

Pupil Premium Report and Strategy Statement

In Witham St Hughs Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Summary/ Evaluation of 2017-18

1. Summary information 2017-18					
Academy	Witham St Hughs Academy				
Pupil Premium Leader	Amanda Griffiths				
Academic Year	2017/18	Total PP budget	PP= £21,120 LAC= £13,300	Date of most recent PP Review	20/7/18

Total number of pupils	345	Number of pupils eligible for PP	16 xPP 4.6%	7x LAC 2	Date for next internal review of this strategy	September 2018
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Pupil Premium Report Academic Year 2017-18 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps														
R	0	N/A	No pupils	N/A														
1	4/60 6.6%	<p>1:1 Pupil Premium Teacher cost £3,000</p> <p>Counselling 1:1 for one pupil £400</p> <p>Sports Competitions to raise Self esteem £400 (All PP</p>	<p>In Year 1 Pupils are assessed in reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2018:</p> <p>Pupils have had targeted 1:1 daily 20 minute intervention with the 1:1 Pupil Premium Teacher.</p> <p>1 pupil has received counselling to support pastoral needs in addition to this.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>4/4 100%</td> <td>50/56 89%</td> <td>4/4 100%</td> <td>47/56 84%</td> <td>4/4 100%</td> <td>48/56 86%</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	4/4 100%	50/56 89%	4/4 100%	47/56 84%	4/4 100%	48/56 86%	Focus upon these pupils attaining GD outcomes in all areas.
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3	1/45 2.2%	<p>1:1 Pupil Premium Teacher cost £3,000</p> <p>Sports Competitions £400 (All PP pupils)</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <p>Pupils have had targeted 1:1 daily 20 minute intervention each.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>1/1 100%</td> <td>38/44 86%</td> <td>1/1 100%</td> <td>35/44 80%</td> <td>0</td> <td>36/44 82%</td> <td>1/1 100%</td> <td>35/44 80%</td> </tr> <tr> <td>GD</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Progress from KS1</td> <td>100%</td> <td>35/44 80%</td> <td>100%</td> <td>39/44 89%</td> <td>0</td> <td>35/44 80%</td> <td>100%</td> <td>32/44 73%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Mathematics outcomes for this pupil are limited. This is to be a focus for the following academic year.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	1/1 100%	38/44 86%	1/1 100%	35/44 80%	0	36/44 82%	1/1 100%	35/44 80%	GD	0	0	0	0	0	0	0	0	Progress from KS1	100%	35/44 80%	100%	39/44 89%	0	35/44 80%	100%	32/44 73%	<p>Mathematics outcomes for this pupil is limited. This is to be a focus for the following academic year.</p>
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4	4/45 8.8%	<p>1:1 Pupil Premium Teacher cost £3,000</p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <p>Pupils have had targeted 1:1 daily 20 minute intervention each.</p>	<p>Further 1:1 targeted support to gain EXS in all areas for these pupils and maintain the</p>																																				



		<p>Sports Competitions £400 (All PP pupils)</p>	<table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>2/4 50%</td> <td>33/41 80%</td> <td>2/4 50%</td> <td>32/41 78%</td> <td>2/4 50%</td> <td>39/41 95%</td> <td>2/4 50%</td> <td>37/41 90%</td> </tr> <tr> <td>GD</td> <td>0/4</td> <td>8/41 20%</td> <td>0/4</td> <td>7/41 17%</td> <td>1/4 25%</td> <td>9/41 22%</td> <td>0/4</td> <td>9/41 22%</td> </tr> <tr> <td>Progress from KS1</td> <td>4/4 100%</td> <td>37/42 88%</td> <td>4/4 100%</td> <td>37/42 88%</td> <td>3/4 75%</td> <td>39/42 93%</td> <td>3/4 75%</td> <td>34/42 81%</td> </tr> </tbody> </table> <p>Pupils have had targeted 1:1 daily 20 minute intervention each.</p> <p>Evaluation of the strategy Pupils attaining the Expected Standard in all areas needs to be further targeted to ensure that all pupils meet this threshold. Progress has been strong in all areas, however a greater focus upon the progress in mathematics is required.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	2/4 50%	33/41 80%	2/4 50%	32/41 78%	2/4 50%	39/41 95%	2/4 50%	37/41 90%	GD	0/4	8/41 20%	0/4	7/41 17%	1/4 25%	9/41 22%	0/4	9/41 22%	Progress from KS1	4/4 100%	37/42 88%	4/4 100%	37/42 88%	3/4 75%	39/42 93%	3/4 75%	34/42 81%	<p>progress rates.</p>
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5	4/45 8.8%	<p>1:1 Pupil Premium Teacher cost £3,000</p> <p>Sports Competitions £400 (All PP pupils)</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <p>Pupils have had targeted 1:1 daily 20 minute intervention each.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>1/4 25%</td> <td>36/41 87%</td> <td>1/4 25%</td> <td>34/41 83%</td> <td>3/4 75%</td> <td>38/41 92%</td> <td>2/4 50%</td> <td>34/41 83%</td> </tr> <tr> <td>GD</td> <td>0</td> <td>16/41 39%</td> <td>0</td> <td>12/41 29%</td> <td>0</td> <td>14/41 34%</td> <td>0</td> <td>12/41 29%</td> </tr> <tr> <td>Progress from KS1</td> <td>3/4 75%</td> <td>36/42 86%</td> <td>3/4 75%</td> <td>36/42 86%</td> <td>4/4 100%</td> <td>39/42 93%</td> <td>3/4 75%</td> <td>41/42 98%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Progress in all areas has been sustained however the number of pupils meeting the</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	1/4 25%	36/41 87%	1/4 25%	34/41 83%	3/4 75%	38/41 92%	2/4 50%	34/41 83%	GD	0	16/41 39%	0	12/41 29%	0	14/41 34%	0	12/41 29%	Progress from KS1	3/4 75%	36/42 86%	3/4 75%	36/42 86%	4/4 100%	39/42 93%	3/4 75%	41/42 98%	<p>Further 1:1 targeted support to gain EXS in all areas for these pupils and maintain the progress rates.</p>
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			expectation in all areas needs to be increased in this cohort.																																					
6	1/29 3.4%	1:1 Pupil Premium Teacher cost £3,000 Sports Competitions £400 (All PP pupils)	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2018:</p> <p>Pupils have had targeted 1:1 daily 20 minute intervention each.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>1 100%</td> <td>25/28 90%</td> <td>1 100%</td> <td>26/28 93%</td> <td>1 100%</td> <td>28/28 100%</td> <td>1 100%</td> <td>27/28 97%</td> </tr> <tr> <td>GD</td> <td>1 100%</td> <td>15/28 52%</td> <td>1 100%</td> <td>7/28 24%</td> <td>1 100%</td> <td>17/28 62%</td> <td>1 100%</td> <td>19/28 69%</td> </tr> <tr> <td>Progress from KS1</td> <td>1 100%</td> <td>27/28 96%</td> <td>1 100%</td> <td>27/28 96%</td> <td>1 100%</td> <td>28/28 96%</td> <td>1 100%</td> <td>27/28 96%</td> </tr> </tbody> </table> <p>Evaluation of the strategy To ensure that future pupils benefit from the high quality teaching and focussed intervention that takes place in Y6. To increase the number of Pupils at GD.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	1 100%	25/28 90%	1 100%	26/28 93%	1 100%	28/28 100%	1 100%	27/28 97%	GD	1 100%	15/28 52%	1 100%	7/28 24%	1 100%	17/28 62%	1 100%	19/28 69%	Progress from KS1	1 100%	27/28 96%	1 100%	27/28 96%	1 100%	28/28 96%	1 100%	27/28 96%	Maintain the high quality provision and targeted support for the future pupils in Y6.
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LAC Pupils

This funding has been allocated to each pupil based upon their individual needs and circumstances. Detailed LAC passports identify this within the Academy for each child.

Year Group	Numbers of Pupils eligible for Pupil Premium/	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
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	percentage																																									
R	4/60 6.6%	<p>1:1 Intervention reading skills communication £4,000</p> <p>Sensory Equipment/ Time 1:1 to develop language £925</p> <p>Lunch Time positive Play equipment £128</p> <p>Small Group Lego Therapy to develop social skills with the 4 pupils</p>	<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th>PP Meeting GLD</th> <th>Other Non PP Pupils Meeting GLD</th> <th>Exceeding GLD</th> </tr> </thead> <tbody> <tr> <td>1/4 50%</td> <td>46/60 79%</td> <td>0/4</td> </tr> </tbody> </table> <p>Progress: Three pupils entered at 30-50D in all areas, one was 22-36 months secure. Although not reaching the GLD outcomes, all pupils have achieved at least 40-60 Secure or 60 Emerging. Therefore pupils have made strong progress over time.</p> <p>Internal Baseline Assessment which demonstrated progress against basic skills e.g. name writing, sound recognition, colour and shape recognition, counting etc.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Pupil Premium Pupils</th> <th colspan="3">Non Pupil Premium Pupils</th> </tr> <tr> <th>Autumn Term Points</th> <th>Summer Term Points</th> <th>Difference</th> <th>Autumn Term Points</th> <th>Summer Term Points</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>PP Child 1</td> <td>45</td> <td>85</td> <td>40</td> <td rowspan="4">66</td> <td rowspan="4">107</td> <td rowspan="4">41</td> </tr> <tr> <td>PP child 2</td> <td>61</td> <td>103</td> <td>42</td> </tr> <tr> <td>PP Child 3</td> <td>25</td> <td>66</td> <td>41</td> </tr> <tr> <td>PP child 4</td> <td>55</td> <td>102</td> <td>47</td> </tr> </tbody> </table> <p><u>1:1 Communication, Language Development and Reading Intervention</u> The Pupil premium child who is attending and well has had a small group delivery with</p>	PP Meeting GLD	Other Non PP Pupils Meeting GLD	Exceeding GLD	1/4 50%	46/60 79%	0/4		Pupil Premium Pupils			Non Pupil Premium Pupils			Autumn Term Points	Summer Term Points	Difference	Autumn Term Points	Summer Term Points	Difference	PP Child 1	45	85	40	66	107	41	PP child 2	61	103	42	PP Child 3	25	66	41	PP child 4	55	102	47	Continue to target basic skills on a 1:1 basis alongside the relevant IEP targets for some of these pupils.
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		£1479	<p>highly trained staff. Impact positive with group making good progress from starting point. Language difference identified at baseline assessment.</p> <p><u>1.1 Lunch time intervention/ Pastoral Needs/ Social and Emotional Learning Resources and Additional support</u> has been sourced to support the needs of one pupil at Lunch time. This has had a positive impact with positive play and behaviours now observed.</p> <p><u>Sensory Room Experiences/ Lego Therapy</u></p> <p>Following the Sensory Bus experiences, These pupils have had the opportunity to work in small groups in the Sensory room with the Pastoral and SEND leader. This has been with the aim to increase their vocabulary and social and emotional skills through discussion based upon a specific stimulus. Some sensory equipment has been purchased to support this. The impact of this has been significant as noted in the language development in these pupils. The enjoyment has been high.</p> <p><u>The Impact of these Strategies:</u></p> <p>Although the ELG have not been achieved in all areas for ¾ pupils, Social and Emotional development of all of these pupils has been positive with communication skills developing significantly. This can be evidenced via the FS profile for these children.</p>								
2	2/60 3.3%	£389 - Ipad funding to increase memory and retention. x1	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2018:</p> <table border="1" data-bbox="667 1273 1496 1382"> <tr> <td></td> <td>Reading PP</td> <td>Reading Non PP</td> <td>Writing PP</td> <td>Writing Non PP</td> <td>Maths PP</td> <td>Maths Non PP</td> </tr> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	<p>Continue to develop the Sensory room experience as this has had a positive impact.</p> <p>Implement Book Blog to enhance reading skills as these pupils enter KS2.</p>
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP					



		<p>Equipment/ Time 1:1 to develop language and Social Emotional regulation £574</p> <p>1:1 Intervention Time £3257</p> <p>Music Tuition (Drumming) £200 Swimming Lessons £180</p>	<table border="1"> <tr> <td>ARE</td> <td>1/2 50%</td> <td>50/56 89%</td> <td>1/2 50%</td> <td>47/56 84%</td> <td>1/2 50%</td> <td>48/56 86%</td> </tr> <tr> <td>GD</td> <td>0</td> <td>13/56 23%</td> <td>0</td> <td>11/56 20%</td> <td>0</td> <td>14/56 25%</td> </tr> <tr> <td>Progress from EYFS</td> <td>2/2 100%</td> <td>50/56 89%</td> <td>2/2 100%</td> <td>51/56 91%</td> <td>2/2 100%</td> <td>50/56 89%</td> </tr> </table> <table border="1"> <tr> <td>Phonics Check <u>PP</u> in Year Two</td> <td>Phonics Check Non <u>PP</u> in Year Two</td> </tr> <tr> <td>1/1 100%</td> <td>2/2 100%</td> </tr> </table> <p><u>Activate Sessions</u> All pupils attend the activate sessions which take place before registration time with SEND pupils. This shapes self esteem and gross motor skills development. The impact of this daily has been positive.</p> <p><u>Evaluation of the strategy</u> The Ipad as a memory and retention device has had a positive impact upon learning and progress has been maintained with both pupils. Passing the phonics screen has demonstrate a significant achievement and outcome of the 1:1 tuition time. Language development and social skills have developed as a result of the Sensory room experience and can be noted in the IEP achievements of the pupil</p>	ARE	1/2 50%	50/56 89%	1/2 50%	47/56 84%	1/2 50%	48/56 86%	GD	0	13/56 23%	0	11/56 20%	0	14/56 25%	Progress from EYFS	2/2 100%	50/56 89%	2/2 100%	51/56 91%	2/2 100%	50/56 89%	Phonics Check <u>PP</u> in Year Two	Phonics Check Non <u>PP</u> in Year Two	1/1 100%	2/2 100%	<p>Continue to use the Ipad as a memory aid.</p> <p>Continue 1:1 tuition daily to support basic skills.</p>
ARE	1/2 50%	50/56 89%	1/2 50%	47/56 84%	1/2 50%	48/56 86%																							
GD	0	13/56 23%	0	11/56 20%	0	14/56 25%																							
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1/1 100%	2/2 100%																												
3	1/45 2.2%	<p>Sensory Equipment/ Time 1:1 to develop Social Emotional regulation</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018: Teacher Assessments for July 2018:</p> <table border="1"> <tr> <td></td> <td>Reading <u>PP</u></td> <td>Reading Non <u>PP</u></td> <td>Writing <u>PP</u></td> <td>Writing Non <u>PP</u></td> <td>Maths <u>PP</u></td> <td>Maths Non <u>PP</u></td> <td>GPVS <u>PP</u></td> <td>GPVS Non <u>PP</u></td> </tr> </table>		Reading <u>PP</u>	Reading Non <u>PP</u>	Writing <u>PP</u>	Writing Non <u>PP</u>	Maths <u>PP</u>	Maths Non <u>PP</u>	GPVS <u>PP</u>	GPVS Non <u>PP</u>																	
	Reading <u>PP</u>	Reading Non <u>PP</u>	Writing <u>PP</u>	Writing Non <u>PP</u>	Maths <u>PP</u>	Maths Non <u>PP</u>	GPVS <u>PP</u>	GPVS Non <u>PP</u>																					



	1:1 Intervention Time to target reading and mathematics skills £1600	£620	ARE	0	47/58 81%	0	43/58 74%	0	47/58 81%	0	45/58 78%
			GD	0	12/58 20%	0	7/58 12%	0	11/58 18%	0	10/58 17%
			Progress from KS1 outcomes	1/1 100%	47/58 81%	1/1 100%	54/58 93%	1/1 100%	47/58 81%	N/A	N/A
	Music Tuition (Drumming) £200	<p>Evaluation of the strategy Although ARE is not achieved, attainment from Key Stage One has been maintained with Good progress made in all areas. The combined approach of 1:1 learning and pastoral care has had a positive impact.</p>									

Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Reading Comprehension – ‘My Book Blog’	164	£2,300	My Book Blog is an online resource which supports the enjoyment of reading, language acquisition and comprehension skills. The impact within the Academy has been significant, particularly on the progress rates of pupils in reading at KS2.	Continue to use this intervention to impact upon standards in reading.
Sensory Experiences	30	Free	Pupils have had the opportunity to experience a sensory bus in which they have time with the Pastoral and SEND leader to share their concerns. 100% of pupils have passionately discussed the impact of this approach on their wellbeing and this is to be extended for the following Academic year.	Implement a Sensory Room within the Academy to accommodate the pastoral needs and welfare of the relevant pupils.



Forest School Experiences	345	£2,000	Life skills such as independence, leadership, collaboration, listening skills, problem solving and team work have been greatly enhanced via the implementation of the Forest Schools Programme six times a year. Pupil discussions have demonstrated a high impact (100%) in relation to these skills. The EEF recommend that this has the potential to add 4 months to the learning outcomes.	Look at developing this within the Trust for Pupil Premium Pupils e.g. visiting other sites and working with other pupils from different settings to develop social skills and interactions.
Times Tables Rock Stars	285	£50	The Speed of recall in mathematics and Times tables has increased significantly in Y1 as a result of this approach. Pupils demonstrate positive attitudes towards this programme and parental engagement is high due to the competitive element. The speed of recall of tables has increased in all year groups.	Continue to Implement and monitor

Summary: How well are eligible pupils doing? Is the difference diminishing?

- Pupil progress for all Pupil Premium Pupils is strong with a positive impact against the initiatives implemented. Although progress is strong, pupils in Y4/5 remain a focus group in relation to meeting the Expected Standards.

Summary of Proposed Actions for the 2018/19

- **Continue to implement successful 1:1 tuition approaches to impact upon pupil learning. Consider additional learning opportunities for the current Y4/5 pupils to target their need in order to meet the EXS in all areas.**
- **Continue to Implement Sensory room experiences to promote self esteem and confidence.**

Strategy for 2018-19

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:



1. Summary information for 2018-19					
Academy	Witham St Hughs Academy				
Pupil Premium Leader	Amanda Griffiths				
Academic Year	2018/19	Total PP budget	PP : £31,680 LAC: £6,900	Date of most recent PP Review	20/7/18
Total number of pupils	375	Number of pupils eligible for PP	24 Pupils (6.4%) 4 LAC	Date for next internal review of this strategy	20/9/18

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
a) Communication and language skills on entry to school are low.	a) Disrupted home life for some identified children including pastoral issues
b) Parental support for out of school learning	b) Wider experiences for some children are limited
c) Low self-esteem and high anxiety	c) Financial barriers
d) Memory and retention in learning	
e) Social Skills and Learning Behaviours e.g. listening/ sharing/ remaining on task.	

3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Year R A + C	Raise attainment in basic social, communication and literary skills by achieving GLD in these areas at the end of FS.	75% of eligible Pupil Premium pupils to meet the ELG in reading 100% of eligible Pupil Premium pupils to achieve ELG in language and communication skills.	1:1 daily language sessions with an adult. This is to also include the development of sound recognition and reading. Lego Therapy and Sensory Room Experiences to develop language and communication skills.	The EEF has found that High quality interventions in Early Years has positive benefits. +5 months. An audit of the Early Years Foundation Stage provision showed that communication and language skills are typically poor on entry. This then has a later impact upon reading skills.	DHT to analyse RWI and Language development milestones data each half term. Early Years Foundation Stage leader to monitor quality of provision and provide summary report to Pupil Premium Leader.	1 additional TA in FS for all interventions. £2,200 1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200
Year 1 C+D+E	Raise attainment in reading and phonics by measuring the outcomes at the end of Y1. Raise <u>S</u> elf esteem and diminish anxiety.	100% of pupils will pass the phonics screen. 100% of pupils will meet the EXS in Reading by the end of Y1. 100% will make Good progress in	1:1 daily intervention sessions with an adult. This is to also include the phonological awareness, retention and decoding. Language skills and comprehension to be achieved with Book Blog used on a 1:1	<u>Interventions and Impact groups</u> The EEF has found that High quality interventions in has positive benefits. +5 months. All Pupil Premium pupils will have the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have	HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.	1 TA in Y1 for all interventions. £2,200 1 SEND and Pastoral TA for Sensory experiences. £2,200



		<p>reading as judged against the FS outcomes.</p> <p>Greater increase in self esteem and confidence as noted by the class teacher and pastoral leader.</p>	<p>basis with these pupils.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time.</p>	<p>misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p><u>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</u></p> <p>Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional learning is proven to add 4 months in relation to EEF guidance.</p>		
<p>Year 2</p> <p>C+D+E</p>	<p>To increase the number of PP pupils meeting a GDS in Y2.</p>	<p>All pupils will meet the EXS at the end of Y2. 50% of these pupils will attain GD outcomes in all areas.</p>	<p>1:1 daily intervention sessions with an adult with the focus on GD targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils.</p> <p>Continued counselling for specific pupils within this PP group.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time.</p>	<p><u>Interventions and Impact groups</u></p> <p>The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon GD outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p><u>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</u></p> <p>Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p> <p><u>Counselling</u></p> <p>2 pupils within this year group to access counselling to support pastoral needs</p>	<p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Counselling £400</p> <p>1 TA in Y2 for all interventions. £2,200</p> <p>1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200</p>



<p>Year 3 C+D+E</p>	<p>To increase the number of PP pupils meeting a GDS in Y3.</p>	<p>All pupils will meet the EXS at the end of Y3. 50% of these pupils will attain GD outcomes in all areas.</p>	<p>1:1 daily intervention sessions with an adult with the focus on GD targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time.</p>	<p><u>Interventions and Impact groups</u> The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon GD outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p><u>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</u> Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p>	<p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Pupil premium Teacher 1:1 for all interventions. £2,200</p> <p>1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200</p>
<p>Year 4 C+D+E</p>	<p>To increase the number of PP pupils meeting a GDS in Y4.</p>	<p>All pupils will meet the EXS at the end of Y4. 50% of these pupils will attain GD outcomes in all areas.</p>	<p>1:1 daily intervention sessions with an adult with the focus on GD targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate</p>	<p><u>Interventions and Impact groups</u> The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon GD outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p><u>Sensory Room and 1:1 Pastoral Time/ Activate</u></p>	<p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Pupil premium Teacher 1:1 for all interventions. £2,200</p> <p>1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200</p>



			before registration time.	<u>approach before School.</u> Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.		
Year 5 C+D+E	To increase the number of pupils meeting the EXS in Reading , Writing and Mathematics	100% of pupils to meet the EXS in RWM	1:1 daily intervention sessions with an adult with the focus on EXS targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils. Sensory Room and Pastoral Time on a small group basis including activate before registration time. 1:1 Tuition time with the PP Teacher after school sessions.	<u>Interventions and Impact groups</u> The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon EXS outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. <u>After School Tuition Sessions (small group)</u> These sessions will support memory and retention with a focus on a narrow range of basic skills in mathematics. It will include pre learning for the following days session. The EEF suggests that this can add 5 months to the pupils outcomes. <u>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</u> Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.	HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.	Additional After School Time Tuition £1,000 Pupil premium Teacher 1:1 for all interventions. £2,200 1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £1,500
Year 6 C+D+E	To increase the number of pupils	75% of pupils to meet the EXS in	1:1 daily intervention sessions with an adult	<u>Interventions and Impact groups</u> The EEF has found that High quality interventions in	HT and DHT to monitor during	Additional After School Time Tuition



	meeting the EXS in Reading , Writing and Mathematics	RWM.	with the focus on EXS targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils. Sensory Room and Pastoral Time on a small group basis including activate before registration time. 1:1 Tuition time with the PP Teacher after school sessions.	has positive benefits. +5 months. These impact groups will have a particular focus upon EXS outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. <u>After School Tuition Sessions (small group)</u> These sessions will support memory and retention with a focus on a narrow range of basic skills in mathematics. It will include pre learning for the following days session. The EEF suggests that this can add 5 months to the pupils outcomes. <u>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</u> Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.	PP progress meetings in the Autumn, Spring and Summer Terms.	£1,000 Pupil premium Teacher 1:1 for all interventions. £2,200 1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £1,500
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
My Book Blog	On-line tool to monitor and encourage pupils to read more books.	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	English Leader to monitor reading statistics from on-line information.	Proportionate cost plus leadership time cost £2,500



			Report to SLT.	
Forest School Learning	Forest School Learning will take place 6 times and year with a further 6 sessions at other sites for PP pupils.	The EEF recommend that this has the potential to add 4 months to the learning outcomes. This equally is aimed to develop the social skills with these pupils.	Forest School Leader to measure the impact upon PP pupils and report to SLT	£2,000
Inclusion	Uniform contribution	Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.	Questionnaire to pupils	£1,500
		Total		7,000

Date: 28/7/18

Pupil Premium Leader: Amanda Griffiths