

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

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 in order to raise aspirations
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

1. Summary information

School	Woodside C of E Primary				
Academic Year	18-19	Total expected PP budget	£42,240	Date of most recent PP Review	July 19
Total number of pupils	208	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 19

2. Attainment 2018-19				
Year 2: 3 x SEND / 1 x PP Year 6: 6 x SEND/ 9 x PP / 3 x SEND & PP (1 PP& EHCP child joined Jan 19 working below working Exp levels in all areas and barely accessing education 1 PP severe attachment trauma through KS2)	Pupils eligible for PP at Woodside	Woodside (non-disadvantaged)	Warwickshire	National (disadvantaged)
Reception 'Good Level of Development'	50% (2)	82%		
Y1 national phonics screening	100% (2)	96%		
Y2 % achieving expected in reading, writing & maths	100% (1)	62%		
Y2 % achieving expected in reading	100% (1)	88%		
Y2 % achieving expected in writing	100% (1)	63%		
Y2 % achieving expected in maths	100% (1)	72%		
Y6 % achieving expected in reading, writing & maths	33% (9)	77%		
Y6 % achieving expected in reading	44% (9) (57%)(7)	71%		
Y6 % achieving expected in writing	67%(9) (86%)(7)	71%		
Y6 % achieving expected in maths	44% (9) (57%)(7)	76%		
Y6 % making expected* progress in reading	% (9) %(7)	82%		
Y6 % making expected* progress in writing	% (9) % (7)			
Y6 % making expected* progress in maths	% (9) % (7)			
Y6 Average scaled score (R & M)	98 (9) 101 (7)	102.5		
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				

A.	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 negatively affect learning behaviours and independent learning for some pupil premium pupils	
External barriers (<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)	
4. Desired outcomes for EOY 2019 (<i>Desired outcomes and how they will be measured</i>)		Success criteria
a	PP children at key stages FS,KS1, KS2 attain their individual targets and the gap between PP and non PP children is closing.	8 children in Y6(2 of which SEND) Targets: Reading 75% Writing 50% SPAG 50% Maths 88% (one child 12%to achieve GD in reading & SPAG) 2 children in Y2: Target is for both children to achieve Exp + in all areas.
b	Improved attendance for PP children through targeted support by FSW and Early Help provision	Attendance of PP children above 96% and case studies where significant improvement
c	Increased resilience - children able to manage their emotional issues effectively and be fully able to access learning in the classroom. Nurture provision and access to both FSW and 1:1 counselling	Case studies for individuals and progress scores greater than 12 months.

5. Planned expenditure					
Academic year	2018-19				
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 reading outcomes across the school, but in particular at Y2,3 & 4 and increase % children achieving GD.	Explore 'Power of Reading' Increase high quality reading resources for lower KS2	Falling trend in KS1 reading outcomes over past 3 years and gap between disadvantaged and other children is the rationale for re-organising guided reading sessions. Implementation of inference interventions has been shown to have a positive impact on outcomes	Priority 2 on the LIP Literacy leader to lead changes Collaboration across Heartwood and Consortia schools	Head teacher and Literacy leader (NB)	Reviewed at the end of each term in pupil progress meetings.
All staff to be more aware of SEMH issues and develop a wide range of strategies to support children with issues	Whole school training 'Trauma and mental health training for teachers' Sept 18	Research shows that a better awareness of the background of mental health issues will enable all staff to adapt their approaches and provide more effective support, thus decreasing barriers to learning.	September INSET and regular updates in staff meetings. Ongoing SEMH CPD as a result of SEMH bid funding- impact monitored through SDM questionnaires.	HT and SENCO	Dec18, July 19
Total budgeted cost					£8.000
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. BRP, Firstclass@number2, speed reading Weekly maths intervention in place for Y6 (3x PP) delivered by AHS. Pre-teaching of maths in place before school Y6 (3x PP) Third space Learning 1:1 weekly maths	Formal observations of interventions. Learning walks and book scrutinies to examine impact. Termly scrutiny of data & termly pupil progress meetings.	Head Teacher and SLT	December 18 and July 19
Continue to improve reading, writing and maths outcomes so that end of KS2 progress is positive	Teachers in Y4,5 &Y6 to be given 2 hours/week non - contact time to work specifically with PP children in their class to address misconceptions , improve self-esteem and improve work collaboratively.	Provide effective support to fill gaps in learning and accelerate individual progress.	Formal observations of interventions and tracking of data	AHS & EB	December 18 and July 19
Increase participation of pupils in homework	Homework club is available for all children and PP pupils are strongly encouraged to access it. Y6 SATS Revision guides are provided	Evidence shows that some PP pupils rarely complete homework, and parents do not buy revision guides.	Monitor attendance at the club and completion of homework.	MJS	Dec18 & Mar 19
Total budgeted cost					£27,250
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?
Improve emotional resilience for PP children with attachment issues	Nurture provision 2 x 1 hour/week 1:1 counselling to support children presenting with SEMH	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 some other trips Access for Y5 children to Warwick Bright Stars Programme Subsidise peripatetic music lessons High quality reading book provided termly	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 loan of instruments.	AHS/MJS	On-going
Better support for families in order that they can feel better equipped to support their children at home.	Train a member of staff as a Family Support worker and allocate time to vulnerable support families Ensure sufficient staff are trained to deliver Early Help.	Evidence that Early Help can have very positive long term impact (case studies and previous school experience) Evidence that school FSW can be beneficial in supporting families with good attendance and learning at home	Measure the impact of FSW (starting Nov 18) support on attainment and attendance of PP children.	AHS /EB	December 2018, July 2019 Case study initiated to track progress
Total budgeted cost					£7000

Review of impact of spending in current academic year 2018-9

Desired outcome	Chosen action / approach	Impact: Was the success criteria met?	Lessons learned (whether this approach will be continued)	Cost Income 2018-19 £43,320
<p>Improve reading outcomes across the school, but in particular at Y2,3 & 4 and increase % children achieving GD.</p>	<p>Power of reading used a mechanism to inspire and engage children with all aspects of literacy and in particular the desire to read.</p> <p>Improved high quality reading resources across the school and improved guided reading teaching</p> <p>PP children continue to receive free books at appropriate level to help nurture a love of reading at home</p>	<p>Year 6 Pupil Premium SATS 2019 - Targets: Reading 75% (44%) Writing 50% (67%) SPAG 50% (55%) Maths 88% (44%) (one child 12% to achieve GD in reading & SPAG) (achieved in SPAG but not in reading)</p> <p>{NB targets were set for 8 PP children another PP with EHCP and severe disengagement child joined Woodside in Jan 19}</p> <p>2 children in Y2: Target is for both children to achieve Exp + in all areas. Achieved - Only one PP child at Woodside by EOY</p> <p>Both PP children in Y1 passed the phonics test 50% (1/2) children achieved GLD in reception (1 PP on SEND register- query ASD)</p>	<p>High quality CPD, linked closely to the LIP, is effective in raising attainment. Whilst attainment at KS1 has risen significantly, reading progress across KS2 is still a concern so will remain a whole school focus for 19/20.</p> <p>Power of reading approach still needs to embed to see the benefit from the approach in headline data.</p> <p>Children are all extremely positive about the books they receive and are keen to talk about them and this will definitely be continued into 19/20</p>	<p>£8000</p>
<p>All staff to be more aware of SEMH issues and develop a wide range of strategies to support children with issues</p>	<p>Through support offered by FSW and the nurture team attendance increases for PP children (EH and Pre-early help support in place)</p>	<p>Target-Attendance of PP children above 96% and case studies where significant improvement (Attendance 94.8%)</p>	<p>All staff benefitted from CPD (Trauma awareness /emotion coaching)</p>	<p>£3500</p>

	Trauma aware staff who are more easily able to identify children who need support and are more able to provide this.	Case studies for individuals (JF, CON, RL) are able to show significant improvement in mental wellbeing and in the for the Y6 children significant academic progress across the year.		
Pupils make accelerated progress through targeted interventions.	<p>Targeted intervention; including BRP, Firstclass@number 2, speed reading, SLT mentor programme</p> <p>Nurture sessions for KS1 & 2.</p> <p>Third Space learning (maths) 6 children across the year</p> <p>Teachers in Y4,5 & Y6 to be given 2 hours/week non -contact time to work specifically with PP children in their class to address misconceptions , improve self-esteem and improve work collaboratively.</p> <p>Homework club offered to</p>	<p>To significantly narrow the gap between PP and non PP children in all areas</p> <p>Children targeted for BRP and First class@number2,all made accelerated progress. Nurture sessions have shown that children are more able to learn within the classroom setting; particularly noticeable for two children in Y6.</p> <p>Case studies also show significant impact of effective nurture, coupled with academic support. (JF)</p> <p>BRP x children accessed this throughout the year and % showed accelerated progress</p> <p>Some PP made accelerated progress but not all. Other circumstances have hindered progress in some cases (poor attendance Y3)</p>	<p>Third Space Learning was effective in narrowing the gap for certain children- clear that although expensive this can be a successful intervention if children chosen carefully - will continue for 19/20 for 1 child per term.</p> <p>BRP to continue</p> <p>Firstclass@number2 and Succes@arithmetic to continue as effective interventions shown to narrow the gap in attainment in maths</p> <p>One teacher to provide 1:1 support for PP children in Y3&4 for 19/20</p> <p>HT to provide support throughout year for 2 children.</p>	£28,000
Better support for families in order that they can feel better equipped to support their children at home.	Training and time allocation for FSW	Increased number of Pre- EH and EH in place in school which are showing positive impact for those individuals (See case studies RL, KM)	<p>FSW hours to be increased to match the need within school- the majority of this time</p> <p>HLTA position within school with specific role to champion and provide support for the vulnerable children in school</p>	£3500

