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 • 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. • 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 •

6. Planned expenditure

Academic year	2019/20

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. Targeted well being sessions. (Cost of Level 3 TA – 2 hours per day 11.72ph) £4570.80 Implement peer coaching to ensure that high standards are being delivered to the pupils Develop key worker/mentor system to allocate to each pupil to keep them on track with learning. 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.** **Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.** **Feedback from any training attended – identification of how training has been implemented.**	**LS**	**Termly** **Data from Years 1-6 shows that the gap in attainment stayed the same for disadvantaged pupils compared to non. This means that the gap has not closed and disadvantaged.** **The pupil premium champion has been appointed and this has had an impact on developing interventions. Interventions clearly target disadvantaged pupils and we expect to see the impact in Autumn 2019.**
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	Continue to ensure that feedback is of a high quality.	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.	**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**	SLT	Termly In Year 6, the percentage of disadvantaged pupils who attained age

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			staff. SLT to specifically focus upon:		related was higher than the non disadvantaged. This has been due to high quality teaching, with three teachers within the year group focusing on the disadvantaged pupils.
related expectations by the time they leave Year 6. This will be measured through rates of progress and attainment.	£37940 (this is based on 35 days monitoring by SLT) £2,000(Training/SLA cost) £10,000 (resources across school)Total cost £49,940 Develop staff skills to provide opportunities for working at greater depth. (Maths coordinator cost = 10 hours at Up1 = £313) Booster sessions for Year 6 pupils in the lead up to SATs. (Staff cost for extra sessions 2 staff 3 hour per week for 15 weeks. KT,AE , LW = £4073) Communication, Language and Literacy support package. Supporting SLT to develop reading system in school. (SLA cost = £2000)	Furthermore, past books show us that where feedback and marking is of high quality, the pupils demonstrate a better understanding of how to improve their learning. Past evidence shows that Year 6 booster sessions have had a significant impact on the vast majority reaching age related expectations. Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils.	• Year 3 Mathematics • Developmental feedback • Opportunities for extended writing •	AE AE/LW 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) Fund/part fund trips and residential visits.	Evidence from research carried out by the EEF shows that metacognition and mastery teaching add considerable value to pupil's progress. Evidence from research demonstrates the positive impact on pupil's well-being. Trips	Implement reviews of previous staff training on working at greater depth. Identify staff meeting time for this to take place.	AE All staff	Spring 2017 **The behaviour incidents for the disadvantaged pupils are in line with the non. Pupil discussions show that pupils develop confidence in their learning which**

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	(Apportioned cost of trips £8000)	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..		**supports them to become independent learners.**
				SLT	
	Targeted intervention for identified pupils falling behind. (Staff cost of interventions) £30459				
					Autumn 2017
					Termly

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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?
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. Attendance at professionals' meetings at all levels. Structured safeguarding plan to be put in place identifying opportunities for staff training. Staff training sessions to be held throughout the year. Support parent with parental workshops detailing how to help your child at home. Pastoral meetings to be carried out with disadvantaged pupil. Development of core values and new behaviour system across school. 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. Attend regular safeguarding updates. Review safeguarding plan half termly	TH/KT	On-going. Evidence from data shows that for all pupils on a plan, there was a marked improvement in their attendance. This had a significant impact on the progress they made at school since being on a plan.

	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. Support families through Early Help Assessment. Office staff to be trained in systems to monitor attendance. Rewards for consistently good attendance. 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. Focus on whether pupil enjoy coming to school at pupil discussions during monitoring.	TH	Every two weeks. The attendance for disadvantaged pupils was 94.24% at the end of the academic year. This compares to a school average of 96% and so is lower.
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. Using the pupils to make promotional films that advertise the events. Hold informal coffee mornings. (£300 approx) Parent forum for pupil premium pupils. Set up social media to further improve communication about events and what's going on in the school Advertise using digital display board at the front of school. Hold parent consultations. Hold target setting meetings for identified pupils with SEND.	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 Monitor attendance at events	TH	Half termly.

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Total budgeted cost	£300

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