

Windmill Hill Academy Provision Map 2016-17/PPG (v2)

The An Daras Multi-Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	Yes
Statutory	
Version	v1.0
Adopted (v1.0)	Sept 2016
Review (v1.0)	Ten weekly review
Advisory Committee	LGAB
Linked Documents and Policies	Pupil Premium Policy John Dunford Presentation - Chiefs

.....School/Academy				PPG Lead/Champion.....			
Pupil Premium Grant (PPG) Provision Menu – Sept 16-17							
<p>The Pupil Premium for 2016 is allocated to schools with pupils on that are known to be:</p> <ul style="list-style-type: none"> • Eligible for free school meals either now or at any time in the last 6 years. • Children of service personnel • Children in local authority care 				<ul style="list-style-type: none"> • We believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed. • Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the Academy at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PPG pupils at St Stephens will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality. (OG: 5) • Funding will also be used to develop high aspirations for the future so that children can continue to succeed. • Our provision has been informed by the latest OFSTED Guidance – “<i>The Pupil Premium – How schools are spending the funding successfully to maximise achievement</i>” – Published in 2012/13. See Appendix A for an overview of key principles. • The PPG policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Executive Head teacher/HoS (OG: 11, 12, 15). It will be monitored as an item in the termly Head of School Report. 			
Learning Approach Lead Staff	Learning Content Timetable Impact	Access Criteria	Identified Pupils	Starting Point	Key Performance Indicators (KPI) Expected Outcomes	Cost	AIP Link
Training	Training	Training	Training	Training	Training	Training	Training
A. To develop learning strategies for children through training staff using recognised/ well found programme of visible learning (18months)	A tailor-made programme for 18 month developing SLT/ visible learning coaches/ teacher and all staff through information days and action research.	School has completed Action Audit in September used to inform AIP and CPD.	Training and CPD will inform good practice in Wave One Teaching.	CPD Programme starts in September 2016 for leaders/ staff Spring 2017.	To raise attainment levels for all PPG children across the school to achieved inline + National attainment standards To accelerate learning progress from Key Stage starting points using government new progress	£15,000 for 18months	.

Lead: Head of School/ Visible Learning Coaches	Developing a wider community of visible learning schools to share good practice to provide CPD for staff to increase the learning effect for all children. Maths Hub Training for LSAs from Maths Leader linked to VL. Curriculum time training timetable.				measures as introduced in Sept/ Oct 2016 To increase staff confidence levels by developing CPD in theory and pedagogy in learning to utilise strategies in the classroom that increase effect size		
<i>First Review</i>							
<i>Second review</i>							
<i>Third review</i>							
Pastoral	Pastoral	Pastoral	Pastoral	Pastoral	Pastoral	Pastoral	Pastoral
B. To continue to develop effective and positive relationships with parents. PSA to work with pupils and families to promote ideas on how to support their children. PSA to work with families in need of support. Lead: SENDICO/HoS/PSA	Role of PSA to work with families to enhance children's learning behaviours and school engagement. Parent Support Advisor Parental Workshops on/off site. Parental Support Meeting on/ off site. Facilitation of Agency meetings. Meet with parents to discuss issues and	All Parents of the school community. Parental requests. WHA staff concerns. Website Information Teacher/ Office support referrals	Pupils linked to parental request/staff concerns	Parent Support advisors available Sept 16- July 2017.	Parent feedback through questionnaires shows parents are able to access school provision Good Attendance at parent meetings Case studies of children shows increase child attendance/ attainment/ learning progress Positive parental and pupil involvement. PSA to liaise with parents to discuss issues arising.		.

	concerns from WHA staff.						
<i>First review</i>							
<i>Second review</i>							
<i>Third Review</i>							
C. To ensure children/ staff and families have access to specialist SEN provision and agencies Lead: SENDICO	Class teachers work with SENDICO/PSA to access additional support and provisions. Class teachers, half day release to for SEN provision planning and review.	All Teaching staff.	All PPG/ SEN children.	Sept 16- July 2017. SENDICO/ SLT monitoring/ review of provision.	Class teachers are knowledgeable about how to support children with SEN Children have access to additional support and provision with the school and wider external agencies		
<i>First review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
Access to enrichments	Enrichments	Enrichments	Enrichments	Enrichments	Access to enrichments	Enrichments	Enrichments
D. To provide children in need with access to breakfast club for a half term To support children's access to learning experiences Lead AT/SJ.	Reviewed half termly based on need. Access to breakfast club for a half term period. To enhance PPG children's self-	PPG children. Identification. Referral from school staff/ parents/ wider agencies	PPG children. Identification. Referral from school staff/ parents/ wider agencies	Sept 2016 half termly reviewed.	Class teachers report an increase in attainment/ progress levels based on a healthy start to the morning Parents. Staff report improve attendance/ attitude towards school		.

<p>Explore grant funding provision to provide wider access to breakfast club.</p> <p>Lead: Breakfast Club Leader/ Head of School</p>	<p>esteem to have access to Breakfast club in order to have a healthy start to the school day.</p>				<p>Learning Passports/ Case study evidence to show above.</p>		
<i>First review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
<p>E. To provide children with learning experience and offer aspirational exposure in the form of visitors and visits to places beyond their own community.</p> <p>Lead Adult: Outdoor Learning Leader/ SENDICO</p>	<p>Aspiration – upper KS2. Raise aspiration for all, including PPG pupils, through careers visitors, university visits and business visits.</p>	<p>All children in KS2 – focus on upper KS2.</p>	<p>PPG children.</p>	<p>Termly.</p>	<p>Attainment and progress levels reflect an increase as a result of aspirational visits/visitors.</p> <p>Children’s’ engagement and confidence levels increase as a result of exposure to aspirational experiences.</p>		
<i>First review</i>							

Second review							
Third Review							
Attainment and learning progress	Attainment & learning progress	Attainment & learning progress	Attainment & learning	Attainment & learning	Attainment and learning progress	Attainment & learning	Attainment & learning
F. To provide opportunities to raise maths progress towards GDS standard for pupils in Y2 and Y6. Lead Adult: Maths Leader: English/maths leaders/Y6, Y2 teachers	Provide small group opportunities for children to extended and develop maths skills at GDS standard. Morning booster classes .	Pupils who are moving towards or are at TI at end of Autumn term	PPG children at GDS in previous year group/ children working towards GDS standard.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at GDS in Maths. Children able to apply their maths in context. Children engagement and confidence levels increase. SATs score (Y6) to be above ARE expectations 110 or above. End of year TA data to be at the greater depth (GDL)		
First review							
Second review							
Third Review							
G: To ensure attainment levels are maintained from Foundation into Year One	LSA Provision into Year One . Development of continuous provision	HLTA within classroom to enhance the accelerated progress needed	PPG pupils	Half termly Review to inform identification of children.	Planning highlights PP and HLTA Link for provision. Pupil Conferencing reflects Improved attitude to learning.		

Year One Attainment and progress. HLTA to raise attainment and expected progress of PPG children. To be in-line with age related expectations or at GDS at the end of July 17 Lead: KS1 lead.	and indoor/ outdoor experiences. HLTA within class to support PPG children during Writing, Reading, Maths sessions.	with PPG children not on track		EYFS end of year data to identify GLD pupils, GDS pupils and pupils not at GDS.	Progress reflects children are closer to age related expectations and most gaps closed. Pupils working at GLD are identified as potential GDS pupils.		
<i>First Review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
H. To raise progress and attainment for pupils across KS 1 and 2 in order reach end of year ARE and potential GDS. Lead: AB/NO Tutor: JCD. Focus based on tracking. To start: Sept 16	1:1 Tuition Y1/Y2, Y4/Y5. Focus based on tracking. PPG children entering Y1/Y2, Y4/Y5 who are below expectations to receive focused support from PPG tutor. Identify potential GDS pupils for extending to reach GDS	PPG children who have not made expected progress during 15-16. Pupils who are potential GDS.	PPG pupils working below ARE or at potential GDS.	Children entering new class were below age related expectations (ARE) in previous year group. Pupils identified as possible GDS.	All children, by the end of July 2017 to have made good or expected progress.		

	KS1 = 5 hours KS2 = 6 hours.						
<i>First Review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
I To provide opportunities to raise writing attainment towards GDS standard in Y6. Extend writing GDS to national expectations Lead Adult: English Leader/JY	Booster classes, to broaden knowledge, for pupils who could be at greater depth by July 17. Provide small group, 1:1 opportunities for children to extended and develop writing skills towards GDS standard. To be reviewed after end of Autumn data collection	Pupils who are moving towards or are at TI at end of Autumn term	PPG children at GDS in previous year group/ children working towards GDS standard.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at GDS in writing. Children able to apply their maths in context. Children engagement and confidence levels increase. End of year TA data to be at the greater depth (GDL)		
<i>First Review</i>							
<i>Second Review</i>							
<i>Third Review</i>							

J. To raise attainment for pupils in Y6 to reach end of year expectations. 1:1/small group tuition for pupils who are working below ARE at the start of Y6.	Booster classes, to develop mathematical knowledge, for pupils in order to reach EXS. 1:1/small group tuition for pupils who are working below ARE at the start of Y6. To be reviewed after end of Autumn data collection.	Pupils who are below ARE at the end of Y5	PPG pupils identified from Y5 data.	Half termly reviews	SATs score to be above ARE expectations 100 or above. End of year TA data to be at the expected standard (EXS).		
<i>First Review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
T. Phonics and handwriting interventions to develop English skills therefore improve attainment. English lead/SENCOs	Small group work with a focus on handwriting and phonics (project x – team x)	Pupils not yet at age related expectations in reading.	Pupils entering new class below ARE	Identified pupils based on tracking from staff	Develop confidence in a range of reading skills in order motivate pupils and raise their literacy standards.		
<i>First Review</i>							
<i>Second Review</i>							
<i>Third Review</i>							
L. Targeted interventions in Y4 and Y5 for PPG pupils to ensure they achieve expected progress	1:1 and small group work Focused support to raise writing standards.	PPG children who have not made expected progress during 15-16.	PPG pupils who are below ARE entering Y6	Particular focus on pupils entering new class who were below age related	All pupils, by the end of July 17, to have made expected or better progress.		

throughout the year in writing. JW/DB/CC/AB	Work to compliment wave 1 teaching in the classroom.			expectations (ARE) in previous year group.			
First Review							
Second Review							
Third Review							

Pupil Premium Grant Income:	Pupil Premium Grant Costs Overview:	Pupil Premium Grant Unallocated:

Appendix A - OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> Carefully ring fenced funding so that they always spent it on the target group of pupils Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels Thoroughly analysed which pupils were underachieving particularly in English and maths and why Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good Allocated their best teachers to teach intervention groups to improve mathematics and English Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked 	<ul style="list-style-type: none"> Had a lack of clarity about the intended impact of the spending Spent the funding indiscriminately on teaching assistants with little impact Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective Did not have good performance management system for teaching assistants and other support staff Did not have a clear audit trail for where the funding had been spent Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved Planned their PP spending in isolation so their other planning e.g. improvement planning Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority

<ul style="list-style-type: none"> 8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve 9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils 12. Had a clear policy on spending the PP agreed by governors and publicised on the school website 13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning 14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance management meetings 15. Thoroughly involved governors in the decision making and evaluation process 16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	
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