

Pupil premium strategy statement: Woodside Church of England Academy



Hearwood
Church of England Academy Trust

1. Summary information				
School	Woodside Church of England Academy			
Academic Year	16-17	Total PP budget	£45,900	
Total number of pupils	187	Number of pupils eligible for PP	34	

2. Current attainment (End 2016)			
	<i>Pupils eligible for PP</i>	<i>'All' pupils national average</i>	
Y2- 1 x EHCP Y6- 1x EHCP & 2 PP pupils joined in Y5/6			
Reception 'Good Level of Development'	100% (2)	School Non-disadvantaged: 74%	National Non-disadvantaged:
Y1 national phonics screening	100% (4)	School Non-disadvantaged: 92%	National Non-disadvantaged: 83% National disadvantaged 69%
Y2 % achieving expected in reading, writing & maths	25% (5)	School Non-disadvantaged:	National Non-disadvantaged:
Y2 % achieving expected in reading	60% (5)	School Non-disadvantaged: 89%	National Non-disadvantaged: 77% National disadvantaged 60%
Y2 % achieving expected in writing	20% (5)	School Non-disadvantaged: 68%	National Non-disadvantaged: 68% National disadvantaged 50%
Y2 % achieving expected in maths	40% (5)	School Non-disadvantaged: 84%	National Non-disadvantaged: 75% National disadvantaged 58%
Y6 % achieving expected in reading, writing & maths	33% (9)	School Non-disadvantaged: 55%	National Non-disadvantaged: 60% National disadvantaged 39%
Y6 % achieving expected in reading	44% (9)	School Non-disadvantaged: 80%	National Non-disadvantaged: 66% National disadvantaged 53%
Y6 % achieving expected in writing	56% (9)	School Non-disadvantaged: 80%	National Non-disadvantaged: 73% National disadvantaged 64%
Y6 % achieving expected in maths	44% (9)	School Non-disadvantaged: 70%	National Non-disadvantaged: 70% National disadvantaged 58%

Y6 % making expected progress in reading	-1.61 (9)	School: Non-disadvantaged 2.92
Y6 % making expected progress in writing	0.24 (9)	School Non-disadvantaged: 1.61
Y6 % making expected progress in maths	-1.1 (9)	School Non-disadvantaged: -0.21

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Pupil Premium children enter the school with skills behind those of non-Pupil Premium children in literacy and maths
B.	Poor oracy skills of majority of pupil premium children (issues with poor spoken English)
C.	Social and emotional issues, including a lack of resilience, which affect learning behaviours that support independent learning

External barriers (*issues which also require action outside school, such as low attendance rates*)

A.	Poor parenting skills from a number of parents of pupil premium children
B.	Lack of completion of homework by pupil premium children , including low levels of parental engagement
C.	Poor attendance from some PP children
D.	Lack of access to extra-curricular activities and learning resources at home (including books)

4. Desired outcomes (*Desired outcomes and how they will be measured*)

Success criteria

A.	Significantly increase the percentage of pupils achieving expected standards in writing	80% Pupil premium children are at expected level (4/5) in KS2 SATS 2017
B.	Percentage of pupils leaving Reception with skills 'typical' for their age is comparable between PP and non PP pupils	All Pupil Premium children achieve GLD
C.	Pupil premium parents engage in school learning (including Change for Life) and homework initiatives. Pupil premium children attend homework club and curricular and extra-curricular sessions.	The vast majority of PP children complete all homework including regular reading at home and parents attending school sessions.

5. Planned expenditure

Academic year

2016-2017

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 writing , SPAG and maths outcomes across the school	Range of CPD in writing and maths -see LIP (Consortia INSET day writing Oct 31 st /Jonathan Hughes TAs -supporting independence in maths Implement new spelling strategy Y2-6 Start a handwriting intervention to support effective letter formation and joined writing	Y2 and Y6 below national in writing outcomes especially at Greater depth in 2016 Spelling was identified as an issue across KS2 which impacted negatively on SPAG outcomes.	Lesson observations and dropins Book trawls	AHS	Termly
Total budgeted cost					£12,500

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
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Pupils make accelerated learning in lessons	Pupils to be targeted in lessons for additional support and for specific interventions 1:1 and small group work before and after school	Targeted support has been shown to be effective in accelerating progress (Sutton Trust research)	HT and SLT to plan and deliver the additional interventions Formal observations, learning walks and book scrutinies to examine impact & scrutiny of data on a termly basis	AHS SLT	Nov 16, Feb 17, May 17, July 17
Continue to improve maths outcomes so that by end of Key stage 2 progress is positive	Implement Numicon 'Breaking barriers' and 'First class@number 2' Specific CPD for TAs (Jan 17) to enable more effective support within classes - problem solving and reasoning. Purchase of numicon and range of other manipulatives.	Provide effective support to fill gaps in learning and accelerate individual progress. Both interventions have proved to be very effective previously in diminishing the difference.	Formal observations of interventions and tracking of data Evaluation of CPD and analysis of feedback forms	VS & EB	Nov 2016 Feb 2017 Jun 2107
Continue to improve outcomes in reading for PP children	Use Better Reading Partnerships to support children individually Use speed reading resources and implement a Y6 reading comprehension group.	Provide support packages which have an excellent track record of enabling accelerated progress.	Analysis of termly data Observation of interventions	AHS and EB	Nov 16, Feb 17, May 17 and July 17
Increase participation of pupils homework.	Homework club is available for all pupils in KS2 but PP are directed to use where necessary	Evidence shows some PP rarely complete homework.	Monitor attendance at club and completion of homework.	AHS	March 2017
Total budgeted cost					£18,000

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?
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Improve emotional resilience for PP children with attachment issues	Nurture provision 3 x 1 hr per 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	SD &TL Overseen by EB	Termly
Better support for families in order that they feel more able to support their children effectively at home.	Offer Early Help support as appropriate Provide workshops and class drop-ins to increase parent knowledge of teaching methods	Evidence that early Help can have long term positive impacts	Measure the impact of Early Help Support on attainment of PP children supported (currently YR,1,4,6)	AHS and EB	Termly
Provide subsidy for PP children to enable them to participate in extra-curricular activities	Subsidies available for peripatetic music lessons and for annual residential trip to Marle Hall	Widen experiences for PP children and develop independence and resilience life skills while at Marle Hall	Ensure all parents are aware of the subsidy and use pupil feedback to measure impact.	AHS	June 2017
Total budgeted cost					£14,500