

Pupil premium strategy statement Woodlands Primary School Form 2

1. Summary information					
School	Woodlands Primary School				
Academic Year	2017 - 2018	Total PP budget	£53,640	Date of most recent PP Review	
Total number of pupils	604	Number of pupils eligible for PP	40/604 (6.6%)	Date for next internal review of this strategy	

2. Current attainment <small>As part of your full strategy you will also wish to consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.</small>				
	Pupils eligible for PP (school) in KS2 (2017 y6) 9 pupils	Pupils not eligible for PP (national average) 60 pupils	Pupils eligible for PP (school) in KS1 (2017 y2)	Pupils not eligible for PP (national average)
% achieving in ARE or above in reading, writing and maths	78%	30%	NA	NA
% achieving in ARE or above in reading	89%	75%	NA	NA
% achieving in ARE or above in writing	67%	30%	NA	NA
% achieving in ARE or above in maths	89%	68%	NA	NA

3. Barriers to future attainment (for pupils eligible for PP, including high ability) <small>Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</small>	
In-school barriers <i>(issues to be addressed in/out school, such as poor oral language skills, attendance, home environment)</i>	
KS1	Attainment for all pupils was below national other in writing at the end of KS1
	Attainment for all pupils was below national other in maths at the end of KS1
KS2	Progress of disadvantaged pupils in reading needs to be raised to be at least in line with national other at the end of KS2 (-0.7)
	Progress of disadvantaged pupils in writing needs to be raised to be at least in line with national other at the end of KS2 (-3.9)
	Progress of disadvantaged pupils in maths needs to be raised to be at least in line with national other at the end of KS2 (-0.8)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

KS1 & KS2	To ensure that all children (and families) are supported where necessary by the Learning Mentor- this will be outlined within the 'Pupil Premium Impact Report'
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
KS1	All pupils including disadvantaged pupils to be achieving at least in line with national other in writing and maths	<ul style="list-style-type: none"> - Termly pupil progress meetings to identify and provide targeted support for pupils who are not making expected progress - Core subject leaders will have an accurate analysis of pupil premium attainment and progress - Pupils premium lead will report to Governors and SLT progress of pupils - Pupil Premium impact report to be evaluated termly to assess the effectiveness of interventions and support provided - Tracking will be detailed and accurate
KS2	<p>Progress of disadvantaged pupils will improve and be at least in line with other pupils at the end of KS2 in reading, writing and maths</p> <p>85% Pupil Premium children to be on track to meet their FFT's in Reading, Writing and Maths</p> <p>Y6 pupil Premium children to attain in line or above national in Reading and Maths</p>	<ul style="list-style-type: none"> - Termly pupil progress meetings to identify and provide targeted support for pupils who are not making expected progress - Core subject leaders will have an accurate analysis of pupil premium attainment and progress - Pupils premium lead will report to Governors and SLT progress of pupils - Pupil Premium impact report to be evaluated termly to assess the effectiveness of interventions and support provided - Tracking will be detailed and accurate

	Nature/focus of support	Predicted % of PPG grant for academic year 2017 - 2018
A	Learning in the curriculum	81%
B	Social, emotional and wellbeing	18%
C	Attendance and behaviour	0%
D	Enrichment within and beyond the curriculum	1%
E	Families/communities/other	0%
Curriculum Focus To increase % of disadvantaged pupils working at age related expectations in reading, writing and maths		

3. Planned expenditure					
Academic year		2017 - 2018			
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 <small>You may have more than one action/approach for each desired outcome.</small>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils including disadvantaged pupils to be achieving at least in line with national other in writing at the end of KS1	Additional intervention support to be provided to identify gaps and areas for development. Symphony grids to be used analytically to address misconceptions and to move writing to the next level and develop mastery	End of KS1 attainment was below national (whole cohort) in 2017. Symphony assessment is new to the school and this is being used to plan and deliver key skills. There are a number of gaps identified from baseline that children are missing in their learning.	Monitoring of progress by SLT Monitoring of books and intervention support by subject leaders Monitoring of progress by pupil premium lead Reporting to Governors on a termly basis and regular meetings with the pupil premium governor to analyse progress and recording systems	KK – SLT Lead Governor for PP	February 2018
All pupils including disadvantaged pupils to be	Additional intervention support to be provided to identify gaps and	End of KS1 attainment was below national (whole cohort) in 2017.	Monitoring of progress by SLT Monitoring of books and	KK – SLT Lead	February 2018

achieving at least in line with national other in maths at the end of KS1	areas for development. Analysis to be carried out by additional adults to address misconceptions and develop mastery of key skills.	Observations and support from LA and SLE have identified that mastery in maths needs to be further embedded to consolidate key skills. This is being supported by regular observations and support from an SLE and planning proformas and systems are being reviewed.	intervention support by subject leaders Monitoring of progress by pupil premium lead Reporting to Governors on a termly basis and regular meetings with the pupil premium governor to analyse progress and recording systems	Governor for PP	
<ul style="list-style-type: none"> Progress of disadvantaged pupils will improve and be at least in line with other pupils at the end of KS2 in reading 85% Pupil Premium children to be on track to meet their FFT targets Y6 pupil Premium children to attain in line or above national 	Additional guided reading sessions to develop children's vocabulary and exposure to a variety of texts. This will also increase children's ability to answer reading comprehension questions.	End of KS2 data demonstrated that progress was not in line with national .	Analysis by maths and English leads alongside SLT to identify all pp children that have not made expected progress across all KS2.	KK – SLT Lead Governor for PP	February 2018
<ul style="list-style-type: none"> Progress of disadvantaged pupils will improve and be at least in line with other pupils at the end of KS2 in writing 	Writing- editing skills interventions daily. To ensure that children are able to reflect on their work analytically and use proof reading strategies to identify errors in their work.	End of KS2 data demonstrated that progress was not in line with national . 2017 moderation was significantly lower than school assessment. In school analysis and observations	Monitoring of progress by SLT Monitoring of books and intervention support by subject leaders Monitoring of progress by pupil premium lead	KK – SLT Lead Governor for PP	February 2018

<ul style="list-style-type: none"> 85% Pupil Premium children to be on track to meet their FFT targets Y6 pupil Premium children to attain in line or above national 	<p>Spelling intervention to close the gap to ensure that children are working at the correct spelling age for their year group and that all prior gaps have been filled.</p> <p>Handwriting intervention To develop on children's handwriting to ensure that by the end of KS2 all Pupil Premium children are adhering to the school's handwriting policy (entry strokes/ cursive, joined writing), and will therefore be able to meet the end of KS2 expectations for handwriting.</p>	<p>have identified that mastery is not being developed consistently and key skills need to be addressed to enable pupils to achieve expected attainment and progress.</p> <p>Whole school spelling programme is in its infancy and being developed.</p>	<p>Reporting to Governors on a termly basis and regular meetings with the pupil premium governor to analyse progress and recording systems</p>	<p>KK – SLT Lead Governor for PP</p>	<p>February 2018</p>
<ul style="list-style-type: none"> Progress of disadvantaged pupils will improve and be at least in line with other pupils at the end of KS2 in maths 85% Pupil Premium children to be on track to meet their FFT targets 	<p>Intervention to build on children's prior fluency knowledge and understanding to then increase their understanding and ability to approach problem solving and reasoning tasks.</p>	<p>End of KS2 data demonstrated that progress was not in line with national .</p> <p>In school analysis and observations have identified that mastery is not being developed consistently and key skills need to be addressed to enable pupils to achieve expected attainment and progress.</p>			

<ul style="list-style-type: none"> Y6 pupil Premium children to attain in line or above national 					
			Total budgeted cost	£38,100	
				(HLTA 43.5hrs p/wk)	

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?
To raise children's self-esteem so that they are ready to access the curriculum fully, have the skills to de-escalate situations and are ready to learn	<p>Raising self-esteem</p> <p>Time to talk</p> <p>Daily meet and greet</p> <p>Drop in sessions for pupils</p> <p>Intervention support sessions to raise self esteem, manage emotions and other mental health concerns</p>	<p>By increasing children's self-esteem, we aim to increase their growth mind-set and their ability to approach the curriculum and their learning positively. This will develop on their skills of commitment, perseverance and dedication.</p> <p>Children will work alongside their class teacher, learning mentor and TA's to develop strategies to deescalate negative feelings/behaviour. This will positively impact on the time taken away from the curriculum to deal with negative behaviour choices.</p> <p>By ensuring a smooth transition between parent/ carers and school, we can ensure that when children enter the learning environment, they are ready to learn and time is not wasted in accessing the curriculum.</p>	<p>Termly analysis of Pupil Premium intervention impact report against attainment and progress</p> <p>Evaluation of lessons and behaviour for learning</p> <p>Exclusion and incident logs</p>	Clare Cotton	Half termly

Total budgeted cost Learning Mentor Salary 0.5 HLTA 9.5hrs p/wk					£10,000 £6670 <hr/> £16,670
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?
Higher attendance of pupil premium children to attend Going for gold activities	Funding of Going for Gold project and support from key members of staff on enrichment activities out of school	Limited number of pupils attend these events and they are promoted to improve resilience, confidence and independence	Pupil/ parent voice Attendance at activities	Roisin O'Hara	Termly
Total budgeted cost School contribution to activities Staffing (2 adults per year group activity daily supply y4-y6)					£500.00 <hr/> £500.00
Total					£55,270