1	6.8	Pupil Premium	8	66.7	64.4	71.0	6.6	Not Pupil Premium	4	33.3	64.3	71.3	7.0	<p>Very effective strategies - clearly evidenced through data impact. Continue with this provision/strategy next year.</p> <p>During the Spring Term, it was decided that Easter School would not be run this year. Children to be provided with a comprehensive Easter homework pack, with a competition rewarding participation.</p> <p>Compare and consider impact/ difference with previous years before deciding whether to run an Easter School next year. The balance of pupil fatigue and test readiness will need to be considered. Also consider progress through the year and whether a subject-specific Easter booster would be more beneficial.</p>
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<p>Standards of teacher self-reflection and quality of class teaching/feedback to improve.</p>	<p>Staff to take part in a refined programme of peer-coaching and strategy work linked to Reflector software, mini-plenaries and feedback.</p>	<p>Rounds of triads through the autumn and spring terms were aimed at sharing and developing our CPD focus on AfL strategies. Staff were positive about these sessions and noted key comments and improvements for their own practice from group discussions. The supportive, constructive and useful nature of these sessions were commented upon.</p>	<p>Continue with this peer reflection approach and monitor impact at the end of the year using our Lessons Learned system.</p> <p>Consider best areas for focus ahead of next year.</p>
<p>Teachers closely track a range of key indicators for the PP children in their classes and adapt provision accordingly.</p>	<p>Staff will continue to maintain their class' Pupil Premium Provision Record spread sheet. Staff to follow the standards outlined on our Pupil Premium Agreement.</p>	<p>Staff maintained the pupil data on our PPPR document during the autumn term and then selected their own 'Mind the Gap' concern children ahead of the spring term. Continued good practice, a focus on key aspects of quality QFT and full awareness of our PP children has resulted in positive PP attainment gaps in Years 2, 5 and 6. Gaps have narrowed rapidly in Year 4 due to good progress, with attainment gaps currently remaining in Year 3. Positive gaps for PP children in terms of progress are now evident in core areas of every year group following this year's proactive work.</p>	<p>Continue with this close monitoring approach, ideally blending with wider provision tracking (e.g. SEN children) to maximise workability and impact.</p>
<p>A greater proportion of children will make at least good progress and meet ARE.</p>	<p>The full range of PiXL assessment resources to be used effectively in classes and year-group teams to identify gaps in understanding for future teaching.</p>	<p>With closely-focused and prioritised medium-term planning based on PiXL outcomes, the summer term data point showed that the proportion of children working at ARE/on track for ARE across Reading and Maths has increased in the majority of year groups compared to the 2017-2018 end-of-year baseline. (Data sheet in file).</p>	<p>Continue with this approach, refining the approach towards regular PPA teacher/phase leader meetings, with middle leaders using the gap tracker as a basis for their monitoring.</p>
<p>Progress rates in Reading will be improved.</p>	<p>Investment in new reading books, a librarian system as well as the development of practice around Accelerated Reader in Key Stage 2.</p>	<p>Across KS2, PP children are making similar yet slightly lower rates of progress compared to non-PP children. This does not match the data trend seen so far this year. As the majority of gaps are slight, make PP reading a focus for the start of the new academic year to address this.</p>	<p>Continue with the new approach to reading and continue to raise the profile of reading for enjoyment as much as possible. Impact of AR needs attention to ensure that we are getting fullest value.</p>
<p>Improve fluency and skill levels in Mathematics and Reading.</p>	<p>Purchase of 6 iPads per year group to enable further learning, interventions and skills to be developed as part of in-class provision.</p>	<p>New iPads are in place in classrooms and are being used for apps such as TT Rockstars for times tables practise as well as Accelerated Reader testing. Further developments are planned for next year, including the introduction of adult-supported after-school sessions to further access this provision. This will include targeted children.</p>	<p>Continue with this approach, ensuring that maximum value is obtained through support from the Maths Lead. Support implementation of new after-school clubs/provision.</p>

ii. Targeted support																											
Desired outcome	Chosen action/approach	Assessed impact:	Lessons learned/ Cost-effectiveness:																								
TAs to deliver courses of focused core intervention.	Time allocated for HLLMs to cover classes to enable feedback and Precision Teaching spelling intervention to take place during the afternoons.	<p>Pupil conferencing time is regularly timetabled across Key Stage 2 with teachers using this for close feedback and support for targeted individuals, such as PP or PiXL B1 children. This is reflected in the increased proportions of children working at ARE across the Academy as outlined above.</p> <p>Rather than PiXL interventions, TAs have undergone training on the Precision Teaching spelling support programme and this is now being completed daily – we expect this to have a positive impact for the PP children involved.</p>	Continue with this approach. Work alongside Deputy Principal/SENDCo to ensure that Precision Teaching has strong impact for the PP children involved.																								
PP children with SEND and barriers to learning to receive quality, focused support.	Employment of a SEND/SALT/ HLTA.	SEND/SALT HLTA completes daily, regular interventions and support sessions for children with SEND/SALT needs. With a rising number of incidences of difficulties with speech and language in our Reception intake, and the levels of SEN through school (as we as those children who are both SEND and disadvantaged), this work is essential in supporting children to make progress. The HLTA also supports the Lexia intervention as well as the introduction of the Precision Teaching intervention strategy.	Continue with this aspect of the strategy – oracy is seen as a key barrier to learning in our Academy, particularly for boys.																								
PP children with SEND to close their attainment gap compared to their peers in reading.	Introduction of Lexia online reading support programme for PP/SEN children.	<p>Lexia has been timetabled closely this year, with sessions at the beginning and end of the school day to support children with SEND to access this intervention. Progress is incremental for these children, but the impact of this intervention is shown below with increasing numbers of children progressing and beginning to access age-related content:</p> <p>Whole-School:</p> <p>Students by Year Level of Material (YLM)</p> <table border="1"> <caption>Students by Year Level of Material (YLM)</caption> <thead> <tr> <th>Category</th> <th>Start (%)</th> <th>Current (%)</th> </tr> </thead> <tbody> <tr> <td>Below YLM</td> <td>86%</td> <td>82%</td> </tr> <tr> <td>In YLM</td> <td>14%</td> <td>16%</td> </tr> <tr> <td>Above YLM</td> <td>0%</td> <td>2%</td> </tr> </tbody> </table> <p>73 Students 3% moved into In or Above GLM</p> <p>Year 3:</p> <p>Students by Year Level of Material (YLM) in Year 3</p> <table border="1"> <caption>Students by Year Level of Material (YLM) in Year 3</caption> <thead> <tr> <th>Category</th> <th>Start (%)</th> <th>Current (%)</th> </tr> </thead> <tbody> <tr> <td>Below YLM</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>In YLM</td> <td>0%</td> <td>17%</td> </tr> <tr> <td>Above YLM</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>12 Students Movement into In/Above 17%</p> <p>Although progress in terms of full steps may not be where we would want it to be currently, the high proportion of SEN children in this year group are benefitting from the support Lexia gives, with 17% of children moving onto age-related content during this academic year.</p>	Category	Start (%)	Current (%)	Below YLM	86%	82%	In YLM	14%	16%	Above YLM	0%	2%	Category	Start (%)	Current (%)	Below YLM	100%	83%	In YLM	0%	17%	Above YLM	0%	0%	Continue with this intervention and begin to investigate the progress of key/focused individuals who use Lexia.
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<p>PP writers, and boys in particular, make at least expected progress.</p>	<p>Subscription and active participation in online Pobble writing application/ publication approach.</p>	<p>For Welland Academy to date, we have had 176 published authors, attracting 6199 views of our writing with 841 comments shared by users. Pobble gives a purpose and a positive boost to writing sessions and boosts academic parental engagement. From January, at the start of each Key Stage assembly, a piece of writing is shared and celebrated from Pobble.</p>	<p>Continue with this approach and continue to raise and maintain a high profile. Consider a refresher on this - for both new staff and to boost use by all.</p>																								
<p>Attainment and skills to improve in Year 6 in both arithmetic and reasoning.</p>	<p>Subscription to Third Space Learning online 1:1 mathematics tutoring sessions (full year).</p>	<table border="1" data-bbox="678 352 1565 499"> <thead> <tr> <th></th> <th>No.</th> <th>%</th> <th>Yr5 Sum2</th> <th>Yr6 Sum2</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>20</td> <td>100.0</td> <td>63.9</td> <td>70.4</td> <td>6.5</td> </tr> <tr> <td>Pupil Premium</td> <td>13</td> <td>65.0</td> <td>63.9</td> <td>70.4</td> <td>6.5</td> </tr> <tr> <td>Not Pupil Premium</td> <td>7</td> <td>35.0</td> <td>63.7</td> <td>70.4</td> <td>6.7</td> </tr> </tbody> </table> <p>PiXL/Practise SATs Papers – Third Space users (70% PP): September 2018 (2016 papers) → Average Scaled Score All: 91.5 PP: 92 December 2018 (2017 papers) → Average Scaled Score All: 96.3 PP: 96.4 March 2019 (2018 papers) → Average Scaled Score All: 99 PP: 99 Final May SATs → Average Scaled Score – All: 100.25 PP: 100.25 (+8.75) (+8.25)</p> <p>Alongside grouped and focused Maths teaching, this intervention has supported PP children to make accelerated progress (6.5 steps). On average, PP children’s test Scaled Scores increased by 8.25 scaled score points over the course of the year’s practise papers, demonstrating the positive impact of Maths provision in Year 6, including Third Space.</p>		No.	%	Yr5 Sum2	Yr6 Sum2	Progress	All Pupils	20	100.0	63.9	70.4	6.5	Pupil Premium	13	65.0	63.9	70.4	6.5	Not Pupil Premium	7	35.0	63.7	70.4	6.7	<p>The high cost of this intervention means that clear impact must be demonstrated. Due to the fact that this impact is hugely challenging to isolate as there are overlaps with morning boosters, small-group teaching, PiXL sessions and conferencing time, it is challenging to know what the true impact is of Third Space sessions. Consider using this funding in a different area next year based on the strong provision that already exists for Maths (possibly introduce a whole-school Maths IT service).</p>
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All Pupils	20	100.0	63.9	70.4	6.5																						
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<p>Specific support to be provided to MA+/HA learners.</p>	<p>Mentoring opportunities to be provided alongside clearer and deeper use of mastery activities in QFT.</p>	<p>GDS Lead currently completing piece of work around developing and extending our provision for HA learners, assessing gaps in practice or resourcing. A new cluster GDS team is currently meeting to begin to work together to implement further extension strategies. HA children are regularly discussed and progress monitored during PPMs.</p>	<p>Greater input needed in terms of in-class provision and specific approaches for boosting learning. Continue but expand this approach.</p>																								
<p>Children to receive specialist social, emotional and pastoral support.</p>	<p>Creative Partnership 1:1 and group outdoor social and emotional intervention.</p>	<p>Children are carefully selected for skills, communication and self-esteem focused sessions with specialist Creative Partnership staff. Currently, 68% (11) of the 16 KS2 children receiving this intervention are Pupil Premium, showing that those disadvantaged children with needs of this sort are targeted for support.</p> <p><u>Pupil Voice (Summer 2019):</u> “We learn communication that could really help you.” - “I feel good that I’m doing it and knowing there’s more to come so I feel I get the chance to ‘right my wrongs’.” - “I listen better.” - “I learnt not to be shy, to speak out more and make friends.” - “I feel great about myself.” - “I don’t get angry and I get on with my work much easier.”</p> <p><u>Staff Voice (Summer 2019):</u> “A good incentive to work well through the week.” - “Improved in speaking about feelings.” - “Good for teamwork skills development.” - “More settled in the classroom.” - “I wish that more children could take part.” - “Children showed more respect towards peers and can now think about consequences and accept them.”</p>	<p>Continue with this strategy into next year.</p>																								

iii. Other approaches			
Desired outcome	Chosen action/approach	Assessed impact:	Lessons learned/ Cost-effectiveness:
Ensure children's safety, wellbeing and readiness to learn.	Support from Safeguarding Manager and Education Welfare team.	New pastoral team setup works effectively and proactively, with a reduction of over 50% in the number of behavioural incidents recorded compared to the previous academic year. Learning Mentor effectively supporting high-profile children and keeping detailed logs of the support given.	Continue with this essential aspect of the PP Strategy.
Aspiration, ambition and awareness of employment opportunities will increase and act as a key motivator.	Programme of character-based activities, linked to: - Careers and employability activities to be coordinated by SL and JAd with the goal of achieving the Career Mark award this year. – Tuck Shop 'Fruit to Suit' enterprise activity for Y5. - Money Zone Metro Bank workshops and Kidzania visit for Year 5.	Fruit to Suit 'Snack Attack' tuck shop is running successfully this year with their pupil-run stall selling healthy food every Friday. Last year a Trust award was won by one of our pupils for their proactive and effective work in coordinating the stall. Year 5 visited Kidzania in London in December 2018 which was a great success. DHL visited to share activities around the logistics industry as well as road safety. A range of activities around the Growth Mindset has supported this work. Financial education workshops to feature in the new autumn term.	Continue and aim to expand on this careers work – new Careers Lead to begin role in September 2019.
Parents will gain a deeper understanding of children's learning and be able to offer greater support.	Parent events and workshops to be held to develop understanding of the curriculum and how to support learning at home. This will then build parental involvement in their children's progress.	Family Fridays have now been combined with 'Celebration of Learning' events to increase rates of parental involvement in learning-based activities. The new IT strategy is also beginning to foster greater home interaction and awareness of school activities through the children's personal accounts and online tasks.	Continue to work to increase rates of parental interaction with the academic side of school life.

<p>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</p>	<p>Reviewed reward system. (Continue to provide attendance prizes, rewards and incentives – 96%+.) Attendance passports to be put in place for younger years alongside family rewards.</p>	<p>Attendance has been given a raised profile this year, featuring in regular Monday assembly slots, with new rewards such as non-uniform for 100% attendance weeks. It has also been an item on INSET day CPD sessions. Our new Family Liaison Officer is now fully in-post and is working with high-profile families.</p> <p>Whole-school attendance for the year to date 95.99%, with PP children attending 95.83% of sessions. This is very slightly behind our Academy target of 96%, however PP attendance is improving year-on-year: (2016-17 →94.8% 2017-18 → 95.4% 2018-19 → 95.8%)</p>	<p>Continue to maintain a high profile for good attendance throughout the course of this year, aiming to end the year above our target of 96% for both PP and non-PP children.</p>
<p>Character and Careers skills will be developed for Year 5/6 children.</p>	<p>Year 5/6 PP children to take a leading role in 'Fruit to Suit' Tuck Shop enterprise service/project.</p>	<p>The updated 'Snack Attack' tuck shop run by our pupil-led team (Year 5) sells their healthy snacks every Friday. We continue to see a positive impact on the children who lead this in terms of their communication skills, attitudes and self-esteem as well as their enterprise and organisational skills. A child won a GAT Student Award for their superb work in supporting the enterprise.</p>	<p>Ensure continuity with this strategy with a renewed start in September.</p>
<p>Club, extra-curricular and peripatetic activity uptake will increase amongst PP children.</p>	<p>Clubs will be specifically targeted and promoted with PP children in mind. External music tuition sourced both in and outside of lessons.</p>	<p>This year, weekly peripatetic music sessions have been introduced for KS2 to ensure that the children in these years groups (with high numbers of disadvantaged pupils) are able to access and experience hands-on, specialist music teaching. Year 5 (48% PP) are having weekly djembe drumming sessions. Children in Year 6 (53% PP) have been given the opportunity to continue their saxophone lessons with their specialist teacher each Tuesday. Aside from this, we currently run fifteen clubs, offering extra-curricular activities including sports, craft and drama as well as those with a more academic focus. The most popular of these have a PP uptake rate of between 44-60%, which is ahead of our baseline Academy percentage of 38% PP. This demonstrates a strong club uptake by disadvantaged children.</p>	<p>Continue with this key and enriching aspect of the PP Strategy. Work with administrators to target PP children further.</p>
<p>Children will be ready for their learning at the start of each school day.</p>	<p>Provision of Breakfast Club each morning. We have also made an application to Family Action/Magic Breakfast as part of the government's National School Breakfast Programme for extra funding.</p>	<p>The National School Breakfast Programme strategy/plan has unfortunately not come to fruition due to unforeseen complications and time constrictions. We continue to provide funded places for up to 30 PP children each day.</p>	<p>Continue to work alongside admin and pastoral team to ensure that PP uptake is as high as possible and meets any emergent needs.</p>
<p>Widen access to learning activities in the Academy after school.</p>	<p>Provision of our After School Club.</p>	<p>The new after-school club has now been running for just over a year – children complete a range of activities, can work on their homework and read with the supervising adults. PP children/families are approached to participate in the club. Year 6 pupils – “If I didn't go, my dad wouldn't be able to do his work hours.” - “We can do our homework and get help.”</p>	<p>Consider impact of after-school provision on PP children in further detail over the course of the summer term.</p>

<p>Curriculum enrichment opportunities to be regular and powerful.</p>	<p>Funding for curriculum enrichment opportunities in all years groups, with boys in mind in terms of boosting engagement.</p>	<p>So far this year, children across the Academy have been involved in a range of school trips and visits, including Rockingham Castle, Kidzania London, the Airbus Space Discovery Centre, Beaumanor Hall WW2 day and Whipsnade Zoo.</p> <p>These experiences are now selected and considered to ensure that high-quality learning opportunities are inspired back in school.</p>	<p>Continue to support access to these enrichment opportunities. Introduce a Trip Proposal Curriculum Form to maximise trip impact on in-class learning.</p>
<p>Year 6 children to be financially able to take part in a residential visit.</p>	<p>Make a financial contribution to enable Year 6 Residential trip to go ahead in April 2019.</p>	<p>34 children signed up for this year's residential visit to Caythorpe Court PGL Centre in Lincolnshire. Of these, 20 children (59%) are Pupil Premium – this reflects the value of offsetting the costs to enable disadvantaged children to access a valuable experience of this sort.</p>	<p>Continue to support the residential visit, targeting any further families who may not yet have signed up.</p>
<p>Cambs ICT after-school club.</p>	<p>Cambs ICT to be approached about running a PP-targeted Computing club, linked to engaging writing opportunities.</p>	<p>We have not yet secured a Cambs ICT after-school club, however we are in discussion to introduce a club for the start of the next academic year which will ideally link visual literacy and writing with Computing skills.</p>	<p>Endeavour to begin a club in September 2019.</p>