# Pupil premium strategy statement:

# Woodthorne Primary School 2018/2019

## 1. Summary information

| School | Woodthorne Primary School | | | | |
|---|---|---|---|---|---|
| **Academic Year** | 2018/19 | **Total PP budget** | £95000 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 416 *inc Nursery | **Number of pupils eligible for PP** | 63 | **Date for next internal review of this strategy** | July 2019 |

## 2. Current attainment

| | KS1 *Pupils eligible for PP (your school)* | | KS1 *All Pupils (national average)* | KS2 *Pupils eligible for PP (your school)* | | KS2 *All Pupils (national average)* |
|---|---|---|---|---|---|---|
| | PP Pupils | % out of cohort | | PP Pupils | % out of cohort | |
| **% of pupils achieving expected standard in reading, writing and maths** | N/A | N/A | N/A | 17 | 59% | 64% |
| **% of pupils achieving expected standard making in reading** | 8 | 100% | 79% | 17 | 76% | 75% |
| **% of pupils achieving expected standard in writing** | 8 | 88% | 70% | 17 | 76% | 78% |
| **% of pupils achieving expected standard in maths** | 8 | 88% | 76% | 17 | 76% | 76% |
| **% of pupils achieving the phonics standard in Year 1** | 5 | 100% | 83% | NA | NA | NA |
| | | | | | | |

## 3. Cohort information

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Number of children | 56 | 58 | 58 | 54 | 54 | 55 | 57 |
| Number of pupil premium | 2 | 7 | 7 | 8 | 7 | 12 | 19 |

## 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

| A. | Some pupils come into school with less developed communication and language skills |
|---|---|
| B | Underdeveloped skills in English and Mathematics. |
| | |

| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
|---|---|
| D. | Attendance and lateness of some pupils. |
| E. | A small percentage of pupils and families in need of support from an Early Help Assessment, Child in Need Plan or a Child Protection Plan. |
| F. | Parental engagement |

## 5. Desired outcomes

| | *Desired outcomes and how they will be measured* | *Success criteria* |
|---|---|---|
| A. | Pupils demonstrate at least age related communication and language skills. This will be measured by the rate of progress children are making in Early Years and the rates of progress in reading and writing in later years. | • Disadvantaged pupils with lower stating points are making more progress to diminish the gap <br> • Disadvantaged pupils with high starting points are making progress in line with non-disadvantaged pupils. |
| B. | A significant majority of pupils exceed age related expectations by the time they leave Year 6. This will be measured through rates of progress and attainment. | • Disadvantaged pupils make better than expected progress to attain at national averages in Year 6. |
| C. | Attendance is in line with national averages. This will be measured through statistical data. | • Attendance is 96.4%. |
| D. | Children and families receive the support to ensure that any barriers to learning are minimised. This will be measured through data taken from CP, CIN or EHA plans | • Staff are vigilant and communicate effectively any concerns to the Designated Safeguarding Lead through the internal Record of Concerns form. <br> • Staff/external agencies are following recommended actions within appropriate timescales. |
| E. | A higher proportion of parents engage in taking an interest in their child's education. This will be measured through attendance data for school events. | • 75% of parents attend Parent Consultations or target setting meetings <br> • |

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## 6. Planned expenditure

| Academic year | 2016/17 |
|---|---|

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? |
|---|---|---|---|---|---|
| A. Pupils demonstrate at least age related communication and language skills. This will be measured by the rate of progress children are making in Early Years and the rates of progress in reading and writing in later years. | Targeted language intervention for selected children.<br><br>Targeted well being sessions.<br><br>(Cost of Level 3 TA – 2 hours per day 11.72ph) £4570.80<br><br>Implement peer coaching to ensure that high standards are being delivered to the pupils<br><br>Develop key worker/mentor system to allocate to each pupil to keep them on track with learning.<br><br>Appoint Pupil Premium Champion to monitor data, resources and provision across school. | Evidence from research carried out by the EEF toolkit states that Early Years and Oral Language Interventions add considerable value to children's learning and progress. | **Identify a lead practitioner to oversee the actions.**<br><br>**Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.**<br><br>**Feedback from any training attended – identification of how training has been implemented.** | **LS** | **Termly** |
| B. Pupils make strong progress in each year groups to ensure that the gap is diminished and that a significant majority of pupils exceed age related expectations by the time they leave Year 6. This will be measured | Continue to ensure that feedback is of a high quality.<br><br>£37940 (this is based on 35 days monitoring by SLT)<br>£2,000(Training/SLA cost) | Evidence from research carried out by the EEF shows that high quality feedback, metacognition, mastery teaching and one-to-one tuition all add considerable value to pupil's progress.<br><br>Furthermore, past books show us that where feedback and marking is of high quality, the | **Regular formal and informal monitoring to ensure the quality of teaching remains high through: Observations, learning walks, learning book trawls, pupil discussions and discussions with staff. SLT to specifically focus upon:** | SLT | Termly |

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| through rates of progress and attainment. | £10,000 (resources across school)Total cost £49,940<br><br>Develop staff skills to provide opportunities for working at greater depth. (Maths coordinator cost = 10 hours at Up1 = £313)<br>Booster sessions for Year 6 pupils in the lead up to SATs.<br>(Staff cost for extra sessions 2 staff 3 hour per week for 15 weeks.  KT,AE , LW = £4073)<br><br>Communication, Language and Literacy support package.  Supporting SLT to develop reading system in school.<br>( SLA cost = £2000) | pupils demonstrate a better understanding of how to improve their learning.<br><br>Past evidence shows that Year 6 booster sessions have had a significant impact on the vast majority reaching age related expectations.<br><br><br>Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils. | • Year 3 Mathematics<br>• Developmental feedback<br>• Opportunities for extended writing<br>• | AE<br><br><br>AE/LW<br><br><br>LW | |
|---|---|---|---|---|---|
| | | | **Total budgeted cost** | £56326 | |

## 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? |
|---|---|---|---|---|---|
| A. Pupils develop confidence to become successful, independent learners.  This will be measured through monitoring behaviour rates and progress of learning. | Develop staff skills to provide opportunities for working at greater depth allowing pupils to apply skills through reasoning. (SLT Cost of training 10 hours at UP1 – costed in above section) | Evidence from research carried out by the EEF shows that metacognition and mastery teaching add considerable value to pupil's progress. | Implement reviews of previous staff training on working at greater depth. Identify staff meeting time for this to take place. | AE | Spring 2017 |
| | Fund/part fund trips and residential visits. (Apportioned cost of trips £8000) | Evidence from research demonstrates the positive impact on pupil's well-being.  Trips improve children's learning as they provide them with real life experiences that they may not alternatively have. | Phase leaders to review trips at the beginning of the year to ensure that links to curriculum are explicit.. | All staff | |

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| | | | | SLT | Autumn 2017 |
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| | Targeted intervention for identified pupils falling behind. <br> <span style="color:red">(Staff cost of interventions) £30459</span> | | | | <br><br><br> Termly |
| D. Children and families receive the support to ensure that any barriers to learning are minimised. This will be measured through data taken from CP, CIN or EHA plans | Regular inclusion meetings. <br><br> Attendance at professionals' meetings at all levels. <br><br> Structured safeguarding plan to be put in place identifying opportunities for staff training. Staff training sessions to be held throughout the year. <br><br> Support parent with parental workshops detailing how to help your child at home. <br><br> Pastoral meetings to be carried out with disadvantaged pupil. <br><br> Development of core values and new behaviour system across school. <br><br> Buy into SLA for EP and counselling services in school. | Evidence from school data shows if children are experiencing trauma, they are less likely to learn well. | Report statistical data on the number of plans to governors on termly basis. <br><br> Attend regular safeguarding updates. <br><br> Review safeguarding plan half termly | TH/KT | On-going. |
| | | | **Total budgeted cost** | | £40459 |
| **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? |
|---|---|---|---|---|---|
| C. Attendance is in line with national averages. This will be measured through statistical data. | Regular attendance meetings with the EFEO to target persistent absences.<br><br>Support families through Early Help Assessment.<br><br>Office staff to be trained in systems to monitor attendance.<br><br>Rewards for consistently good attendance.<br><br>Good attendance certificates. | Evidence from data shows that low attenders are often low attaining pupils.  This impact on their future outcomes. | TH to attend EFEO meetings.<br><br>Focus on whether pupil enjoy coming to school at pupil discussions during monitoring. | TH | Every two weeks. |
| E.  A higher proportion of parents engage in taking an interest in their child's education.  This will be measured through attendance data for school events. | Parental workshops.<br><br>Using the pupils to make promotional films that advertise the events.<br><br>Hold informal coffee mornings.<br><span style="color:red">(£300 approx)</span><br><br>Parent forum for pupil premium pupils.<br><br>Set up social media to further improve communication about events and what's going on in the school<br><br>Advertise using digital display board at the front of school.<br><br>Hold parent consultations.<br><br>Hold target setting | Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil's progress. | Ensure that there is early communication with parents about events<br><br>Monitor attendance at events | TH | Half termly. |

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| | meetings for identified pupils with SEND. | | | | |
|---|---|---|---|---|---|
| | | | **Total budgeted cost** | £300 | |

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