

## Westwood Academy pupil premium strategy statement

1. Summary information					
School	WESTWOOD ACADEMY- THE HARMONY TRUST				
Academic Year	2018 19	Total PP budget	£76.560	Date of most recent PP Review	Sept 2018
Total number of pupils	199 (Y1-6)	Number of pupils eligible for PP	55	Date for next review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (Westwood Academy, Oldham)</i>	<i>Pupils not eligible for PP (Westwood Academy, Oldham)</i>
% achieving in reading, writing and maths	KS2 Reading 77% KS2 Writing 85% KS2 Maths 92% KS2 R,W,M 77%	KS2 Reading 71% KS2 Writing 94% (NAve) KS2 Maths 94% (NAve) KS2 R,W,M 71% (NAve)
	<i>Pupils eligible for PP (Westwood Academy, Oldham)</i>	<i>Pupils not eligible for PP (Westwood Academy, Oldham)</i>
Pupil progress in reading 2018-19 ( <i>Expected progress is 6 subgrades</i> )	<b>6.7</b>	<b>6.2</b>
Pupil making progress in writing 2018-19 ( <i>Expected progress is 6 subgrades</i> )	<b>5.8</b>	<b>5.9</b>
Pupil making progress in maths 2018-19 ( <i>Expected progress is 6 subgrades</i> )	<b>6.3</b>	<b>6.1</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	99% of PP pupils have English as an additional language. <ul style="list-style-type: none"> <li>This means that all PP pupils face multiple deprivation factors, which can contribute to a vocabulary gap and a lack of experience of English language on entry and a lack of experience of how to manipulate words for effect.</li> </ul>
B.	Poor oral English language skills of learners- <ul style="list-style-type: none"> <li>Language proficiency assessments showed <b>81% of PP pupils required ongoing EAL support to access the curriculum fully.</b></li> <li>22% of new to Nursery pupils had 3 or less words of English on entry.</li> </ul>
C.	Parents' English language skills <ul style="list-style-type: none"> <li><b>53% of parents rated themselves as 'Fluent in English' (September, 2017)</b>, which limits the ability of almost half of pupils' parents to support home learning in reading and writing and has an impact on pupils' starting points on entry to Nursery and Reception.</li> <li>Indicators of acute deprivation in Coldhurst include adults without qualifications, high unemployment and high levels of social disadvantage</li> </ul>
D.	Analysis of the Index of Multiple Deprivation shows that 54% of our pupils are the deprived 5%, with 77% in the most deprived 10% (data from 2017 Oldham data pack). Most children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school.

#### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria																										
A.	Raise PP pupils' attainment in Reading	<p>-The proportion of PP pupils achieving age-related expectations (S or S+ in their year group) increases, compared to the end of 2017-18 proportion of PP pupils achieving age-related expectations.</p> <p>-The proportion of PP pupils achieving 'Expected' or above in the end of KS2 SATs increases</p> <p>- PP pupils' progress in reading is more than 'expected' (more than 6 subgrades on average) in all year groups.</p> <table border="1" data-bbox="674 384 2130 643"> <thead> <tr> <th></th> <th>2017-18 % of PPG pupils achieving 'Expected' standard +</th> <th>2018-19 % of PPG pupils achieving the 'Expected' standard +</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Reading (SATs)</td> <td>56%</td> <td>77%</td> <td>Increase of 21%</td> </tr> <tr> <td>Writing (Teacher assessment)</td> <td>78%</td> <td>85%</td> <td>Increase of 7%</td> </tr> <tr> <td>Maths (SATs)</td> <td>56%</td> <td>92%</td> <td>Increase of 36%</td> </tr> <tr> <td>R,W,M (combined)</td> <td>56%</td> <td>77%</td> <td>Increase of 21%</td> </tr> </tbody> </table> <table border="1" data-bbox="674 679 1856 810"> <thead> <tr> <th></th> <th>Pupils eligible for PP (Westwood Academy)</th> <th>Pupils not eligible for PP (Westwood Academy)</th> </tr> </thead> <tbody> <tr> <td>Pupil progress in reading 2018-19 (Expected progress is 6 subgrades)</td> <td>6.7</td> <td>6.2</td> </tr> </tbody> </table>		2017-18 % of PPG pupils achieving 'Expected' standard +	2018-19 % of PPG pupils achieving the 'Expected' standard +	Comments	Reading (SATs)	56%	77%	Increase of 21%	Writing (Teacher assessment)	78%	85%	Increase of 7%	Maths (SATs)	56%	92%	Increase of 36%	R,W,M (combined)	56%	77%	Increase of 21%		Pupils eligible for PP (Westwood Academy)	Pupils not eligible for PP (Westwood Academy)	Pupil progress in reading 2018-19 (Expected progress is 6 subgrades)	6.7	6.2
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B.	<p>Develop and improve the language skills of PP learners</p> <ul style="list-style-type: none"> <li>- Teachers are well trained on EAL pedagogy and strategies to support EAL learners through quality first teaching</li> </ul> <p>Teaching assistants are well trained to deliver focussed interventions that have an impact on the development of PP pupils' communication and language skills.</p>	<p>There is an improvement in the language skills of Westwood Academy PP learners (vs the language proficiency assessments in May, 2017)</p> <table border="1" data-bbox="674 900 2130 1158"> <thead> <tr> <th></th> <th>May 2017</th> <th>May 2018</th> <th>May 2019</th> </tr> </thead> <tbody> <tr> <td>Needs <b>considerable</b> amount of EAL support</td> <td>21%</td> <td>3%</td> <td></td> </tr> <tr> <td>Needs <b>a significant amount</b> of EAL support</td> <td>38%</td> <td>40%</td> <td></td> </tr> <tr> <td>Requires <b>ongoing EAL support</b> to access the curriculum</td> <td>38%</td> <td>38%</td> <td></td> </tr> <tr> <td>Requires <b>some /occasional EAL support</b> to access complex curriculum material and tasks</td> <td>4%</td> <td>14%</td> <td></td> </tr> <tr> <td>Operates <b>without EAL support</b> across the curriculum</td> <td>0%</td> <td>5%</td> <td></td> </tr> </tbody> </table> <p>Due to the Local Authority/DfE no longer collating data relating to language competency, a different method for assessing and measuring pupil progress will be necessary in 2019-20. This will involve staff training on progression of speaking and listening. Target Tracker statements will be used in 2019-20 to track attainment and progress over time.</p> <p>All staff received training on active learning strategies- to engage all children in speaking and listening activities through daily teaching. EYFS and KS1 staff received training on Early Talk Boost as well as all staff working with The Harmony Trust SALT to create Communication Friendly classrooms. The % of EYFS pupils achieving GLD for CLL was the highest ever for Westwood Academy. Children were given enrichment activities to support their language skills, including participation in the Children's Shakespeare Festival, CEO Book Club, Harmony Trust performances, class/school performances.</p>		May 2017	May 2018	May 2019	Needs <b>considerable</b> amount of EAL support	21%	3%		Needs <b>a significant amount</b> of EAL support	38%	40%		Requires <b>ongoing EAL support</b> to access the curriculum	38%	38%		Requires <b>some /occasional EAL support</b> to access complex curriculum material and tasks	4%	14%		Operates <b>without EAL support</b> across the curriculum	0%	5%			
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<p><b>C.</b></p>	<p>PP pupils make progress that is better than 'expected' in all year groups in Writing and Maths</p>	<p>Westwood Academy PP pupil achieve more than 6 subgrades progress across the year in:</p> <ul style="list-style-type: none"> <li>- Writing</li> <li>- Maths</li> </ul> <table border="1" data-bbox="674 209 1856 411"> <thead> <tr> <th></th> <th><i>Pupils eligible for PP (Westwood Academy)</i></th> <th><i>Pupils not eligible for PP (Westwood Academy)</i></th> </tr> </thead> <tbody> <tr> <td>Average pupil progress in writing 2018-19 (<i>Expected</i> progress is 6 subgrades)</td> <td>5.8</td> <td>5.9</td> </tr> <tr> <td>Average pupil progress in maths 2018-19 (<i>Expected</i> progress is 6 subgrades)</td> <td>6.3</td> <td>6.1</td> </tr> </tbody> </table> <p>Westwood Academy pupils attainment is above school 2018 end of KS2 % in Writing and Maths</p> <table border="1" data-bbox="674 485 1856 703"> <thead> <tr> <th></th> <th>2017-18 (based on 53 children)</th> <th>2018-19 (based on 55 children)</th> </tr> </thead> <tbody> <tr> <td>% of PPG children at age-related expectations (Year 1-Year 6) in Writing</td> <td>28/53= 53%</td> <td>34/55= 62%</td> </tr> <tr> <td>% of PPG children at age-related expectations (Year 1-Year 6) in Maths</td> <td>29/53= 54%</td> <td>33/55= 60%</td> </tr> </tbody> </table> <p>Teaching and learning of English is good overall, as evidenced through:</p> <ul style="list-style-type: none"> <li>- Books, assessment files and learning journeys.</li> <li>- Lesson observations and learning walks.</li> </ul> <p>Outcomes- pupils' achievement is better than 'expected' in Reading, Writing and Maths and overall PP pupils' attainment is improved in Reading, Writing and Maths</p>		<i>Pupils eligible for PP (Westwood Academy)</i>	<i>Pupils not eligible for PP (Westwood Academy)</i>	Average pupil progress in writing 2018-19 ( <i>Expected</i> progress is 6 subgrades)	5.8	5.9	Average pupil progress in maths 2018-19 ( <i>Expected</i> progress is 6 subgrades)	6.3	6.1		2017-18 (based on 53 children)	2018-19 (based on 55 children)	% of PPG children at age-related expectations (Year 1-Year 6) in Writing	28/53= 53%	34/55= 62%	% of PPG children at age-related expectations (Year 1-Year 6) in Maths	29/53= 54%	33/55= 60%
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<p><b>D.</b></p>	<p>Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Westwood Academy.</p>	<p>ALL PP pupils receive high quality Music teaching- by music specialist teachers- with Y5 pupils being having brass instrument lessons= <b>99% of PPG pupils working within age related expectation in Music at the end of 2018-19</b></p> <ul style="list-style-type: none"> <li>• Progress for <b>PPG eligible pupils in Music = 6.3 subgrades</b> vs 6.3 subgrades progress for non-PPG eligible pupils</li> <li>• <b>All Year 5 children received tuition on a brass instrument</b>, performing 3 times during 2018-19.</li> </ul> <p>ALL PP pupils receive high quality drama teaching- supported by a specialist drama teacher. ALL PP pupils have regular access to a school library book lending service.</p> <p>ALL Year 1-Year 6 PP pupils have access to a range of enrichment experiences and opportunities through school trips, visitors to school and enrichment activities. <b>31 trips during 2018-19, including the Year 6 residential, trips to see the BBC Philharmonic Orchestra, linking project trips, visits to different places of worship and visits to the Oldham Mayoral Chambers.</b> <b>Over 10 visitors to school/events in school, including author visits from Lydia Monks, Hugh Templeton (artist) workshops, Library services, NSPCC, Fire Brigade, Children's Shakespeare Festival and Oldham Coliseum staff.</b></p>																		

**5. Planned expenditure- 2018/19-** how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome A	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?
Raise PP pupils' attainment in Reading	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:</b></p> <ul style="list-style-type: none"> <li>-INSET on assessment for learning</li> <li>-INSET on the ESCAL model for shared reading</li> <li>-INSET on phonics delivery, assessment and using the LCP planning and materials.</li> <li>-additional staffing to support KS1 reading strategies (developing fluency and comprehension skills).</li> </ul>	<p>EEF- Improving Literacy in KS2 recommendations (April, 2017)  <i>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</i></p>	<p>Termly Pupil Progress Meetings- led by Principal will monitor progress of individual PPG chn, to ensure pupils on track for personal targets and so support re-deployed accordingly. Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments.</p> <p>Full programme of monitoring of teaching and learning throughout 2018-19, including:                      Lesson observations and follow up support by SLT (3x per year)                      Learning walks and subject leader drop in sessions                      Book and pupil work monitoring (x6 by SLT, plus MLT monitoring)                      Target setting meeting week 10.9.18                      3x assessment weeks                      3x Pupil progress meetings with Principal (per year group)                      SLT data/SEF/ SDP review meetings wk 9.7.18 and 16.7.18 to determine 2018-19 intervention                      SLT data analysis 4 x SLT meetings</p> <p>Principal and Phase Leaders to lead Pupil Progress Meetings and Performance Management meetings (Spring and Summer terms, 2019)</p> <p>Moderation of assessments for accuracy and to set next steps and targets- internal (led by SLT) and externally (cross-Trust/school moderation)</p>	<p>Principal, English and Phonics Leads</p> <p>SENCo, all teachers and TAs</p> <p>Principal, SLT</p> <p>Principal, SLT &amp; SENCo</p> <p>Principal, SLT and teachers</p> <p>Principal, SLT</p> <p>Principal, Dep&amp; Phase leaders</p> <p>Principal, SLT</p> <p>English and Maths leads, SLT and all teachers</p>	<p>Termly PPMs- led by Principal- wk 17.12.18, 1.4.19 and wk 15.7.19 (review)</p> <p>Teacher &amp; TA INSET evaluate effectiveness of interventions wk 17.12.18, 1.4.19 and wk 15.7.19 (review)</p> <p>Phonics lead to review progress, groupings and deployment of staff x 4</p>
	<p><b>Delivery of impactful interventions:</b></p> <ul style="list-style-type: none"> <li>-Additional 1:1 reading for PP pupils</li> <li>-Additional shared reading sessions- based on ESCAL model- for KS2 pupils</li> <li>-Daily KS2 phonics intervention</li> <li>-Additional KS1 phonics intervention</li> <li>-Reading Volunteers to support fluency for KS2 pupils</li> <li>-Year 6 specific resources and additional staffing to support improved end of KS2 outcomes.</li> </ul>	<p>EEF- Improving Literacy in KS2 recommendations (April, 2017)  <i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i>                      1:1 sessions and KS2 phonics aims to reinforce pupils' knowledge of phonics and key word recognition to enable greater fluency that allows pupils to access age appropriate texts.</p>			<p>Termly PPMs- led by Principal- wk 17.12.18, 1.4.19 and wk 15.7.19 (review)</p> <p>Performance management review meetings wk 7.1.19 (Teachers) and wk 14.1.19 (TAs)</p> <p>Week 10.12.18, 25.3.19 and 1.7.19</p>

Total budgeted cost					£20,550
Desired outcome B	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?
Develop and improve the language skills of PP learners	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:</b></p> <ul style="list-style-type: none"> <li>-additional staffing in the EYFS to develop pupils' CLL skills</li> <li>-(proportional contribution to) drama specialist to support teachers to plan speaking and listening activities and to deliver speaking and listening interventions</li> <li>-training for staff new to EYFS on characteristics of effective learning, the role of the adult, observations and assessments and EYFS outcomes</li> <li>-train staff on EAL pedagogy and practice (ESCAL EAL Champions and EAL Specialist programmes)</li> </ul>	<p>81% of Westwood Academy pupils were assessed as requiring <i>considerable, a significant amount of, or ongoing</i> EAL support to access the curriculum (Westwood Academy Census, May 2018).</p> <p>-22% of new to Nursery pupils had 3 or less words of English on entry (Sept, 2017).</p>	<p>Full programme of monitoring of teaching and learning throughout 2018-19, including:</p> <ul style="list-style-type: none"> <li>Lesson observations and follow up support by SLT (3x per year)</li> <li>Learning walks and subject leader drop in sessions</li> <li>Book and pupil work monitoring (x6 by SLT, plus MLT monitoring)</li> <li>Target setting meeting week 10.9.18</li> <li>3x assessment weeks</li> <li>3x Pupil progress meetings with Principal (per year group)</li> <li>SLT data/SEF/ SDP review meetings wk 9.7.18 and 16.7.18 to determine 2018-19 intervention</li> <li>SLT data analysis 4 x SLT meetings</li> </ul>	<p>Principal, SLT</p> <p>Principal, SLT &amp; SENCo</p> <p>Principal, SLT and teachers</p> <p>Principal, SLT</p> <p>Principal, Dep&amp; Phase leaders</p>	See calendar for dates
	<p><b>Delivery of impactful interventions:</b></p> <ul style="list-style-type: none"> <li>-(proportional contribution to) delivery of Early Talk Boost to support PP pupils with SLCN</li> </ul>	<p>EEF- The Attainment Gap (January 2018) <i>While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades.</i></p> <p>Westwood Academy pupils' attainment on entry to EYFS is below national averages, so progress needs to be accelerated if pupils are to reach, and exceed, age-related expectations by the end of KS2.</p>	<p>Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments.</p> <p>Termly Pupil Progress Meetings- led by Principal will monitor progress of individual PPG chn, to ensure pupils on track for personal targets and so support re-deployed accordingly.</p>	<p>SENCo, all teachers and TAs</p> <p>Principal, English and Phonics Leads</p>	<p>Teacher &amp; TA INSET evaluate effectiveness of interventions wk 17.12.18, 1.4.19 and wk 15.7.19 (review)</p> <p>Termly PPMs- led by Principal- wk 17.12.18, 1.4.19 and wk 15.7.19 (review)</p>
	<p><b>Support for parents to develop their English skills and skills to support home learning:</b></p> <ul style="list-style-type: none"> <li>-(proportional cost) of parent workshops to support home reading and to support phonics learning at home.</li> </ul>	<p><b>53% of parents rated themselves as 'Fluent in English' (September, 2017)</b>, which limits the ability of almost half of pupils' parents to support home learning in reading and writing and has an impact on pupils' starting points on entry to Nursery and Reception. Indicators of acute deprivation in Coldhurst include adults without qualifications, high unemployment and high levels of social disadvantage</p>	<p>Lifelong Learning use evaluation of impact of parent learning classes (June, 2018) to inform provision in 2018-19.</p> <p>Parental workshop questionnaires used to ensure that parents feel that the workshops are:</p> <ul style="list-style-type: none"> <li>-relevant</li> <li>-accessible</li> <li>-applicable to home learning</li> </ul>	<p>Oldham Lifelong Learning</p> <p>Community Champion &amp; English, Phonics and EYFS leads</p>	<p>Lifelong Learning evaluation- June '18 and June '19</p> <p>Parent forum meetings 7.11.18, Spring and Summer dates TBC</p>
<b>Total budgeted cost</b>					£30,150

Desired outcome C	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?
PP pupils make progress that is better than 'expected' in all year groups in Writing and Maths	<b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:</b> -INSET on assessment for learning in Writing and Maths -INSET on implementing the multiplication fact learning and testing system (inc. Maths lead release time) -additional support for Year 6 cohort (equivalent to 0.5 days per week). - INSET on supporting SEND pupils through inclusive practice -English Lead EAL training (ESCAL) and Word Awareness training (ESCAL)	EEF- Improving Literacy in KS2 recommendations (April, 2017) <i>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</i>	Full programme of monitoring of teaching and learning throughout 2018-19, including: Lesson observations and follow up support by SLT (3x per year) Learning walks and subject leader drop in sessions Book and pupil work monitoring (x6) Target setting meeting week 10.9.18 3x assessment weeks 3x Pupil progress meetings with Principal (per year group) SLT data/SEF/ SDP review meetings wk 9.7.18 and 16.7.18 to determine 2018-19 intervention SLT data analysis 4 x SLT meetings	Principal, SLT  Principal, SLT & SENCo  Principal, SLT and teachers  Principal, SLT  Principal, Dep& Phase leaders	See calendar for dates
	<b>Delivery of impactful interventions:</b> -(proportional contribution to) Year 6 specific resources and additional staffing to support Maths and Writing	KS2 PP pupils' outcomes at 'expected' or above were below 2017 national averages in Writing and Maths: - KS2 Writing 78% vs 81% 2017 national average - KS2 Maths 56% vs 80% 2017 national average - KS2 R,W,M 56% vs 67% 2017 national average  EEF- The Attainment Gap (January 2018) <i>Leaving education without any qualifications at all carries a large economic cost to the individual (as well as to society in terms of lost output). We aim for a greater proportion of Westwood Academy PP pupils to be working at age-related expectations at the end of KS2 so that they are well prepared for the next stage of their education.</i>	3x Pupil progress meetings with Principal (per year group)  Moderation of assessments for accuracy and to set next steps and targets- internal (led by SLT) and externally (cross-Trust/school moderation)	Principal, Dep& Phase leaders  English and Maths leads, SLT and all teachers	Termly PPMs- led by Principal- wk 17.12.18, 1.4.19 and wk 15.7.19 (review)  Week 10.12.18, 25.3.19 and 1.7.19
<b>Total budgeted cost</b>					£14,300

Desired outcome D	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?
<p>Children have access to sporting and/or cultural (theatre, dance, music) opportunities through enrichment activities provided by Westwood Academy.</p>	<p>ALL PP pupils receive high quality Music teaching- by music specialist teachers- with Y5 pupils being having brass instrument lessons. Portion (equivalent to % of PP pupils)</p> <p>ALL PP pupils receive high quality drama teaching through quality first teaching delivered by Westwood Academy staff- supported by Harmony Trust specialist drama teacher.</p> <p>School trip and enrichment activity subsidy- equivalent to 1 x curriculum related trip for each class, whole school theatre trip, plus <i>Read-Achieve-Succeed</i> activities/events and all classes visiting the Library.</p>	<p>EEF Arts Participation (April, 2018) <i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> <p>Impact of Arts education on the cognitive and non-cognitive outcomes of school age children (Durham University &amp; EEF, February 2016) <i>Music (instrumental, music education and music integration) shows promise across all age groups.</i></p> <p>School data shows that almost no children access sporting and/or cultural (theatre, dance, music) opportunities outside of school</p> <p>Analysis of the Index of Multiple Deprivation shows that 54% of our pupils are the deprived 5%, with 77% in the most deprived 10% (data from 2017 Oldham data pack).</p>	<p>Monitoring of lessons, assemblies, learning walks.</p> <p>Monitoring of attainment and pupil progress for PP pupils</p> <p>Monitoring of lessons (led and supported by drama specialist) through learning walks.</p> <p>Monitoring of lessons (led and supported by music specialist) through learning walks.</p> <p>Regular monitoring of English planning to ensure that there are opportunities for speaking and listening and/or drama activities in all year groups every week. Monitoring of attainment and pupil progress for PP pupils</p> <p>Full programme of trips and visits agreed as part of long term planning (submitted end week 24.9.18)</p>	<p>Arts Lead, Principal and SLT</p> <p>Arts Lead, Principal and SLT</p> <p>English Lead</p> <p>Enrichment lead and Principal</p>	<p>INSET wk 25.2.19 and Summer 2019 (date TBC)</p> <p>Evaluated May 2018 to be compared with May 2019 attainment and achievement</p> <p>INSET wk 3.9.18, wk 22.10.18</p> <p>July 2019</p>
<b>Total budgeted cost</b>				£11,200	
<b>Overall planned expenditure</b>				£76,200	