

Westwood Academy pupil premium strategy statement

1. Summary information					
School	WESTWOOD ACADEMY- THE HARMONY TRUST				
Academic Year	2019 20	Total PP budget	£77,880	Date of most recent PP Review	Sept 2019
Total number of pupils	199 (Y1-6)	Number of pupils eligible for PP	59	Date for next review of this strategy	July 2020

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 71% KS2 Writing 79% KS2 Maths 86% KS2 R,W,M 71%	KS2 Reading 71% (NAve) 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>)	6.7	6.2
Pupil making progress in writing 2018-19 (<i>Expected progress is 6 subgrades</i>)	5.8	5.9
Pupil making progress in maths 2018-19 (<i>Expected progress is 6 subgrades</i>)	6.3	6.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p>99% of PP pupils have English as an additional language.</p> <ul style="list-style-type: none"> The proportion of EAL pupils at Westwood Academy is higher than the Oldham Primary School average: 95.5% compared to 36.4% (Oldham data pack 2018) 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. <p>Poor oral English language skills of learners-</p> <ul style="list-style-type: none"> Language proficiency assessments showed 81% of PP pupils required ongoing EAL support to access the curriculum fully (May 2018). Speech, language and communication needs (SLCN) are the most prevalent SEND across all key stages. 53% of parents rated themselves as 'Fluent in English' (September, 2017), 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. Parents' English language skills- indicators of acute deprivation in Coldhurst include adults without qualifications, high unemployment and high levels of social disadvantage

The Index of Multiplication Deprivation (IMD) data suggests that the proportion of living in the 10% most deprived LSOAs is substantially higher than the Oldham Primary School average, despite the proportion of pupils being eligible for Free School Meals being below the Oldham Primary School averages (Oldham data pack, 2018).

The Income Deprivation Affecting Children Index (IDACI) shows that 28.1 of our pupils live in the 10% most income deprived LSOAs (Oldham data pack, 2018).

- Most children have limited experience of and/or limited ability to articulate their understanding of the world around them: 20% of pupils entered Reception at the age related expectation in Autumn 2018, with 42% of Reception 2017-18 pupils at the age related expectation for their knowledge of the world in Autumn 2017.

The Index of Multiplication Deprivation (IMD) data suggests that the proportion of living in the 10% most deprived LSOAs is substantially higher than the Oldham Primary School average, despite the proportion of pupils being eligible for Free School Meals being below the Oldham Primary School averages (Oldham data pack, 2018).

The Income Deprivation Affecting Children Index (IDACI) shows that 28.1 of our pupils live in the 10% most income deprived LSOAs (Oldham data pack, 2018).

- Almost all of the Westwood Academy children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school provision (after school provision and/or specialist teaching opportunities).
- No 2018-19 Westwood Academy pupils were a member of a theatre, dance, music and/or sporting club outside of school provision.

4. Desired outcomes

Desired outcomes and how they will be measured	Success criteria		
Raise PP pupils' attainment in Writing	Westwood Academy PP pupil achieve more than 6 subgrades progress across the year in Writing		
		<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 progress is 6 subgrades</i>)	5.8	5.9
	Average pupil progress in writing 2019-20 (<i>Expected progress is 4 subgrades up to Spring 2, 2020</i>)	5.4 <i>*Spring 2 data prior to 20.3.20 Covid-19 school closure</i>	4.6 <i>*Spring 2 data prior to 20.3.20 Covid-19 school closure</i>
	The proportion of PP pupils achieving 'Expected' or above in the end of KS1 SATs increases		
	<ul style="list-style-type: none"> • 67% in 2018-19 vs predicted 75% in 2019-20 58% of the Year 2 cohort were on track to meet the expected standard in Writing, based on Spring 2 data prior to the Covid-19 school closure on 20.3.20 		
	Teaching and learning of English is good overall, as evidenced through:		
	<ul style="list-style-type: none"> - Books, assessment files and learning journeys. - Lesson observations and learning walks. - Pupil progress towards individual targets. 		
	The quality of education in English is judged as good** because:		
	-children have a good understanding of grammatical features and most chn can apply these independently (inc self-assessment, editing and improving writing).		
	-almost all chn are making progress towards achieving age-related objectives. Where this is not the case, teachers are targeting KPIs to ensure that chn make accelerated progress.		
	**Self-evaluation position as of Spring 2, 2020. No further evidence collated due to Covid-19 school closure on 20.3.20		

Develop and improve the language skills of PP learners

There is an improvement in the language skills of Westwood Academy PP learners (using Target Tracker *Spoken Language* objectives). Attainment is in line with 2018-19 proportions of PP eligible pupils at age related expectations in Writing (62%)
 -Teachers and Teaching Assistants are well trained on EAL pedagogy and strategies to support EAL learners through quality first teaching and focussed interventions that have an impact on the development of PP pupils' communication and language skills.
 -Reading activities, individual support, Phonics interventions and whole school strategies support language acquisition and development

Analysis of BPVS3 assessments

****No April or July 2020 BPVS3 assessments could be completed, due to the Covid-19 school closure on 20.4.20**

Reductions in gap between age equivalent score and pupil scores suggest effectiveness of the strategies in place. However, further evidence should be gathered in order to ensure that the patterns seen in the limited data available are sustained.

	September 2019 baseline			December 2020			April 2020			July 2020		
	Raw score	Stand-ardised score	Age equiv. +/- months	Raw score	Stand-ardised score	Age equiv. +/- months	Raw score	Stand-ardised score	Age equiv. +/- months	Raw score	Stand-ardised score	Age equiv. +/- months
Y1 (ave)	63	84	-10	66	84	-7						
Y2 (ave)	80	86	-18	90	93	-6						
Y3 (ave)	91	87	-17	89	85	-16						
Y4 (ave)	92	84	-23	104	91	-18						
Y5 (ave)	101	78	-26	113	84	-20						
Y6 (ave)	98	80	-33	102	80	-30						
Y1-Y6 average	87.5	83.1	-21.2	94	86.1	-16.1						

The Westwood Academy curriculum intent and implementation are embedded securely and consistently across the school. As a result, PP learners attain at least in line with non PP peers.

The curriculum is coherently planned and sequenced to give children the knowledge, skills and understanding to support future learning in non-core subjects.

- The Tower Hamlets *Progress in Language Structures* are implemented in non-core teaching in order to develop pupils' spoken language skills across the curriculum.
- Strategies are implemented that support the acquisition and application of subject specific vocabulary in non-core subjects.
- The aims and principles of the Westwood Academy Curriculum Policy are embedded in the policy and teaching practice in non-core subjects.

The quality of education in History and Geography is judged as good because:**

- sequences of teaching develop children's knowledge of key historical/geographical concepts (Eg. Cause & effect, reasons for positioning of settlements, examples and comparisons of human & physical geography).
- children have opportunities to acquire, develop & apply History/Geography vocabulary, due to cross- curricular links that reinforce key vocabulary.
- children are increasingly able to demonstrate their progress by discussing their knowledge of previously taught lessons and can make links between prior learning and current learning- this is more developed amongst KS2 pupils.

****Self-evaluation position as of Spring 2, 2020. No further evidence collated due to Covid-19 school closure on 20.3.20**

Implementation of cooperative and active learning strategies embedded securely and consistently across the school in a range of subjects ****Self-evaluation position as of Spring 2, 2020. No further evidence collated due to Covid-19 school closure on 20.3.20**

- Cooperative/active learning strategies evident in 100% of English lessons observed 7.10.19
- Active learning strategies evident in 100% of PE lessons observed 2.11.19 (Observation of Oldham Music Services teacher, Liz Brocklehurst in KS1 and KS2 classrooms by Westwood Music Lead)
- Active learning strategies evident in 100% of PE lessons observed 20.11.19 (Joint observation with OACT Head of Community)
- Cooperative/active learning strategies evident in 100% of History/ Geography lessons observed 27.1.20 (during Humanities deep dive- AN)
- Cooperative/active learning strategies evident in 100% of Maths lessons observed 5.3.20 (With chn commenting on their independent use of concrete resources/visuals)
- Evidence of teaching assistants appropriate choice of scaffolding strategies (questioning, provision of appropriate resources) observed in Maths observations 5.3.20.

PP learners' attainment ****Due to Covid-19 school closure, assessments reflect incomplete teaching sequences.**

	Art & Design	Design & Technology	Geography	History	Science
2018-19 No/% of PP learners at ARE	45/55= 82%	53/55= 96%	52/55= 95%	52/55= 95%	52/55= 95%
2019-20 No/% of PP learners at ARE					
2019-20 No/% of non-PP learners at ARE					

As part of The Harmony Trust response to school closures, Purple Mash was purchased for all pupils to support home learning across the curriculum. This enabled class teachers to set tasks and activities that would enable their class to achieve some of the foundation curriculum objectives, as set out in the Westwood Academy ARAC documents.

Pupil engagement with Purple Mash activities was monitored by class teachers during the Covid-19 school closure period and phone calls were made to all families to support them to access home learning. XX% of PPG eligible pupils accessed Purple Mash during the school closure from 20.4.20- END

Limitations and variations in pupils' access to Art and Design/Design Technology resources presented a significant barrier to learning during the school closure period. Westwood Academy teachers set tasks that would enable children to meet some of the end of year objectives, as set out in the Westwood Academy ARAC documents.

Despite these efforts, it is not possible to accurately assess pupils' knowledge, skills and understanding as the vast majority of these tasks will have been supported by another family member. Therefore, given the incomplete sequences of teaching across all year groups, it is not possible to assess any child as being at the age-related expectation in non-core subjects.

Children have access to 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. As a result, PP learners attain at least in line with non PP peers in Music.

****Self-evaluation position as of Spring 2, 2020. No further evidence collated due to Covid-19 school closure on 20.3.20**

Lesson observation (by Arts Lead) and drop-ins by Executive Principal indicate that the quality of teaching of Music is at least *good*. Children make excellent progress from their starting points, acquiring and applying subject specific vocabulary, demonstrating their knowledge of terminology through their performances. Almost all pupils are actively engaged in their learning, with additional opportunities provided for children who excel through small group brass instrument tuition.

99% of PPG pupils working within age related expectation in Music at the end of 2018-19 with 80% of PP learners working within age related expectations at the end of 2018-19 ****Due to Covid-19 school closure, assessments reflect incomplete teaching sequences.**

- Progress for **PPG eligible pupils in Music is in line with expected progress (6 subgrades in 2019-20)**
- **All Year 5 children received tuition on a brass instrument**, with performances in October and December, 2019. **Performances scheduled for March and July 2020 were cancelled due to the Covid-19 school closure.**

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. **This has been achieved while in school, with 30% of PPG funding being redirected to purchase an extended version of the Accelerated Reader programme so that children have access to a wide range of texts at home that they can access for free (From April, 2020 as part of The Harmony Trust response to school closures).**

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. **** Need to add data up to 20.3.20 as a show of intention and work up to 20.3.20. DL to check this using records or trips/visitors/enrichment information available through Evolve. Also need to include proposed activities/trips/visitors/enrichment to show what the intention was beyond 20.3.20. DL to check with Anne Fagan to see what was already booked at the point of the school closure.**

School trips linked to the curriculum (up to 20.3.20)			

A range of experiences and curriculum enrichment opportunities are mapped through the long term planning for each year group. Children reflect on these experiences to develop The Harmony Trust character competencies. These experiences support children to become aspirational, confident, resilient, tolerant, creative, communicator, motivational, co-operative, problem solvers and honest.

5. Planned expenditure- 2019/20- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
Raise PP pupils' attainment in Writing	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</p> <ul style="list-style-type: none"> - Teaching Assistant training on EEF effective use of TAs. -INSET on supporting SEND pupils through inclusive practice -Phonics teaching developed through additional Phonics Lead release time (monitoring & support). -Planning support & CPLD for NQTs/RQTs to use assessment for learning strategies to maximise pupil progress -English Lead support for the mapping of cross-curricular Writing opportunities in long term planning 	<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><i>"Quality of teaching and learning counts most. Schools that create the best outcomes for pupils recruit, train and retain great teachers and support staff."</i> Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</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) 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 (Summer 2020) SLT data analysis 4 x SLT meetings</p>	<p>Teaching Assistant HLC lead</p> <p>Executive Principal</p> <p>English Lead NQTs/RQT</p> <p>EYFS and KS1 staff</p>	<p>Termly pupil progress meetings (December, April, July).</p> <p>See calendar dates for monitoring schedule (including moderation)</p>
	<p>Delivery of impactful interventions:</p> <ul style="list-style-type: none"> -KS2 phonics, based on ESCAL approach -(proportional contribution to) Year 6 specific resources and additional staffing to support Writing 	<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> KS2 phonics aims to reinforce pupils' knowledge of phonics and key word recognition to enable greater fluency in Reading and Writing.</p>	<p>Phonics leader release time- includes 4 x data monitoring, 2 x staff INSET sessions, attending LA training, learning walks/lesson observation and staff support for planning/resources. 3x Pupil progress meetings with Principal (per year group) SLT data/SEF/ SDP review meetings (Summer 2020) SLT data analysis 4 x SLT meetings</p>	<p>Executive Principal and SLT</p> <p>English Lead NQTs/RQT</p> <p>EYFS and KS1 staff</p>	<p>Termly pupil progress meetings (December, April, July).</p> <p>See calendar dates for monitoring schedule (including moderation)</p>

Total budgeted cost					£4,500
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?
Develop and improve the language skills of PP learners	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:</p> <ul style="list-style-type: none"> -additional staffing in the EYFS to develop pupils' CLL skills -(proportional contribution to) drama specialist to support teachers to plan speaking and listening activities and to deliver speaking and listening interventions -training for staff new to EYFS on characteristics of effective learning, the role of the adult, observations and assessments and EYFS outcomes -train staff on EAL pedagogy and practice (ESCAL EAL Champions/Specialists CPLD) -INSET on the use of Target Tracker assessment tool to record and evaluate attainment & progress in Spoken Language -INSET on the use of the KS2 shared reading approach to expand and develop pupils' vocabulary -(proportional contribution to) Harmony Trust Speech & Language Therapist to lead staff INSET (x6 sessions in Spring 2020). 	<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><i>"We know that limited access to language is one of the most significant barriers to learning for disadvantaged children."</i> Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</p> <p><i>"Schools which intervene and support early, as gaps become evident, are far less likely to be 'cohort vulnerable'."</i> Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</p>	<p>Full programme of monitoring of teaching and learning throughout 2019-20, including:</p> <ul style="list-style-type: none"> 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 (Summer 2020) SLT data analysis 4 x SLT meetings 	<p>Principal, SLT</p> <p>Executive Principal, SLT & SENCo</p> <p>Executive Principal, SLT and teachers</p> <p>Executive Principal, SLT</p> <p>Executive Principal, SLT & Phase leaders</p> <p>Harmony Trust SALT</p>	<p>See calendar for dates</p> <p>Use of BPVS3 vocabulary test to evaluate effectiveness of approach</p>
	<p>Delivery of impactful interventions:</p> <ul style="list-style-type: none"> -(proportional contribution to) delivery of Early Talk Boost to support PP pupils with SLCN -additional 1:1 and small group reading support for all children. -Individual 1:1 support for learners with SLCN- led by Harmony Trust SALT 	<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 & TA INSET evaluate effectiveness of interventions in assessment weeks</p> <p>Termly PPMs- led by Executive Principal</p> <p>Use of BPVS3 vocabulary test to evaluate effectiveness of approach</p>

	<p>Support for parents to develop their English skills and skills to support home learning: -(proportional cost) of parent workshops to support home reading and to support phonics learning at home.</p>	<p>53% of parents rated themselves as 'Fluent in English' (September, 2017), 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: -relevant -accessible -applicable to home learning</p>	<p>Oldham Lifelong Learning</p> <p>Women's Chai Project</p> <p>Community Champion & English, Phonics and EYFS leads</p>	<p>Lifelong Learning evaluation- June '19 and June '20</p> <p>Women's Chai Project</p> <p>Parent forum meetings Spring and Summer</p>
Total budgeted cost					£44,400
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>The Westwood Academy curriculum intent and implementation are embedded securely and consistently across the school</p>	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role: -July 2019 SLT meetings to write the Westwood Academy Curriculum Policy in order to support subject leaders to write individual subject policies in 2019-20 -INSET on Subject Leader roles and responsibilities -INSET on the Westwood Academy approach to...Science, Computing and non-core subjects -INSET on developing Speaking and Listening in The Arts, Humanities, SMSC/PSHE/RE and Science through the use of the Tower Hamlets <i>Progression in Language</i> approach. -INSET on cohesive curriculum planning through initial INSET then follow up shared planning sessions, supported by SLT and Humanities Lead. -INSET on the Westwood Academy approach to...Science, Computing and non-core subjects to share reviewed policies that ensure that the aims and principles of the Westwood Academy Curriculum Policy are embedded in the policy and teaching practice in non-core subjects.</p>	<p><i>"Successful schools build teams where their vision is understood and pursued by the entire school community...Leaders set the agenda and vision and follow that vision relentlessly."</i> Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</p>	<p>Full programme of monitoring of teaching and learning throughout 2019-20, including: Lesson observations and follow up support by Subject Leaders- see subject action plans for schedule and details</p> <p>INSET on cohesive curriculum planning through initial INSET then follow up shared planning sessions, supported by SLT and Humanities Lead.</p> <p>Executive Principal and SLT support to ensure that the aims and principles of the Westwood Academy Curriculum Policy are embedded in the policy and teaching practice in non-core subjects</p> <p>Regular subject release time linked to specific monitoring and support activities in line with the Executive Principal designed Subject Leader roles and responsibilities for 2019-20 (including data analysis- attainment and progress by year group & pupil group)</p>	<p>Executive Principal, SLT and subject leaders</p> <p>Executive Principal, SLT and all teachers</p> <p>Principal, SLT</p> <p>Principal, SLT & Phase leaders</p>	<p>See subject leader action plans and calendar for dates</p>
Total budgeted cost					£13,300

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)</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>A range of experiences and curriculum enrichment opportunities are mapped through the long term planning for each year group. Children reflect on these experiences to develop The Harmony Trust character competencies. These experiences support children to become aspirational, confident, resilient, tolerant, creative, communicator, motivational, co-operative, problem solvers and honest.</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 & 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 9.9.19) Long term plans, including mapped Harmony pledge, available via the westwood.theharmonytrust.org</p>	<p>Arts Lead, Executive Principal and SLT</p> <p>Arts Lead, Principal and SLT</p> <p>English Lead</p> <p>English Lead Enrichment lead and Executive Principal</p> <p>PDBW HLC, SMSC/PSHE Lead, all teachers</p>	<p>INSET wk 25.2.19 and Summer 2020 (date TBC)</p> <p>Evaluated May 2019 to be compared with May 2020 attainment and achievement</p> <p>July 2020</p>
Total budgeted cost					£10,115
Overall planned expenditure					£72,365
Contingency					£5,515