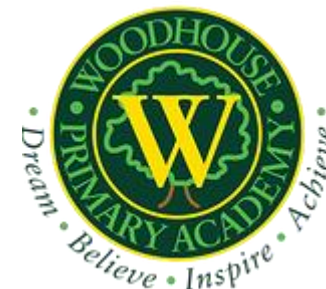


Woodhouse Primary Academy



Review of Pupil Premium Action Plan 2018-19

The plan for the academic year 2018-19 was written by O Wilson and C Lavelle.

Data Analysis:

This analysis provides the following comparisons for the outcomes:

- EYFS
- Year 1 Phonics Screening
- KS1 SATs
- KS2 SATs

Key Questions:

- 1) How well do disadvantaged children at WHPA perform compared to their non-disadvantaged school peers?
- 2) How well do disadvantaged pupils at WHPA perform compare to their non-disadvantaged national peers?
- 3) So what?

In 2018, 51% of disadvantaged children nationally reached the expected standard at the end of Key Stage 2 in reading, writing and mathematics.

In 2018, 68% of disadvantaged children at WHPA reached the expected standard at the end of Key Stage 2 in reading, writing and mathematics.

In 2019, 63% of disadvantaged children at WHPA reached the expected standard at the end of Key Stage 2 in reading, writing and mathematics compared with 51% combined national. With 5% nationally reaching GDS combined
At the end of KS2 30 % nationally were classed at disadvantaged compared to 52% at WHPA.

KS2

Outcomes end of KS2: 2017-2018
:2018-2019

Reading	National	National Non Disadvantaged (Birmingham)	WHPA (63 Cohort) (61 cohort)	WHPA Disadvantaged (28 children) (32 children)		WHPA Non Disadvantaged (35 children) (29 children)	
Reaching Expected or above %	75 73	75	78 70	75	63	80	72
Greater Depth	28 27	30	38 23	36	13	40	34
Average Scaled Score	105.0 104.0	105.3	106.9	107.0		107.1	

1) How well do disadvantaged children at WHPA perform in reading compared to their non-disadvantaged school peers?

- In reading, there is an in school gap between disadvantaged children and non-disadvantaged children, with 63% of disadvantaged children achieving EXS + compared to 72% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WHPA perform compare to their non-disadvantaged national peers?

- In reading, WHPA disadvantaged children are achieving below the standard of their national non-disadvantaged children, with 63% of disadvantaged children achieving EXS + compared to 75%.
- **So what?** Development of approach to reading across KS2, whole school high focus on reading fluency. Better preparation for end of Key Stage 2 reading test through building in opportunities for children to increase reading pace and fluency.

Writing Externally moderated in June 2019	National	National Non Disadvantaged (Birmingham)	WHPA (63 Cohort) (61 cohort)	WHPA Disadvantaged (28 children) (32 children)	WHPA Non Disadvantaged (35 children) (29 children)
Reaching Expected or above %	78 78	80	79 90	71 87	86 97
Greater Depth	20 20	18	25 27	25 20	26 34
Grammar, Punctuation and Spelling	National	National Non Disadvantaged (Birmingham)	WHPA (63 Cohort)	Disadvantaged (28 children)	Non Disadvantaged (35 children)
Reaching Expected or above %	77 78	81	81 79	75 77	86 83
Greater Depth	34 36	43	41 33	43 24	40 38
Average Scaled Score	106.0 106.0	107.8	108.7	107.5	109.7

1) How well do disadvantaged children at WHPA perform in writing and Grammar compared to their non-disadvantaged school peers?

- In writing, there is an in school gap between disadvantaged children and non-disadvantaged children, with 87% of disadvantaged children achieving EXS + compared to 97% of non-disadvantaged children achieving the same standard.
- In Grammar, Punctuation and Spelling, there is an in school gap between disadvantaged children and non-disadvantaged children with 75% of disadvantaged children achieving EXS + compared to 83% of non-disadvantaged children achieving the same standard

2) How well do disadvantaged children at WHPA perform compare to their non-disadvantaged national peers?

- In writing, there is a gap between disadvantaged children and national non-disadvantaged children, with 84% of disadvantaged WHPA children achieving EXS + compared to 80% of non-disadvantaged national children achieving the same standard.
- In Grammar, Punctuation and Spelling, there is a gap between disadvantaged children and national non-disadvantaged children with 75% of disadvantaged children achieving EXS + compared to 77% of non-disadvantaged children achieving the same standard.

3) So what?

Continue to build upon success of 2019 (externally moderated) more focused teaching of specific elements of grammar and spelling to further close the gap in SPaG.

Mathematics	National	National Non Disadvantaged (Birmingham)	WHPA (63 Cohort) (61 children)	Disadvantaged (28 children) 32 children		Non Disadvantaged (35 children) 29 children	
Reaching Expected or above %	75 79	76	81 80	75	73	86	90
Greater Depth	24 27	26	30 33	25	23	34	45
Average Scaled Score	104.0 105.0	104.8	106.2	104.5		107.6	

1) How well do disadvantaged children at WHPA perform in mathematics compared to their non-disadvantaged school peers?

- In mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children with 73% of disadvantaged children achieving EXS + compared to 90% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WHPA perform in mathematics compared to their non-disadvantaged national peers?

- In mathematics, WHPA disadvantaged children are 7% (less than 2 children) below achieving the same outcomes as national non-disadvantaged children, with 72% of disadvantaged children achieving EXS +.
- **So what?**
Utilise additional teacher for two days each week through high quality first teaching for identified children so as to accelerate progress and close the in school gap. Specific gaps identified through close ongoing teacher assessment and robust scrutiny of test papers.

Provisional 2019 data release, National: 65% achieved expected in combined with 11% at GDS.

Combined RWM						
	WHPA Disadvantaged		WHPA Non Disadvantaged		National Non Disadvantaged (Birmingham)	
Expected or above %	68	63 20/32 pupils	74	72	65	
Above %	14	13% 4/32 pupils	23		11	

1) How well do disadvantaged children at WHPA perform in RWM compared to their non-disadvantaged school peers?

- In the combined outcomes for RWM, there is an in school gap between disadvantaged children and non-disadvantaged children with 63% of disadvantaged children achieving EXS + compared to 72% of non-disadvantaged children achieving the same standard.

2)How well do disadvantaged children at WHPA perform in RWM compared to their non-disadvantaged national peers?

- In the combined outcomes for RWM, 63% of WHPA disadvantaged children are achieved the expected standard or above compared to 65% of national non-disadvantaged children, a difference of less than one child.
- In 2019, 63% of disadvantaged children at WHPA reached the expected standard at the end of Key Stage 2 in reading, writing and mathematics compared with 51% combined national. With 5% nationally reaching GDS combined
- At the end of KS2 30 % nationally were classed at disadvantaged compared to 52% at WHPA

So what?

Reduced class sizes of 20 pupils for morning teaching sessions of RWM with all pupils being taught by experienced Year 6 teachers and support staff. Teaching sessions in morning for core subjects has been increased by 30 minutes. Analysis of current data is robust and regular to ensure all pupils are being supported and challenged appropriately. Identified pupils receiving additional teaching time through after school sessions.

KS1

KS1 2018 National disadvantaged Reading=60% Writing=53% Mathematics=61%

	National		WHPA		Disadvantaged		Non Disadvantaged	
			(62 Cohort)	60 cohort	(20 children)	(16 children)	(42 children)	44 children
	2018	2019	2018	2019	2018	2019	2018	2019
Reaching Expected	75		73	77%	55 (66)	75%	81 (76)	77%
Greater Depth	26		21	28%	5 (13)	6 (1ch)	29 (23)	36%

	National		WHPA		Disadvantaged		Non Disadvantaged	
			(62 Cohort)	60 cohort	(20 children)	16 children	(42 children)	44 children
	2018	2019	2018	2019	2018	2019	2018	2019
Reaching Expected	70		69	75	55 (59)	75	76 (71)	75%
Greater Depth	16		19	20%	5 (8)	0	26 (15)	27%

	National		WHPA		Disadvantaged		Non Disadvantaged	
			(62 Cohort)	60 cohort	(20 children)	16 children	(46 children)	44 children
	2018	2019	2018	2019	2018	2019	2018	2019
Reaching Expected	76		71	80	60 (66)	69	76 (76)	84
Greater Depth	22		21	28%	10 (12)	19%	26 (21)	32%

1) How well do disadvantaged children at WHPA perform compared to their non-disadvantaged school peers?

- In reading, the in school gap between disadvantaged children and non-disadvantaged children has been significantly reduced with 75% of disadvantaged children achieving EXS + compared to 77% of non-disadvantaged children achieving the same standard.

- In writing, there is no longer a gap between disadvantaged children and non-disadvantaged children, with 75% of children from both groups achieving the expected standard in writing.
 - In mathematics, the in school gap between disadvantaged children and non-disadvantaged children is **in line with the national gap**, with 69% of disadvantaged children achieving EXS + compared to 84% of non-disadvantaged children achieving the same standard.
- 2) How well do disadvantaged pupils at WHPA perform compare to their non-disadvantaged national peers?**
- In reading disadvantaged children performance at achieving the expected standard is in line with national non-disadvantaged outcomes of 75%.
 - In writing, disadvantaged children performed above the performance of the national outcomes for all children with a gap of +5% in EXS.
 - In mathematics, disadvantaged children performed below the performance of the national outcomes for all children with a gap of -7% in EXS.

So what?

Experienced Year 2 team led by DHT, curriculum reorganized to match the needs of the current cohort. Robust and regular pupil progress meetings are taking place around the data outcomes from the current term from both on-going teacher assessment and tests. There is additional teaching capacity across year 2 to provide additional support and challenge for those pupils that have been flagged up in pupil progress meetings so as to address gaps/misconceptions at an earlier point in the learning journey. Interventions are in place to support the specific needs of identified children across the year group.

EYFS

%	School All		National All		School Non		National Non Birmingham		School Disadvantaged		National Disadvantaged Birmingham	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Good Level of Development	59	75	72		71	73	70		44	79	61	
Literacy	62	74	71		76	73	72		44	79	63	
Mathematics	66	76	78		76	75	75		52	79	67	

1) How well do disadvantaged children at WHPA perform compared to their non-disadvantaged school peers?

- Good Level of Development, there is an in school gap between disadvantaged children and non-disadvantaged children of 6% , with 79% of disadvantaged children achieving a GLD compared to 73% of non-disadvantaged children achieving the same standard.
(In 2018 data: Good Level of Development, there is an in school gap between disadvantaged children and non-disadvantaged children of 27% , with 44% of disadvantaged children achieving a GLD compared to 71% of non-disadvantaged children achieving the same standard.)
GAP
2018- 27%
2019+6%
- In Literacy, there is an in school gap between disadvantaged children and non-disadvantaged children of 6% , with 79% of disadvantaged children achieving a GLD compared to 73% of non-disadvantaged children achieving the same standard.
(In 2018 data in Literacy, there is an in school gap between disadvantaged children and non-disadvantaged children of 32% , with 44% of disadvantaged children achieving a GLD compared to 76% of non-disadvantaged children achieving the same standard.)
GAP
2018-32%
2019+6%
- In Mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children of 4% , with 79% of disadvantaged children achieving a GLD compared to 75% of non-disadvantaged children achieving the same standard.
(In 2018 data in Mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children of 24% , with 52% of disadvantaged children achieving a GLD compared to 76% of non-disadvantaged children achieving the same standard.)

GAP

2018-24%

2019+4%

2) How well do disadvantaged children at WHPA perform compare to their non-disadvantaged national peers?

- *Currently the national data is not available therefore the comparison is between disadvantaged children at WHPA and non-disadvantaged children from the Birmingham Local Authority.*
- Good Level of Development, the gap between disadvantaged children and non-disadvantaged children of 16% , with 44% of disadvantaged children achieving a GLD compared to 70% of non-disadvantaged children achieving the same standard.
- In Literacy, there is an in school gap between disadvantaged children and non-disadvantaged children of 28% , with 44% of disadvantaged children achieving a GLD compared to 72% of non-disadvantaged children achieving the same standard.
- In Mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children of 23% , with 52% of disadvantaged children achieving a GLD compared to 75% of non-disadvantaged children achieving the same standard.

3) So what?

- The EYFS teachers are Junior curriculum leaders and are being coached by the experienced EYFS lead (based in Yr 1) who is working closely with the current year 1 team to ensure the curriculum is addressing the gaps in learning that 2019 data highlighted.
- Planning and the quality of learning is being reviewed on a regular basis.
- The current EYFS team has addressed the identified next steps in provision for the EYFS pupils through changes to the environment, planning and organization of resources and staff.

Phonics Screening

School at		National at		School Disadvantaged		Non disadvantaged	
2018	2019	2018	2019	2018	2019	2018	2019
87	73%	82%		93	54	84	86
		National Birmingham		74		83	

2019

In a cohort of 59 there are 24 (41%) disadvantaged pupils and 35 (59%) non-disadvantaged. 54% of dis-advantaged children reached the expected standard in the screening test compared to 86% of their non dis-advantaged school peers.

So what?

Additional capacity for intervention on a daily basis across Year 2 to ensure disadvantaged children achieve the standard in line with national expectations for test retake at the end of Y2.

Attendance

How well do disadvantaged pupils attend school compared to their non- disadvantaged peers?

	School		National	
	2018	2019	2018	2019
FSM Absence		4.97%		6.3%
FSM Persistent Absence		2.96%		19.2%
EHCP Absence		5.11%		8.2%
EHCP Persistent Absence		0.53%		23.6%
SEND Absence		5.73%		8%
SEND Persistent Absence		1.88%		23.4%