

# Pupil premium strategy statement:



## Woodthorne Primary School 2017/2018



2017-18

1. Summary information						
School	Woodthorne Primary School					
Academic Year	2017/18	Total PP budget	£87120	Date of most recent PP Review	n/a	
Total number of pupils	423 *inc Nursery	Number of pupils eligible for PP	55	Date for next internal review of this strategy	July 2018	

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	7	70%	67%
% of pupils achieving expected standard making in reading	8	73%	78%	7	70%	77%
% of pupils achieving expected standard in writing	8	73%	70%	7	70%	81%
% of pupils achieving expected standard in maths	6	55%	77%	7	70%	80%
% of pupils achieving the phonics standard in Year 1	5	100%	83%	N/A	N/A	N/A

3. Cohort information							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	56	56	58	58	59	60	57
Number of pupil premium	3	1	7	3	13	15	13

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



<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some pupils come into school with less developed communication and language skills	
<b>B.</b>	Pupils have low self-regulation skills and struggle to deal with conflict and emotions.	
<b>C.</b>	Underdeveloped skills in English and Mathematics.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and lateness of some pupils.	
<b>E.</b>	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.	
<b>F.</b>	Parental engagement	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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.	<ul style="list-style-type: none"> <li>Disadvantaged pupils with lower starting points are making more progress to diminish the gap</li> <li>Disadvantaged pupils with high starting points are making progress in line with non-disadvantaged pupils.</li> </ul>
<b>B.</b>	Pupils develop the skills to deal with different life situations and make informed choices about their responsibilities towards others and themselves. This will be measured through the behaviour logs and recording of incidents.	<ul style="list-style-type: none"> <li>Reduction in the number of incidents of poor behaviour.</li> </ul>
<b>C.</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.	<ul style="list-style-type: none"> <li>Disadvantaged pupils make better than expected progress to attain at national averages in Year 6.</li> </ul>
<b>D.</b>	Attendance is in line with national averages. This will be measured through statistical data.	<ul style="list-style-type: none"> <li>Attendance is 96.4%.</li> </ul>
<b>E.</b>	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	<ul style="list-style-type: none"> <li>Staff are vigilant and communicate effectively any concerns to the Designated Safeguarding Lead through the internal Record of Concerns form.</li> <li>Staff/external agencies are following recommended actions within appropriate timescales.</li> </ul>
<b>F.</b>	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.	<ul style="list-style-type: none"> <li>75% of parents attend Parent Consultations or target setting meetings</li> <li></li> </ul>



2017-18



	<p>week for 15 weeks. KT,AE = £2846.33)</p> <p>Staff training from Mark Smith of the EAL team to develop staff skills in teaching communication and language with a specific focus on Writing (SLA cost = £2000)</p>	Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils.			<p>In Year 3, a lower percentage of disadvantaged pupils made better than expected progress. However, there were only 3 pupils in the class which skewed the data. 2 out of 3 pupils made at least expected progress. Furthermore, all 3 disadvantaged pupils were working within age related expectations with 2 out of 3 attaining at age related.</p> <p>In Year 2, the attainment of disadvantaged pupils was in line with the cohort.</p> <p>There were no disadvantaged pupils in Year 1.</p>
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**Total budgeted cost** £58132.54

**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	Review?
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.	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	This target has not yet been met. Although we are seeing more examples of reasoning to allow pupils to work at greater depth, there



	<p>(SLT Cost of training 10 hours at UP1 – costed in above section)</p> <p>Fund/part fund trips and residential visits. (Apportioned cost of trips £8000)</p> <p>Targeted intervention for identified pupils falling behind. (Staff cost of interventions) £12,000</p>	<p>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.</p>	<p>Phase leaders to review trips at the beginning of the year to ensure that links to curriculum are explicit..</p>	<p>All staff</p> <p>SLT</p>	<p>are still few disadvantaged pupils meeting this level when compared to non-disadvantaged. However, monitoring evidence shows that disadvantaged pupils now have more opportunities to access reasoning activities than previously.</p> <p>All disadvantaged pupils have participated in trips this year across all year groups. Evidence from parents shows that a significant majority of disadvantaged pupils attended the Year 6 residential trip where they would not have been able to without the contribution made from the pupil premium fund. This has had an impact on emotional well-being, where behaviour records shows no real significant difference in levels of poor behaviour, with the exception of one disadvantaged pupil.</p> <p>See section 1 for impact upon progress and attainment.</p>
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<p>B. Pupils develop the skills to deal with different life situations and make informed choices about their responsibilities towards others and themselves. This will be measured through the behaviour logs and recording of incidents.</p>	<p>Develop school core values to develop pupils' belief system.</p> <p>Establish links with local businesses to allow pupil to gain a broader range of real life experiences outside of the classroom.</p> <p>Develop inclusion team to provide access to therapeutic and behavioural interventions that support pupils social, emotional welfare and development.</p> <p>(Training cost - £500 based on two therapeutic courses)</p>	<p>Evidence from pupil monitoring at previous setting showed that pupils responded well to having a set of core values</p> <p>Evidence from pupil interviews shows that they value experiences which provides them with the knowledge of the options available to make informed decisions about later life and develop aspirations for the future.</p> <p>Evidence from research carried out by the EEF shows that Social, Emotional and behavioural interventions add considerable value to pupil's progress.</p>	<p>Allocate Assistant Education Psychologist time to targeted vulnerable pupils.</p> <p>Monitor behaviour logs.</p> <p>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</p>	<p>SLT</p>	<p>This action has not yet been achieved. Work has started on the core values with whole staff and is due to be completed in Summer Term 2019</p> <p>Inclusion team is in its infancy of being developed with one identified staff member commencing a well-being intervention group. It is too early to show impact of this yet.</p>



<p>E. 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</p>	<p>Regular inclusion meetings.</p> <p>Attendance at professionals' meetings at all levels.</p> <p>Structured safeguarding plan to be put in place identifying opportunities for staff training. Staff training sessions to be held throughout the year.</p>	<p>Evidence from school data shows if children are experiencing trauma, they are less likely to learn well.</p>	<p>Report statistical data on the number of plans to governors on termly basis.</p> <p>Attend regular safeguarding updates.</p> <p>Review safeguarding plan half termly</p>	<p>TH/KT</p>	<p>Representation has been sent to all professional meetings The impact this has had is there is now a better understanding of the needs of our key families, which has allowed us to make improved relationships and build trust.</p> <p>Staff have received regular updates throughout the year.</p>
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<b>Total budgeted cost</b>					£20500
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**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	Review
<p>D. Attendance is in line with national averages. This will be measured through statistical data.</p>	<p>Regular attendance meetings with the EFEO to target persistent absences.</p> <p>Support families through Early Help Assessment.</p> <p>Rewards for consistently good attendance.</p>	<p>Evidence from data shows that low attenders are often low attaining pupils. This impact on their future outcomes.</p>	<p>TH to attend EFEO meetings.</p> <p>Focus on whether pupil enjoy coming to school at pupil discussions during monitoring.</p>	<p>TH</p>	<p>While attendance for the whole school fell above national averages, there is difference when compared to disadvantaged pupils whose absence rates are higher than the cohorts. Office staff have built positive relationships with these families and the we continue to strictly follow guidelines set out by the EWO, but we are not seeing an increase in attendance. When</p>



					questioned, pupils tell us they want to come to school.
F. 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.	<p>Parental workshops.</p> <p>Using the pupils to make promotional films that advertise the events.</p> <p>Hold informal coffee mornings. <i>(£300 approx)</i></p> <p>Parent forum.</p> <p>Set up social media to further improve communication about events and what's going on in the school</p> <p>Hold parent consultations.</p> <p>Hold target setting meetings for identified pupils with SEND.</p> <p><i>Additional cost of miscellaneous resources - £5000</i></p>	Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil's progress.	<p>Ensure that there is early communication with parents about events</p> <p>Monitor attendance at events</p>	TH	<p>Some of these targets have not yet been met.</p> <p>The ICT element has not been possible this year due to the school infrastructure. This is planned in to be improved in 2018/19.</p> <p>Target setting meetings are now scheduled to take place in Autumn Term. The impact of these will be reviewed in the 2018/19 plan.</p>
<b>Total budgeted cost</b>					£5300

