

# Pupil premium strategy statement: Woodside C of E Primary School



## Principles and objectives

### Principles

The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

### Objectives

- To raise attainment in reading, writing and maths for pupil premium children
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

## 1. Summary information

<b>School</b>	Woodside C of E Primary				
<b>Academic Year</b>	17-18	<b>Total expected PP budget</b>	£38,280	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	December 2017

<b>2. Attainment 2016 - 2017</b>				
Year 2: 2 X EHCP ( 1 LAC & EHCP joined in Sept 16) Year 6: 3 x SEND	<i>Pupils eligible for PP at Woodside</i>	<i>Woodside (non- disadvantaged)</i>	<i>Warwickshire</i>	<i>National</i>
Reception 'Good Level of Development'	100% (2)	75%		
Y1 national phonics screening	75% (4)	91%		
Y2 % achieving expected in reading, writing & maths	40% (5)	61%		
Y2 % achieving expected in reading	60% (5)	76%		
Y2 % achieving expected in writing	40% (5)	64%		
Y2 % achieving expected in maths	60% (5)	72%		
Y6 % achieving expected in reading, writing & maths	40% (5)	67%		
Y6 % achieving expected in reading	60% (5)	86%		
Y6 % achieving expected in writing	80% (5)	86%		
Y6 % achieving expected in maths	80% (5)	73%		
Y6 % making expected* progress in reading	40% (5)	TBC		
Y6 % making expected* progress in writing	40% (5)	TBC		
Y6 % making expected* progress in maths	60% (5)	TBC		
Y6 Average scaled score (R & M)	104.7	104.2		
Y6 Average scaled score (progress)	-0.7	-1.6		
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b>				
2A.	Many Pupil Premium children enter school with skills significantly behind that of non-pupil premium children in literacy and maths			

B.	Poor speaking and listening skills of many pupil premium children (issues with poor spoken English)	
C.	Social and emotional issues, including a lack of resilience, that affect learning behaviours that support independent learning for some pupil premium pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Lower attendance rate of pupil premium compared to non-pupil premium children	
E.	Low levels of parental engagement in some cases, including not supporting homework	
F.	Lack of access to extra-curricular activities and learning resources at home (especially books)	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
a	Increase the percentage of children achieving expected standards in maths and writing from EOY5 position  Increase percentage of disadvantaged children achieving ARE in writing and maths at EOY5	Year 6 SATS 2018 - 67% PP children to be at expected level (4/6)  17% PP (1/6) to achieve GD in maths and writing  All PP children to make 14 months + progress across the year.
b	Percentage of pupils leaving Reception with skills 'typical' for their age is comparable between PP and non PP pupils (with increased cohort size)	All Pupil Premium children to achieve a GLD (unless SEND)
c	Pupil Premium children will develop 'learning power' and be more resilient and independent learners	To significantly narrow the gap between Pp and non PP children in all areas
d	Improve the attendance of Pupil Premium children	Attendance of PP children is at least 96%.
e	Pupil premium parents engage in school learning (including Change for Life) and homework initiatives. Pupil premium children attend homework club/ curricular and extra-curricular sessions. Y6 & Y4 Pupil premium children attend additional maths intervention PP children to receive free books at appropriate level to help nurture a love of reading at home	The vast majority of PP children complete all homework including regular reading at home and parents attend school sessions/workshops. Children to read free books at home & develop a greater love of reading.

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium 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?
Improve SPAG and maths outcomes across the school and increase % children achieving GD.	<p>CPD in maths and SPAG see LIP. (1,2)</p> <p>Further external maths support from Jonathan Hughes.</p> <p>Consortia and MAT CPD Embed new spelling strategy (y2-6) and continue with handwriting intervention.</p>	<p>The achievement of pupil premium pupils is lower than that of non-disadvantaged pupils in our school. Y2 below national outcomes at Expected + and GD in writing and maths</p> <p>Y1 - poor attainment in SPAG</p> <p>Improved pedagogy in arithmetic and GPS will impact positively on PP children in class lessons and intervention groups.</p>	<p>Half-termly monitoring and evaluation schedules for PPM, lesson observations and monitoring activities (book scrutiny, learning walks etc) moderation.</p> <p>Evaluation of CPD and analysis of feedback forms.</p>	Head teacher and Senior Leadership Team (SLT)	Reviewed at the end of each term in pupil progress meetings.
<b>Total budgeted cost</b>					£14,200
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?

Pupils make accelerated progress through targeted interventions.	Pupils to be targeted in lessons for additional support, and for specific interventions before / after school.	Sutton Trust research shows that targeted support is effective in accelerating progress. Weekly maths intervention in place for Y6 (3x PP) delivered by AHS. Pre-teaching of maths in place before school Y4 ( 2x PP) SLT mentoring of specific PP children	Formal observations of interventions. Learning walks and book scrutinies to examine impact. Termly scrutiny of data & termly pupil progress meetings.	Head Teacher and SLT	November 2017, March 18, July 18.
Continue to improve maths outcomes so that end of KS2 progress is positive	Implement Numicon 'Breaking Barriers'. Support from Jonathan Hughes - improving pedagogy and mastery approaches. Purchase of Numicon and other manipulatives. Continue First Class@ Number2	Provide effective support to fill gaps in learning and accelerate individual progress. Both interventions have proved very effective in previous years.	Formal observations of interventions and tracking of data  Evaluation of CPD and analysis of feedback forms.	AHS & EB	Nov 17, Mar 18 and July 18
Increase participation of pupils in homework	Homework club is available for all children and PP pupils are strongly encouraged to access it. Revision guides and provided.	Evidence shows that PP pupils rarely complete homework, and parents do not buy revision guides.	Monitor attendance at the club and completion of homework.	MJS	Nov 17 & Mar18
<b>Total budgeted cost</b>					<b>£12,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve emotional resilience for PP children with attachment issues	Nurture provision 2 x 1 hour/week  1:1 counselling	Provide effective support for children experiencing emotional difficulties. Pastoral support will enable children to access the curriculum and begin to tackle barriers to learning.	Monitoring of provision by SENCO	EB	Termly review
Pupils to have wider experiences	To subsidise Y6 residential to Marle Hall and other trips Subsidise peripatetic music lessons	History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition .	All pupils who wish to attend an event will have an opportunity. Quality music tuition from County Music Service, including provision of instruments.	AHS/MJS	On-going
Better support for families in order that they can feel better equipped to support their children at home.	Offer Early Help support as appropriate. Ensure sufficient staff are trained to deliver Early Help. Provide workshops and class drop-ins to increase parent knowledge and teaching methods	Evidence that early Help can have very positive long term impact (case studies and previous school experience)	Measure the impact of early Help support on attainment of PP children (currently Y1,3,5,6)	AHS /EB	December 2017
<b>Total budgeted cost</b>					<b>£12,080</b>

**Review of impact of spending in previous academic year 2016 - 2017**

<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost Income 2016-17
Significantly increase the percentage of pupils achieving expected standard in writing and maths	CPD for whole staff- literacy and maths Staff pedagogy to meet increased demands of curriculum and new ways of working including CPD for TAs . Consortia CPD and support from Ruth Leisk. Support from Jonatan Hughes to improve SL focus and effectiveness of TA.	KS2 SATS -80% Disadvantaged children achieved expected level in <b>writing</b> (non-disadvantaged 86%) KS2 SATS- 80 % disadvantaged pupils achieved expected level in <b>maths</b> ((non-disadvantaged 73%)  Both disadvantaged children in FS achieved GLD	High quality CPD, linked closely to the LIP, is effective in raising attainment. CPD delivered by Jonathan Hughes for TAs was effective in raising effectiveness of TA support within the classroom	12,500

<b>ii Targeted support</b>				
Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost
Accelerate progress for disadvantaged children to narrow gap in attainment.	Additional TA hours to run interventions before school, booster classes and homework club. Teachers provide targeted intervention SLT mentoring of specific PP children to raise 'learning behaviours'	Intervention programs (First Class@Number, Better Reading Partners, Speed reading) were effective in closing the gap:  PP children mentored showed improved learning behaviours.	Running the interventions before and after school was effective and will continue next year.  Mentoring of PP children was effective and will continue in 17/18 but different children will be chosen	£24,000

<b>iii Other approaches</b>				
Desired outcome	Chosen action / approach	Impact: Was the	Lessons learned	Cost

		success criteria met?	(whether this approach will be continued)	
Pupils to have access to wider experiences.	Music lessons, subsidised residential trip and other school trips	Improved learning behaviours. Higher levels of parental engagement.	This is valuable provision which offers long term support to parents and children and will continue next year.	£17,000
Provide emotional support to vulnerable children	Nurture sessions and counselling	Children accessing nurture are far more stable and far more ready to access the curriculum.	Nurture to continue as it provides an invaluable resource for vulnerable children providing a more stable learning environment across school.	