

# Westwood Academy pupil premium strategy statement

1. Summary information					
School	WESTWOOD ACADEMY- THE HARMONY TRUST				
Academic Year	2017 18	Total PP budget	£71,120	Date of most recent PP Review	March 2018
Total number of pupils	177 (Y1-6 March '18)	Number of pupils eligible for PP	53	Date for next internal review of this strategy	May 2018

2. Current attainment		
	<i>Pupils eligible for PP (Westwood Academy, Oldham)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	KS2 Reading 88% KS2 Writing 94% KS2 Maths 94% KS2 R,W,M 88%	KS2 Reading 77% (NAve) KS2 Writing 81% (NAve) KS2 Maths 80% (NAve) KS2 R,W,M 67% (NAve)
	<i>Pupils eligible for PP (Westwood Academy, Oldham)</i>	<i>Pupils not eligible for PP (Westwood Academy, Oldham)</i>
Pupil progress in reading 2016-17 ( <i>Expected progress is 6 subgrades</i> )	<b>7.3</b>	<b>7.0</b>
Pupil making progress in writing 2016-17 ( <i>Expected progress is 6 subgrades</i> )	<b>7.1</b>	<b>6.5</b>
Pupil making progress in maths 2016-17 ( <i>Expected progress is 6 subgrades</i> )	<b>6.9</b>	<b>6.5</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	97% of PP pupils have English as an additional language. <ul style="list-style-type: none"> <li>88% of all Nursery pupils have no parents born in the UK (73% in 2016 and 91% in 2015).</li> <li>53% of parents rated themselves as 'Fluent in English' (September, 2017).</li> </ul>
B.	Poor oral language skills of learners- <ul style="list-style-type: none"> <li>May, 2017 Language proficiency assessments showed that <b>97% of PP pupils required ongoing EAL support to access the curriculum fully</b> vs 87% of non-PP pupils requiring ongoing EAL support to access the curriculum fully.</li> </ul>
C.	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.
D.	Attendance of PP eligible children- <b>92.8% in 2014-15, 91.9% in 2015-16, 93% in 2016-17</b> -has an impact on PP pupil attainment year-on-year

4. Desired outcomes																						
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																				
<b>A.</b>	PP pupils who have English as an additional language make progress that is better than 'expected' in all year groups, to close the gap between Westwood Academy PP pupil attainment and national non-PP pupil attainment.	Westwood Academy PP pupil achieve more than 6 subgrades progress across the year in: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> </ul>																				
<b>B.</b>	There is an improvement in the language skills of PP learners	There is an improvement in the language skills of Westwood Academy PP learners (vs the language proficiency assessments in May, 2017) <table border="1" data-bbox="958 456 2112 770"> <thead> <tr> <th></th> <th>May 2017</th> <th>May 2018</th> </tr> </thead> <tbody> <tr> <td>A. Needs <b>considerable</b> amount of EAL support</td> <td>21%</td> <td>3%</td> </tr> <tr> <td>B. Needs <b>a significant amount</b> of EAL support</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>C. Requires <b>ongoing EAL support</b> to access the curriculum</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>D. Requires <b>some /occasional EAL support</b> to access complex curriculum material and tasks</td> <td>4%</td> <td>14%</td> </tr> <tr> <td>E. Operates <b>without EAL support</b> across the curriculum</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table>				May 2017	May 2018	A. Needs <b>considerable</b> amount of EAL support	21%	3%	B. Needs <b>a significant amount</b> of EAL support	38%	40%	C. Requires <b>ongoing EAL support</b> to access the curriculum	38%	38%	D. Requires <b>some /occasional EAL support</b> to access complex curriculum material and tasks	4%	14%	E. Operates <b>without EAL support</b> across the curriculum	0%	5%
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<b>C.</b>	Children have access to sporting and/or cultural (theatre, dance, music) opportunities through enrichment activities provided by Westwood Academy.	ALL PP pupils receive high quality Music teaching- by music specialist teachers- with Y5 pupils being having brass instrument lessons. ALL PP pupils receive high quality drama teaching- supported by a specialist drama teacher. ALL Year 1-Year 6 PP pupils have access to a range of sporting after school clubs and inter-school sports competition opportunities.																				
<b>D.</b>	Attendance of PP eligible children is increased from 93% in 2016-17	Westwood Ac PP attendance 2014-15	Westwood Ac PP attendance 2015-16	Westwood Ac PP attendance 2016-17	National att average (all pupils) 2016-17	Westwood Ac PP attendance 2017-18																
		92.8%	91.9%	93%	96%																	

**5. Planned expenditure- 2017/18-** how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	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>There is an improvement in the language skills of PP learners</p>	<p>Staff training for teaching strategies and time allocated for interventions to support chn with SLCN (P4C Sapere training, Blast, Talk Boost, Hands and Voices, Reading Volunteer Scheme)- £6500</p> <p>Drama specialist (portion)- targeted year groups for teacher CPD and delivery of lessons, oracy intervention, free holiday clubs. (£5150)</p> <p>£1000 EAL resources and ESCAL training for 2 x EAL Champions and 2 x EAL Specialist TA to improve provision for EAL PP learners</p> <p>Workshops for parents to develop English skills so that home learning can be supported (£2500)</p>	<p>EEF- Improving Literacy in KS2 recommendations (April, 2017) <i>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include:</i></p> <ul style="list-style-type: none"> <li>• <i>reading books aloud and discussing them;</i></li> <li>• <i>activities that extend pupils' expressive and receptive vocabulary;</i></li> <li>• <i>collaborative learning activities where pupils can share their thought processes;</i></li> <li>• <i>structured questioning to develop reading comprehension;</i></li> <li>• <i>teachers modelling inference-making by thinking aloud; and</i></li> <li>• <i>pupils articulating their ideas verbally before they start writing.</i></li> </ul> <p>97% of PP learners are EAL (May '17 Census)</p> <p>Westwood Academy survey, Sept. 2018 88% of all Nursery pupils have no parents born in the UK (73% in 2016 and 91% in 2015). 53% of parents rated themselves as 'Fluent in English' (September, 2017).</p>	<p>Monitoring of PP pupils' assessment levels for Language Proficiency, using Census data</p> <table border="1" data-bbox="1256 400 1655 576"> <thead> <tr> <th></th> <th>May 2017</th> <th>May 2018</th> </tr> </thead> <tbody> <tr> <td>% A</td> <td>21%</td> <td>3%</td> </tr> <tr> <td>% B</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>% C</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>% D</td> <td>4%</td> <td>14%</td> </tr> <tr> <td>% E</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table> <p>SENCo to monitor effectiveness of drama specialist intervention</p> <p>Full programme of monitoring of teaching and learning throughout 2017-18, including: Lesson observations and follow up support by SLT (3x per year) Learning walks Book and pupil work monitoring (x6 by SLT, plus MLT monitoring)</p> <p>Lifelong Learning to evaluate impact of parent learning classes (June, 2018)</p>		May 2017	May 2018	% A	21%	3%	% B	38%	40%	% C	38%	38%	% D	4%	14%	% E	0%	5%	<p>Principal, English Lead, Drama specialist (&amp; line manager), SENCo, Reading Volunteer Lead</p> <p>Principal, SLT, MLT SENCo, all teachers and TAs, drama specialist</p> <p>Principal, SLT, MLT SENCo, EAL Champion &amp; Specialist staff. ESCAL course leaders</p> <p>Oldham Lifelong Learning</p>	<p>October 2017 Census and May 2018 Census data to be analysed and targeted support group to be amended</p> <p>Teacher &amp; TA INSET evaluate effectiveness of interventions wk 4.12.17, 19.3.18 and 25.6.18</p> <p>Lesson observations wk 16.10.17, 8.2.18 and 11.6.18 Learning walks: Environment 4.9.17 GGR- wk 6.11.17 Humanities- 5.3.18 Monitoring of books/learning journeys 1 per ½ term + subject leaders</p> <p>Parent forum meetings 11.12.17, 3.5.18 and 2.7.18 Lifelong Learning evaluation- June '18</p>
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<b>Total budgeted cost</b>					£15,150																		

ii. Targeted support					
Desired outcome	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 who have English as an additional language make progress that is better than 'expected' in all year groups, to close the gap between Westwood Academy PP pupil attainment and national non-PP pupil attainment	All PPG chn to have 2 x 1:1 reading sessions per week, plus a minimum of 1 GGR session per week (£4150) Additional support for PPG children in Key Stage 2 who require additional phonics support. 5x 30min sessions per week. PPG children represent 35% of KS2 pupils (£1500)	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.	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.	Principal, English and Phonics Leads	Termly PPMs- led by Principal- wk 11.12.17, 26.3.18 and wk 16.7.18 (review)
	Additional 24.5 hours per week to provide targeted support for PPG pupils on 1:1 or group basis for interventions planned by Teachers and delivered based on improving Writing, Maths and Reading knowledge and understanding. Apprentice employed to provide small group support & enable other staff to deliver interventions for PPG children from Year 1- Year 6; including 2 x guided group reading sessions for every KS1 child. (£24,000). Y6 specific resources (£2000)	97% 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 2017).	Full programme of monitoring of teaching and learning throughout 2017-18, including: Lesson observations and follow up support by SLT (3x per year) Learning walks Book and pupil work monitoring (x6 by SLT, plus MLT monitoring) Target setting meeting week 18.9.17 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	As itemised
	SLT training on use of FFT dashboards, Target Tracker. MLT training on action planning and monitoring with a focus on PPG pupils (£6700); includes Leadership and management (portion)	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> 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.	Principal to support SLT to lead Pupil Progress Meetings and Performance Management meetings (Spring and Summer terms, 2018)	Principal, SLT & SENCo	Termly PPMs- led by Principal & Deputy Principal wk 26.3.18 and wk 16.7.18 (rev)
		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>	All SLT booked on FFT training by end of 2017-18. Principal FFT Roadshow (Sept 2017) and SLT at FFT dashboard training (June, 2018)	Principal, SLT and teachers	Performance management review meetings wk 8.1.18 (Teachers) and wk 15.1.18 (TAs)
		Action planning support and guidance (supported by Principal), monitoring scheduling and MLT release time.	Principal, SLT and MLT	Action planning support complete by week 9.10.17	
<b>Total budgeted cost</b>					£38,350

### iii. Other approaches

Desired outcome	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)- £3200</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>Monitoring of lessons, assemblies, learning walks.</p> <p>Monitoring of attainment and pupil progress for PP pupils</p> <p>Enrichment lead to monitor the Evolve risk assessments to ensure</p>	<p>Arts Lead, Principal and SLT</p>	<p>INSET wk 9.10.17, wk 5.2.18</p> <p>Evaluated May 2018 (will include end 2017-18 planned events)</p>
	<p>ALL PP pupils receive high quality drama teaching- supported by a specialist drama teacher.</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>Monitoring of lessons (led and supported by drama specialist, learning walks. Weekly 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>Arts Lead, Principal and SLT</p> <p>English Lead</p>	<p>INSET wk 9.10.17, wk 5.2.18</p> <p>Termly PPMs- led by Principal &amp; Deputy Principal wk 26.3.18 and wk 16.7.18 for review</p>
	<p>ALL Year 1-Year 6 PP pupils have access to a range of sporting after school clubs and inter-school sports competition opportunities.</p>	<p>School data shows that Most children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school EEF Sports Participation (February 2018) <i>Participating in sports and physical activity is likely to have wider health and social benefits</i></p>	<p>Enrichment lead to ensure that sporting after school clubs and opportunities to represent Westwood Academy are available to PP pupils from Year 1- 6. Enrichment lead to monitor the Evolve risk assessments to ensure that PP pupils are proportionally represented (overall) in Westwood Academy inter-school sports competition events</p>	<p>Enrichment lead All TAs School sport coordinator</p>	<p>After school clubs</p>
	<p>School trip and enrichment activity subsidy- 2 x trips for each class, whole school theatre trip, plus Y6 residential subsidised by PPG funding.</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). (£8500 subsidy to support payments)</p>	<p>Full programme of trips and visits agreed as part of long term planning (submitted end week 18.9.17) Full programme of interschool sporting competitions and events agreed by end week 18.9.17 (based on Hathershaw Cluster Oldham Schools Events).</p>	<p>Enrichment lead and Principal</p>	
<p>Linking project events and resources (portion)- 2 x cultural events and 2 x social events throughout 2017-18.</p>	<p>EEF- The Attainment Gap (January 2018) 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).</p>	<p>Full calendar of linking project activities agreed June 2017. Business Enterprise participation- to developing employment skills (£1000)</p>	<p>Enrichment lead, Principal, Oldham Schools Lonking Project</p>		

<p>Attendance of PP eligible children is increased from 93% in 2016-17</p>	<p>Review calendar to reduce % attendance lost to religious observance Implement clear policies and procedures for improving attendance Review Trust wide attendance policies and procedures regarding extended leave and fixed penalty-Oldham Council gave permission for Academies to re-instate the issuing of fines for absences of more than 10 days on 11.9.17</p> <p>Westwood Academy Principal and Westwood Academy HSLO to monitor attendance and punctuality of individual children and groups (£5000)</p> <p>Incentivise and promote good attendance</p> <p>Develop partnership with NHS/School nurses to deliver immunisations and medical screening to reduce days lost to illness</p>	<table border="1" data-bbox="730 116 1223 400"> <tr> <td>Westwood Ac PP attendance 2014-15</td> <td>92.8%</td> </tr> <tr> <td>Westwood Ac PP attendance 2015-16</td> <td>91.9%</td> </tr> <tr> <td>Westwood Ac PP attendance 2016-17</td> <td>93%</td> </tr> <tr> <td>National att average (all pupils) 2016-17</td> <td>96%</td> </tr> <tr> <td>Westwood Ac PP attendance 2017-18</td> <td></td> </tr> </table> <p>Westwood Academy end of 2016-17 attendance analysis shows breakdown of absence:</p> <ul style="list-style-type: none"> <li>• 2.8 due to illness</li> <li>• 0.5% due to religious observance</li> <li>• 0.9% due to family holidays and/or extended visits</li> </ul> <p>Westwood Academy PPG attendance was 94.7% up to 7.7.17 but affected by 8 PPG children taking extended leave during Summer 2, 2017. Their absences during this period alone accounted for 100 school days missed between the 8 children. Oldham LA did not fine parents for taking extended leave with their children, but school worked with Oldham Attendance Team to issue penalty notices to inform parents that they would be fined if their child has any unauthorised absence when they return.</p>	Westwood Ac PP attendance 2014-15	92.8%	Westwood Ac PP attendance 2015-16	91.9%	Westwood Ac PP attendance 2016-17	93%	National att average (all pupils) 2016-17	96%	Westwood Ac PP attendance 2017-18		<p>Staff forum meeting used to consult staff on proposed changes to the calendar for 2017-18- Summer 2017 Principals' meeting and Harmony Trust Safeguarding Lead time to amend Policy. Approved by Board of Trustees at first Board meeting of 2017-18 academic year. Focus of parent forum &amp; Autumn newsletters.</p> <p>Harmony Trust Board of Trustees, Westwood Academy Principal and Westwood Academy HSLO to monitor attendance and punctuality of individual children and groups. Principal liaises with HSLO re: poor attendance in for groups/individuals LA attendance officer- Home visits with Westwood Academy HSLO conducted Nov 17 and Jan 18 using SAIS report.</p> <p>Information leaflet developed to explain the impact of poor attendance for parents £400 for half termly and termly attendance prizes and certificates given to chn with excellent attendance. Oldham LA SLA HSLO and Admin staff deployed for 30mins per day to make first day absence calls and home visits. £4550</p> <p>Intrahealth to report to Westwood Academy on the proportions of pupils who were given the Flu immunisation jab. Principal and Westwood HSLO to monitor the proportion of PPG pupils' absence caused by illness (every half term).</p>	<p>Policy review to be undertaken by Trust (Wendy May) Sept 2017</p> <p>HSLO and Admin staff deployed for 30mins per day to make first day absence calls.</p> <p>Principal to monitor PPG attendance</p> <p>Intrahealth commissioned by NHS in Greater Manchester</p> <p>School Nurse Service</p>	<p>Agreed by Board of Trustees, March '17. Final calendar agreed following staff consultation (May '17)</p> <p>Review of policy (sept. 2017) and shared with parents/carers at Parent Forum meeting week 11.12.17</p> <p>Policies and procedures implemented from 4.9.17</p> <p>Weekly monitoring of cohort attendance.</p> <p>Attendance rewards scheme implemented from 4.9.17</p> <p>Flu Immunisations delivered by Intrahealth, Autumn 2017 Height, weight, optician checks Summer 2018 Half termly review of absence days caused by illness throughout 17-18</p>
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<b>Total budgeted cost</b>					<b>£17, 550</b>										

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost																																								
<p><b>PP children make better than expected progress in Reading, Writing and Maths (&gt;6 subgrades in 16-17)</b></p> <p><b>Raise attainment for PPG pupils</b></p> <p>Narrow gaps between PPG attainment in Reading (32% at ARE+) and non PPG attainment (50% at ARE+) across the school.</p> <p>Narrow gaps between PPG attainment in Writing (45% at ARE+) and non PPG attainment (65% at ARE+) across the school.</p> <p>Narrow gaps between PPG attainment in Reading (54% at ARE+) and non PPG attainment (66% at ARE+) across the school.</p>	<p>All PPG chn to have 2 x 1:1 reading sessions per week, plus a minimum of 1 GGR session per week (£4150)</p> <p>Additional TA support for PPG chn- £32000</p> <p>Additional teaching assistant 5 mornings per week of support for 1:1 and group interventions planned by Teachers and delivered during Writing, Maths and Reading sessions.</p> <p>Additional 24.5 hours per week to provide targeted support for PPG pupils on 1:1 or group basis for interventions planned by Teachers and delivered based on improving Writing, Maths and Reading knowledge and understanding</p> <p>Inclusion Lead release time- £7200</p> <p>Time used to develop and monitor PPG monitoring systems and to ensure effectiveness of interventions for PPG children across school. Additional release time has been allocated as 32% of PPG children are also on the SEN register (correct as September 2016).- now 34% October 2016</p> <p>Engage parents with pupils' learning to help home learning and to support parents' developing English language skills (£2500)</p>	<p><b>Accelerated progress for PPG/Ever 6 children during 2016-17.</b> (<i>Expected</i> progress is 6 steps)</p> <p><b>Reading= average of 7.3 steps</b> progress during 2016-17 vs 7.0 for non-PP pupils</p> <p><b>Writing= average of 7.1 steps</b> progress during 2016-17 vs 6.5 for non-PP pupils</p> <p><b>Maths= average of 6.9 steps</b> progress during 2016-17 vs 6.5 for non-PP pupils</p> <p><b>PPG pupils attainment against Sept '16 targets</b></p> <p><b>Reading-</b> 82% of PPG/Ever 6 pupils achieved personal attainment target</p> <p><b>Writing-</b> 82% of PPG/Ever 6 pupils achieved personal attainment target</p> <p><b>Maths-</b> 89% of PPG/Ever 6 pupils achieved personal attainment target</p> <p><b>Phonics</b> The proportion of disadvantaged pupils passing the phonics screening was <b>above national average in 2017 (80% vs 70%- 2016 national average for disadvantaged pupils).</b></p> <p><b>Accelerated progress for Key Stage 2 PPG/Ever 6 children during 2016-17</b></p> <p><b>Reading= average of 8.1 steps</b> progress during 2016-17 (<i>Expected</i> progress is 6 steps).</p> <ul style="list-style-type: none"> <li>This represents approximately 1 year and 1 term of progress for PPG/Ever 6 children.</li> </ul> <p><b>Writing= average of 7.5 steps</b> progress during 2016-17 (<i>Expected</i> progress is 6 steps)</p> <ul style="list-style-type: none"> <li>This represents approximately 1.25 years of progress for PPG/Ever 6 children.</li> </ul> <p><b>Key Stage 2 PP attainment</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th>R, W and M</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>88% Exp+</td> <td>105.9</td> <td>94% Exp+</td> <td>ESP G</td> <td>94% Exp+</td> <td>10.8.2</td> <td>88% Exp+</td> </tr> <tr> <td></td> <td>31% GD</td> <td></td> <td>19% GD</td> <td>112.8</td> <td>19% GD</td> <td></td> <td></td> </tr> <tr> <td>FSM</td> <td>88% Exp+</td> <td>106.8</td> <td>100% Exp+</td> <td>ESP G</td> <td>88% Exp+</td> <td>10.7.5</td> <td>88% Exp+</td> </tr> <tr> <td></td> <td>38% GD</td> <td></td> <td>13% GD</td> <td>114.5</td> <td>25% GD</td> <td></td> <td></td> </tr> </tbody> </table>		Reading		Writing		Maths		R, W and M	PPG	88% Exp+	105.9	94% Exp+	ESP G	94% Exp+	10.8.2	88% Exp+		31% GD		19% GD	112.8	19% GD			FSM	88% Exp+	106.8	100% Exp+	ESP G	88% Exp+	10.7.5	88% Exp+		38% GD		13% GD	114.5	25% GD			<p>Progress was above average across all year groups in Reading, Writing and Maths for 2016-17.</p> <p>Key factors in this success were:</p> <ul style="list-style-type: none"> <li>Targeted support from school-designed interventions.</li> <li>Increased fluency in Reading.</li> <li>SLT and MLT support for planning and regular feedback from book, lesson and assessment data monitoring.</li> </ul> <p>These strategies will be taken into 2017-18.</p>	£51,750
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<p><b>PPG pupils' oral language skills are improved.</b></p>	<p>Staff are trained to deliver specific SLCN programmes and interventions.</p> <p>There is an increase in the number of children achieving grades C-E in the language proficiency assessment (75 children in October 2016 assessment)</p> <p>Staff are trained to provide a weekly speaking and listening activity as part of the 5 day plan for teaching English (use 10 Drama Strategies).</p>	<p><b>End of EYFS PPG/Ever 6 attainment</b>  <b>Listening and attention-</b> 75% of PPG/Ever 6 achieving Early Learning Goal  <b>Understanding-</b> 75% of PPG/Ever 6 achieving Early Learning Goal  <b>Speaking-</b> 50% of PPG/Ever 6 achieving Early Learning Goal  <b>GLD overall-</b> 50% of PPG/Ever 6</p> <p><b>Accelerated progress for PPG/Ever 6 children during 2016-17</b>  <b>Reading= average of 7.8 steps</b> progress during 2016-17 (<i>Expected</i> progress is 6 steps); approximately 1 year and 1 term of progress for PPG/Ever 6 children.  <b>Writing= average of 10.2 steps</b> progress during 2016-17 (<i>Expected</i> progress is 6 steps); approximately 1.5 years of progress for PPG/Ever 6 children.  <b>Maths= average of 7.2 steps</b> progress during 2016-17 (<i>Expected</i> progress is 6 steps); approximately 1 year and 1 half term of progress for PPG/Ever 6 children.</p> <p>Monitoring of PP pupils' assessment levels for Language Proficiency, using Census data</p> <table border="1" data-bbox="689 842 956 1043"> <thead> <tr> <th></th> <th>May 2017</th> </tr> </thead> <tbody> <tr> <td>% A</td> <td>21%</td> </tr> <tr> <td>% B</td> <td>38%</td> </tr> <tr> <td>% C</td> <td>38%</td> </tr> <tr> <td>% D</td> <td>4%</td> </tr> <tr> <td>% E</td> <td>0%</td> </tr> </tbody> </table> <p><b>Parent workshops</b>  Sessions during 2016-17 planned and delivered by Senior Leaders based on:  English, Maths, Computing, E-safety Phonics, EYFS and SEN support at home  Increased support for INA families and children to support home learning.</p>		May 2017	% A	21%	% B	38%	% C	38%	% D	4%	% E	0%	<p>Westwood Academy survey, Sept. 2018  88% of all Nursery pupils have no parents born in the UK (73% in 2016 and 91% in 2015). 53% of parents rated themselves as 'Fluent in English' (September, 2017).</p> <ul style="list-style-type: none"> <li>Further work to support parents to develop pupils English skills are needed for 2017-18</li> </ul> <p>Although SLCN training was put in place during 2016-17, these interventions were being run for the first time. Staff are now more familiar with the resources and planning, so these interventions will be run again in 2017-18.</p>	<p>£3,525</p>
	May 2017															
% A	21%															
% B	38%															
% C	38%															
% D	4%															
% E	0%															

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p><b>Enrich the curriculum for PPG learners</b></p>	<p>Children enjoy a curriculum enriched by extra-curricular activities and specialist teaching to raise standards in foundation subjects (PE, Music) and Speaking and Listening.</p> <p>Children have trips, visits and experiences planned for every year group that are linked to the topics in their year group.</p>	<p><b>32 educational visits throughout 2016-17 academic year fully funded or part funded by PPG/Ever 6 funding.</b></p> <p><b><u>Curriculum enrichment- Increasing pupils' knowledge and understanding of other cultures, faiths and beliefs- all year groups involved.</u></b>                      Linking project with St. Thomas Leesfield co-ordinated by local authority.                      Range of activities planned throughout 2016-17 to increase pupils' understanding of other faiths and to make relationships with pupils across the borough, including Easter and Eid activities as well as outdoor learning activities and theatre visit. <b>Multi faith focus for workshops- St Thomas' CofE Church visit at Easter and Oldham Central Mosque visit, Autumn term.</b></p> <p><b><u>Music attainment for PPG/Ever 6 pupils</u></b>                      75% of pupils working within age-related expectations for Music (July 2017).                      37% of pupils working above age-related expectations for Music (July 2017).                      100% of Year 5 PPG/Ever 6 pupils able to play a brass instrument</p> <p><b><u>Business Enterprise</u></b></p> <ul style="list-style-type: none"> <li>• Project raised £567.79 for the British Red Cross</li> <li>• 100% of pupils participated in sales event</li> <li>• Westwood Academy awarded 3<sup>rd</sup> prize in Oldham Business Enterprise competition.</li> </ul> <p>Children attended 'Dragon's Den' event to present business plan and results</p> <p><b><u>Y6 residential</u></b> Developed pupils socially and improve learning behaviour through collaborative team work activities.</p>	<p>All pupils benefit from the experiences and events that form part of the Westwood Academy core offer to pupils. However, it is unclear if this expenditure has a proportionate impact on pupil outcomes. The amount of PP funding allocated to enrichment will be reduced for 2017-18.</p>	<p>£18,420</p>

<p><b>Raise attendance of PPG pupils (92.8% in 2014-15)</b></p>	<p>Policies and procedures in place 1.9.15 Monitoring of PA each half term. Weekly monitoring of cohort attendance. Half termly and termly attendance prizes and certificates given to chn with excellent attendance. LA attendance officer &amp; HSLO visit PA parents 30.4.17 Penalty notice warning letters to be sent by LA attendance officer wk 9.6.17</p>	<p><b>PPG/Ever 6 attendance increased from 91.9% in 2015-16 to 93% in 2016-17.</b> <b>PPG/Ever 6 attendance at 94.7% at 7.7.17-</b> <b>PPG/Ever6 % affected by extended leave</b></p>	<p>Westwood Academy PPG attendance was 94.7% up to 7.7.17 but affected by 8 PPG children taking extended leave during Summer 2, 2017. Their absences during this period alone accounted for 100 school days missed between the 8 children. Oldham LA did not fine parents for taking extended leave with their children, but school worked with Oldham Attendance Team to issue penalty notices to inform parents that they would be fined if their child has any unauthorised absence when they return. <b>Harmony Trust attendance policies need to be adapted to re-introduce fines for extended leave and the school calendar needs to be adapted so that Eid celebrations do not contribute to poor attendance of pupils.</b></p>	<p>£5,050</p>
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## 7. Additional detail