

An Daras Multi-Academy Trust

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ADMAT SI Document D1.6



Windmill Hill Academy

PPG Provision Map - Sept 17 to Aug 18 (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 2017
Review (v1.0)	Ten weekly review
Advisory Committee	LGAB
Linked Documents and Policies	Pupil Premium Policy John Dunford Presentation - Chiefs

Windmill Hill Academy

Pupil Premium Grant (PPG) Provision Menu – Sept 17 to Aug 18

PPG Lead/Champion A Terry

The Pupil Premium for 2017 is allocated to schools with pupils on that are known to be:

- 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

- 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. The annual achievement of PPG pupils at this school 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 – *“The Pupil Premium – How schools are spending the funding successfully to maximise achievement”* – 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
A. Continue to develop learning strategies for children through training staff using recognised/ well found programme of visible learning (18months) Lead: Head of School/ Visible Learning Coaches	A tailor-made programme for 18 month developing SLT/ visible learning coaches/ teacher and all staff through information days and action research. 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	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 started 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	2STD/WMH6000 Visible Learning training £3200	5
					To accelerate learning progress from Key Stage starting points using government new progress 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	Release time for coaches to train TAs 6 days supply £1500	

	training timetable.						
<i>First Review</i>							
<i>Second review</i>							
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 - SJ	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 concerns from WHA staff.	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 17- July 2018.	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.	2HLTA/WMH2200 (see overall support staff costs)	4
<i>First review</i>							
<i>Second review</i>							
C.	Aspiration – upper	Pupils in KS2 –	PPG children	Termly.	Attainment and progress levels	4CDF/WMH4010	1

<p>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/PSA - SJ</p>	<p>KS2. Raise aspiration for all, including PPG pupils, through careers visitors, university visits and business visits.</p>	<p>focus on upper KS2 – Y5 and Y6.</p>	<p>to be included within this.</p>		<p>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>	<p>£1000</p>	
<i>First review</i>							
<i>Second Review</i>							
<p>D.</p> <p>To raise attainment for pupils in Y6 to reach end of year expectations.</p> <p>1:1/small group tuition for pupils who are working below ARE at the start of Y6.</p> <p>Lead – Y6 -JY/LM</p>	<p>Booster classes, to develop mathematical knowledge, for pupils in order to reach EXS.</p> <p>1:1/small group tuition for pupils who are working below ARE at the start of Y6.</p> <p>To be reviewed after end of Autumn data collection.</p>	<p>Pupils who are below ARE at the end of Y5</p>	<p>PPG pupils identified from Y5 data</p>	<p>Half termly reviews</p>	<p>SATs score to be above ARE expectations 100 or above.</p> <p>End of year TA data to be at the expected standard (EXS).</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>3</p>

E. To provide opportunities to raise maths progress towards mastery and GDS standard for pupils across the school. Lead Adult: Maths Leader	Provide small group opportunities for children to extend 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)	2HLTA/WMH2200 (see overall support staff costs)	1
First review							
Second Review							
F. 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/MB/JW. Focus based on tracking. To start: Sept 17	1:1 Tuition Y2/Y5/Y6. Focus based on tracking. PPG children entering Y2/Y5 who are below expectations to receive focused support from PPG tutor. Identify potential GDS pupils for extending to reach GDS JCD: KS1 = 3 hours KS2 = 8 hours.	PPG children who have not made expected progress during 16-17. 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.	2HLTA/WMH2200 (see overall support staff costs)	1
First review							

<i>Second review</i>							
G: Accelerated Reading Programme Project X Code. Lead AT/AB Link to Literacy Leader AB. MB during afternoon sessions.	Weekly rolling programme. Developing comprehension skills- fluency – expression.	Pupils not yet at age related expectations in reading.	Pupils in Y2	Children entering new class were below age related expectations (ARE) in previous year group.	Develop confidence in reading comprehension skills in order to reach end of year ARE.	2HLTA/WMH2200 (see overall support staff costs)	2
<i>First Review</i>							
<i>Second review</i>							
H. 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. Explore grant funding provision to provide wider access to breakfast club. Lead: Breakfast Club – JW/HR Leader: Head of School	Reviewed half termly based on need. Access to breakfast club for a half term period. To enhance PPG children's self-esteem to have access to Breakfast club in order to have a healthy start to the school day.	PPG children. Identification. Referral from school staff/ parents/ wider agencies	PPG children. Identification. Referral from school staff/ parents/ wider agencies	Sept 2017 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 Learning Passports/ Case study evidence to show above.	£4,473.00	2

<i>Second Review</i>							
I. To ensure PPG pupils/staff and families have access to specialist SEN provision and agencies SEND lead to work with PPG pupils. Lead: SENDICO - DB	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 17- July 2018. 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	(see overall teaching staff costs)	²
<i>Second Review</i>							
J. To provide opportunities to develop maths progress towards the expected standard and potential GDS for pupils in Y6 through regular daily booster sessions. Lead Adult: Year 6 teacher, KC	Provide opportunities for pupils to develop their understanding of the expected standard in maths. Morning booster classes	PPG children who have not made expected progress during 16-17. 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	At least 75% of pupils, by the end of July 2018 to have made good or expected progress.	2HLTA/WMH2200 (see overall support staff costs)	³

				possible GDS.			
<i>First Review</i>							
<i>Second Review</i>							
k. Targeted afternoon booster session to raise attainment for pupils in Y6 to reach expected standard. Lead: Y6 JY/LM	Afternoon booster session to develop mathematical understanding of SATs related questions and develop approaches in order to solve them.	PPG children who have not made expected progress during 16-17. 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	At least 75% of pupils, by the end of July 2018 to have made good or expected progress.	2HLTA/WMH2200 (see overall support staff costs)	³
<i>First Review</i>							
<i>Second Review</i>							
l. Phonics and handwriting interventions to develop English skills in order to improve attainment across KS1 English lead/SENCOs/MB	Small group work with a focus on handwriting and phonics.	Pupils not yet at age related expectations in phonics and 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.	2HLTA/WMH2200 (see overall support staff costs)	²
<i>Second Review</i>							
M. Phonics and handwriting interventions to develop English skills in order to improve	Small group work with a focus on handwriting and phonics.	Pupils not yet at age related expectations in phonics and	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.	2HLTA/WMH2200 (see overall support staff costs)	²

attainment in Y2. English lead/SENCOs/MH		reading.					
First Review							
Second Review							
N: Accelerated Reading Programme: Oxford Comprehension Express. Lead AT/AB Link to Literacy Leader AB. JW during afternoon sessions.	Weekly rolling programme. Developing comprehension skills- fluency – expression.	Pupils not yet at age related expectations in reading.	Pupils in KS2.	Children entering new class were below age related expectations (ARE) in previous year group.	Develop confidence in reading comprehension skills in order to reach end of year ARE.	2HLTA/WMH2200 (see overall support staff costs)	²
First Review							
Second Review							

Pupil Premium Grant Income:	Pupil Premium Grant Costs Overview:	Pupil Premium Grant Unallocated:
£64,680	Costs of teachers £17, 892 Costs of support staff £37,378 Cost of breakfast Club £4473 Visible Learning £4500 Aspiration £1000 65,243	Overspent by £563

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 adjusted accordingly, rather than just using the data retrospectively Made sure TAs were highly trained and understood their role in helping pupils to achieve Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 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 Had a clear policy on spending the PP agreed by governors and publicised on the school website Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings Thoroughly involved governors in the decision making and evaluation process Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<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