

Woodlands Primary Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2018/19	Total PP budget (based on last year's census and ever 6)	£50,720	Date of next external PP Review	
Total number of pupils excl. nursery (based on October census)	489 based on Oct census.	Number of pupils eligible for PP this academic year	5% (24 pupils)	Date for next internal review of this strategy NB PP includes FSM, LAC & Service Children) Disadvantaged is FSM & LAC only the data below is based on last year's disadvantaged data.	Dec 2018 MA
Total number of pupils incl. nursery	542.	Number of pupils from Jan 2018 on FSM – being treated as disadvantaged by school.	2% (9 pupils)		

2. Current attainment end of key stage 2, Key Stage 1 and Early Years based on 2017-2018 end of year data		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school / national)</i>
During the academic year, 3 PP children left, 1 of whom left in April (Y2), 1 in June (Y4) and 1 in July (Y5). 9 children in Y6 (KS2 SATs) were eligible for PP in May 2018 when national tests were conducted.		
% achieving in reading, writing and maths	10% (1/10 children)	46% (30/65 children) 70%
% achieving ARE in reading KS 2	40% (4/10 children)	71% (46/65 children) 80%
% achieving GD in reading KS2	10% (1/10 child)	17% (11/65 children) 337%
% achieving ARE in writing KS 2	20% (2/10 children)	55% (36/65 children) 83%
% achieving GD in writing KS 2	0%(0/10 children)	0% (0/65 children) 24%
% achieving ARE in maths KS 2	50% (5/10 children)	66% (43/65 children) 81%
% achieving GD in maths KS 2	10% (1/10 children)	23% (15/65 children) 28%
% achieving ARE or above in SPAG KS 2	70% (7/10 children)	77% (50/65 children) 82%
	10% (1/10 children)	34% (22/65 children) 39%
1 child in Y2 (KS1 SATs) was eligible for PP in May/June 2018 when national tests were conducted.		
% achieving ARE in reading KS 1	100% (1child)	67% (47 out of 70)/ 79%
% achieving GD in reading KS 1	100% (1 child)	27% (19 out of 70)/ 29%

% achieving ARE in writing KS 1	100% (1 child)	60% (42 out of 70)/ 74%
% achieving GD in writing KS 1	0	6% (4 out of 70)/ 18%
% achieving ARE in maths KS 1	100% (1child)	69% (48 out of 70)/ 80%
% achieving GD in maths KS 1	0	11% (8 out of 70) / 25%
3 child in Y1 were eligible for PP in summer 2018		
% achieving in phonics screening Yr 1	33% (1 child)	63% (45 out of 73 children)/ 85%
1 child in reception was eligible for PP who started school summer 2018		
% achieving GLD Reception	100% (1 child)	69% (44 out of 63) not out yet

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech – poor speech, stammers, understanding	
B.	Lack of focus and concentration	
C.	Behaviour choices – poor behaviour choices in class and on the playground	
D.	Emotional / anxiety issues – impacting on self-esteem and self-confidence	
E.	Inconsistent quality and provision of teaching	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Poor attendance / arriving late	
G.	Home circumstances	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Poor oral language skills on entry of a number of pupils will be addressed by continuing to facilitate Nursery provision and early intervention using WELCOMM and/or Time to Talk in addition to external agencies (SALT) and RWI. Children will be assessed on entry, at whatever age, and their needs catered for using one or more of the above programmes. Progress will be measured half termly.	Progress rates for PP children to be at least good. Measured in EYFS and KS1 by teacher assessments, WELCOMM assessments, half termly phonics assessments, and robust internal moderation practices. KS2 children will continue where necessary with phonics and the assessments for this will evidence progress, as

		will benchmarking in reading, progress in the reading scheme and spoken literacy.
B.	A lack of focus and concentration in class will be addressed through booster groups for basic skills – reading, writing, maths and RWI phonic sessions where necessary. IDL, Minute Maths, SNIP will be used to raise the attainment of PP children. The school pastoral team will offer specialist counselling sessions for children and the expertise of external agencies will be sought when necessary. Any specific issues will be addressed with the support and collaboration of the SEND team.	Focus and concentration of PP children will improve resulting in less low level disruption in lesson time as evidenced in termly assessments and half termly intervention reviews. This will also link in with the school behaviour for learning policy, with fewer behavioural incidents being recorded weekly for PP children.
C.	Behavioural issues of a small minority of children (many eligible for PP) to be positively addressed via the Behaviour for learning policy (with the continued support of the SEND team, Social Care, exclusion advisory service and external support from team teach specialists). Expectations for Behaviour of both children and parents in school will be shared on the first day of term with parents via all media explicitly setting out boundaries, rewards and sanctions. 1:1 support and SEND funding will be applied for where necessary.	Fewer behaviour incidents recorded weekly and termly by the behaviour lead (particularly for those children who are eligible for PP). Fewer exclusions (internal and external) recorded termly by the behaviour lead (particularly for those children who are eligible for PP).
D.	Social and emotional issues of a number of pupils will be addressed with a weekly programme of counselling sessions, JIGSAW programme, nurturing breakfasts and supported with our SMSC work in assembly, pastoral sessions, nurture groups and 1:1 support.	Children will make measurable progress in curriculum areas as a result of being more emotionally secure. Behaviour incidents recorded will reflect the increased emotional security of the children and detailed as above. Children will be observably more content and confident as evidenced by staff, parents and their own testimony.
E.	Attainment of children will be addressed through SLT intervention at planning level to ensure that all children have an equality of opportunity, consistent teaching will be based on effective assessment for learning and high expectations embedded across year groups, key phases and whole school. Y6 Higher attaining Pupil Premium pupils will achieve RWM combined at Higher standard in 2019 Y2 Greater depth attainment for Pupil Premium pupils to be in line with National for RWM In all year groups PP pupils will achieve at least in line with non-PP pupils in RWM in progress & attainment Phonics attainment	Quality of teaching and learning will be evidenced by SIP/ASIA in addition to internal monitoring and scrutiny as part of performance management. RWM combined to be in line with National average for Higher standard RWM combined to be in line with National average for Higher standard Achievement in all year groups to show PP pupils in line with non-PP

F.	Increased rates of attendance for children eligible for PP will facilitate increased progress for children. We will ensure that national policy on school holidays/fines is upheld. We will support families and will continue to liaise with families to ensure that PP children attend school daily and arrive punctually.	Overall, pupils eligible for PP have increased attendance and this is in line with other children.
G.	Increased self-confidence and self-esteem of PP children who are experiencing the emotional effects of family break-ups, impacting on focus and concentration. Counselling and therapy sessions with learning mentors, safe spaces, and nurturing breakfasts will be used to address this.	Children will make measurable progress in curriculum areas as a result of being more emotionally secure. Behaviour incidents recorded will reflect the increased emotional security of the children and detailed as above. Children will be observably more content and confident as evidenced by both staff and their own testimony.

5. Planned expenditure					
Academic year	£50,720				
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?
Poor oral language skills on entry of a number of pupils are quickly identified, planned for and improved upon using a range of standard tools and strategies.	RWI WELCOMM TIME TO TALK ELSA training (2 members of staff)	In the first instance, our on entry FS1/2 data. Speech, language and communication are central life skills. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing. Speech, language and communication needs (SLCN) affect a huge number of children and young people in the UK. Approximately two children in every year one classroom will experience a clinically significant language disorder that impacts on their learning. Language disorders are also more than seven times more prevalent in children than other developmental conditions. “Children from low income families lag behind their peers by nearly one year in vocabulary at school entry, with gaps in language much larger than gaps in other cognitive skills. ⁹ Evidence suggests vocabulary and concept development is especially critical for children from low and moderate income homes, and has been found to be the best predictor of whether children who experienced social disadvantage in childhood were able to ‘buck the trend’ and escape poverty in later adult life.” Taken from https://www.thecommunicationtrust.org.uk/media/381242/the_links_between_children_and_vp_s_slcn_and_social_disadvantage_final.pdf Accessed on November 13 th 2018	<ul style="list-style-type: none"> • Designated time for staff training in INSET (Sept 2018) and also staff meetings/twilights • Cover for staff observing • Regular monitoring of impact through SLT and PP lead monitoring schedule 	Literacy Lead – SL RWI specialist trainer Pp lead - VC	Phonic progress is reviewed on a half-termly basis. Cost of phonics training Sept 2018: £1700 Cost of phonics support 2018/2019: £1500 ELSA costs x2 £1200

<p>All pupils including disadvantaged pupils to be achieving at least in line with national other in writing, reading and maths at the end of KS1 and KS2</p>	<p>A tracking system will be sourced to support accurate and effective monitoring of pupil progress on a termly basis and easy identification of gaps. Additional intervention and support to be provided to close gaps and address areas for development for pupils.</p>	<p>End of KS1 and KS2 attainment was below national (whole cohort) in 2017.</p> <p>Observations by SLT, ASIA and SIP and support from SLE's have identified that mastery in maths needs to be further embedded to consolidate key skills.</p> <p>Several resources have been sourced to support teaching and assessment, in addition to senior staff time:</p> <p style="padding-left: 40px;">1. Timestables Rockstars</p> <p>If we can develop children's working memory with greater reasoning and understanding, there will be an increased transition to their long term memory and times tables can become an instantly recallable fact.</p> <p>All children need to go through these cognitive steps in order to achieve this. Some will only need a light touch whilst some will need significantly longer on particular points.</p> <p>"In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.</p> <p>Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.</p> <p>This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 12,000 schools - both primary and secondary - worldwide."</p> <p>https://www.herts.ac.uk/link/volume-2,-issue-1/is-there-a-place-for-rote-learning-multiplication-tables-in-english-primary-schools</p>	<ul style="list-style-type: none"> • Monitoring of progress • Monitoring of books • intervention support by subject leaders • Monitoring of progress by pupil premium & assessment lead • Reporting to Governors on a termly basis • Regular meetings with the pupil premium governor & ASIA to analyse progress 	<p>SLT/ASIA/ Governor for PP</p>	<p>Cost of Times Tables Rockstars reviewed termly: £86</p>
--	---	--	--	--	---

		<p>2. NFER assessments</p> <p>“Our paper-based optional tests for Years 1-5 have been developed by a team of experts and standardised with over 60,000 pupils taught the current curriculum, enabling you to:</p> <ul style="list-style-type: none"> • benchmark your results nationally • reliably monitor attainment and progress • make accurate comparisons between pupils and groups of pupils • gain formative information to guide teaching and learning.” <p>https://www.tandfonline.com/doi/full/10.1080/00131881.2017.1314115</p>			Reviewed termly. £5552
		<p>3. Insight</p> <p>“Insight is flexible, so you can enter all kinds of data and analyse it using the same simple reporting tools. Insight's reports offer ways to talk about your pupils' attainment and progress without having to re-create levels. You can also record standardised scores, and Insight will calculate the related percentile.”</p> <p>“The principles of formative assessment may be applied at the school and policy levels, to identify areas for improvement and to promote effective and constructive cultures of evaluation throughout education systems. More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms.”</p> <p>Taken from OECD assessment for learning document accessed November 13th 2018</p>	<ul style="list-style-type: none"> • Tracking systems and both internal and external monitoring and scrutiny of books will evidence the progress in spelling and writing. 		Cost of Insight: £2000

		<p>4. Spelling Shed</p> <p>As one comprehensive and measureable method of teaching spelling:</p> <p>“Our scheme is divided into six stages, each stage corresponding to the respective school year. Within each stage there are weekly objectives and spelling lists that give a steady progression through the curriculum as well as review and challenge lists to extend vocabulary. For each week’s spelling list we provide a traditional printable practice sheet that follows the look-cover-write-check format. We also provide a printable activity for each list that can be used in class, as a homework or where technology is not available.”</p> <p>https://www.tandfonline.com/doi/abs/10.1080/19404158.2017.1398766?scroll=top&needAccess=true&journalCode=rald20</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4935634/</p> <p>https://www.nifdi.org/research/journal-of-di/volume-1-no-2-summer-2001/428-best-practices-in-spelling-instruction-a-research-summary/file</p>			<p>Cost of Spelling Shed:</p> <p>£100.00</p>
		<p>Attainment of children will also be addressed through SLT intervention at planning level to ensure that all children have an equality of opportunity, consistent teaching will be based on effective assessment for learning and high expectations embedded across year groups, key phases and whole school.</p> <p>Pupil engagement will be key and high quality training to ensure this will be sourced early in the school year for writing as this is the school’s major weakness.</p>			<p>Cost of RH, SL, IF in PPA:</p> <p>£11,380x3 = £34,140</p> <p>Cost of Hywel Roberts and Debra Kidd</p> <p>£2000</p>

		<p>Increased rates of attendance for children eligible for PP will facilitate increased progress for children. We will ensure that national policy on school holidays/fines is upheld. We will support families and will continue to liaise with families to ensure that PP children attend school daily and arrive punctually.</p> <p>Admin time will be dedicated to ensure that attendance is followed up and logged – particularly for PP children.</p>	<ul style="list-style-type: none"> Tracking attendance and both internal and external will evidence the effectiveness of proactive approaches. 		<p>Cost of 2hours per week of Nikki Brown's time for the year:</p> <p>£736</p>
Total budgeted cost					49,014

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?
<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> <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 in RWM 	<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 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>End of KS2 data demonstrated that progress was not in line with national 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> <p>Children will access booster and 1:1 sessions, both during the school day and outside of it, in the area that they have an identified need.</p> <p>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p> <p>Taken from the EEF Toolkit on 13th November 2018: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>IDL for individuals and phonics as appropriate will be delivered according to profiles.</p> <p>These will be evidenced in their individual profiles and monitored accordingly.</p>	<p>Analysis by maths and English leads alongside SLT to identify all pp children that have not made expected progress across KS2.</p> <p>Monitoring of books and intervention support by subject leaders</p> <p>Monitoring of progress by pupil premium lead</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>SLT Lead Governor for PP</p>	

<p>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>	<p>Raising self-esteem Time to talk Nurturing Afternoon Tea/breakfast sessions Peer tutoring Daily meet and greet Drop in sessions for pupils 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. Children will work alongside their class teacher, learning mentor, school counsellor/psychotherapist and TA's to develop strategies to deescalate negative feelings/behaviour and increase self esteem/friendship groups. This will positively impact on the time taken away from the curriculum to deal with negative behaviour choices. 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>"Self-esteem is formed through the interaction of individuals with the environment. Among other things, the family environment. If the environment provides something pleasant, then self-esteem will be positive, but if the environment is not fun then self-esteem will become negative. Self-esteem affects motivation, functional behavior, and life satisfaction, and is significantly associated with lifelong well-being. Universal human behavior wants to maintain and enhance self-esteem because as a basic need (Greenberg, 2008). What is chosen to do and how they do it may depend on self-esteem. Low self-esteem has been shown to be associated with many negative phenomena, including high rates of teenage pregnancy, drug abuse, alcoholism, violence, depression, social anxiety, and suicide. Factors such as family, gender, race, economic level, sexual orientation, seem to affect the level of self-esteem (Twenge & Campbell, 2002).</p> <p>The Effectiveness of Transactional Analysis Counselling to Increase Self Esteem accessed Nov 14th 2018 https://ijsrm.in/index.php/ijsrm/article/view/1371</p>	<p>Termly analysis of Pupil Premium intervention impact report against attainment and progress Evaluation of lessons and behaviour for learning Exclusion and incident logs</p>		<p>School Counsellor's time – 50% £18,335 Learning Mentor's time – 50% £11,016</p>
<p>Total budgeted cost £29,351</p>					

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?
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	Approach holiday club to support before/after school and holiday club.	<p>Having had aspirational conversations with the parents of all children eligible for PP, it is clear that a small proportion would be able to earn more money, and therefore enhance the lives of their children, if they had support with child care (before/after school and during the school holidays). In some cases this support will be funded by PP.</p> <p>"Increases in family income substantially reduce differences in schooling outcomes and improve wider aspects of a child's well-being. Cognitive development and school achievement were most improved by having more money. Conversely, reductions in family income, including benefit cuts, are likely to have wide-ranging negative effects. Money seems to have more of an effect among low-income families...." acceded Nov 15th 2018 - https://www.jrf.org.uk/report/does-money-affect-children's-outcomes</p>	HT liaison with S4YC and parents.	HT	Termly
Total budgeted cost					£2500
Total budgeted cost of all interventions					£80,865

6. Review of expenditure				
Previous Academic Year		£55k		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	<u>Reading</u> 100% (2/2 children achieved GD at the end of KS 1. <u>Writing</u> 50% (1/2 children) achieved ARE at the end of KS 1. 50% (1/2 children) achieved GD at the end of KS 1. <u>Maths</u> 50% (1/2 children) achieved ARE at the end of KS 1. 50% (1/2 children) achieved GD at the end of KS 1.	More targeted – specific training for staff – INSET, school:school support, RWI phonics support for all Infant staff and those involved in teaching phonics in KS 2. More children enrolled in IDL More social groups need to be implemented in KS1 and EYFS – Time to Talk, nurture sessions etc. this will involve training. Interventions to be reviewed half termly and changed if having no impact. An effective tracking system is required.	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (nd whether you will continue with this approach)	Cost
<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> <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>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. 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. 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. Handwriting intervention to develop 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><u>Reading</u> 33% (3/10 children) achieved ARE at the end of KS2, compared with 67% of pupils not eligible for PP. 10% (1/10 children) achieved GD at the end of KS2, compared with 16% of pupils not eligible for PP.</p> <p><u>Writing</u> 20% (2/10 children) achieved ARE at the end of KS2, compared with 51% of pupils not eligible for PP. 0% of children eligible for PP achieved GD at the end of KS 2, this was also true for pupils not eligible for PP.</p> <p><u>SPAG</u> 60% (6/10 children) achieved ARE at the end of KS 2 compared with 76% of pupils not eligible for PP.</p> <p><u>Maths</u> 40% (4/10 children) achieved ARE at the end of KS 2 compared with 64% of pupils not eligible for PP.</p> <p><u>Combined R.W.M</u> 10% (1/10 children) achieved ARE in combined reading, writing and maths at the end of KS2, compared with 41% of pupils not eligible for PP.</p>	<p>Interventions with CC, CB – need to be planned in with support of SENDCO</p> <p>Nurturing breakfast, mindfulness, counselling etc. needs to be planned</p> <p>Additional adults employed in school – all year groups to support rapid progress.</p> <p>Trail peer tutoring (year 4 and year 6) to be trailed.</p> <p>Academic interventions to boost Year 6 PP children to be considered.</p>	
Total cost				55,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. School has been in a state of flux for the past 2 years and this is reflected in the impact of PP, the monitoring of the spend and the effectiveness. This will not be the case in 2018-2019 as school has appointed a substantive Headteacher as of January 2019, who has been Exec Head since Sept 2018.