

Pupil premium strategy statement – Woodlands Primary School – January 2017

1. Summary information					
School	Woodlands Primary School				
Academic Year	2016-17	Total PP budget	£126,000	Date of most recent PP Review	03.01.17
Total number of pupils	206	Number of pupils eligible for PP	97	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils meeting the expected standard in reading, writing and maths	29%	33% (53%)
Average score in reading	98	96
Average score in maths	99	100
Progress in reading	-4.3 Well below national average	-2.8 Average
Progress in writing	-1.6 Average	4.2 Well above national average
Progress in maths	0.5 Average	0.8 Average

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.	Fewer PP children achieve a GLD for Reading in Reception than other pupils (PP 38%, all pupils 53% - 2016 data). Closing this gap will increase reading progress for PP in subsequent years.
B.	Review of the interventions used for PP children to ensure greater rates of progress in end of Key Stage 2 reading.
C.	Progress in writing at the end of Key Stage 2 is significantly better for non PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The attendance rate for pupils eligible for PP is 94.55% (2015-16 Academic Year) compared to 95.35% for non PP children. Although this gap has narrowed it still reduces their school hours and can lead to them falling behind non PP children.
E.	Reading surveys show that pupils eligible for PP do not receive as much support with their reading at home as non PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading skills for pupils eligible for PP in EYFS and KS1.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that a greater number of pupils eligible for PP make age related expectations. (Target of 45% increased from 38%)
B.	Higher rates of progress across KS2 in Reading for pupils eligible for PP. Ensure pupil reading targets have a high impact and lead to increased rates of progress. A higher percentage of pupils eligible for PP meet the expected standard in reading at the end of KS2.	The progress gap in reading between pupils eligible for PP and non PP pupils closes to less than 1.0 (for 2015-16 it was a gap of 1.5). Measured in Y3.Y4, Y6 and Y6 by teacher assessment and termly reading assessment tests.
C.	Higher rates of progress across KS2 in Writing for pupils eligible for PP.	The progress gap in reading between pupils eligible for PP and non PP pupils closes to less than 1.5 (for 2015-16 it was a gap of 5.8). Measured in Y3.Y4, Y6 and Y6 by teacher assessment and successful moderation practices established across the West Salisbury Cluster.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.55% to 94.75%. This would narrow the gap between PP and non PP attendance.
E.	Significantly increase the number of times parents / carers of PP children listen to their children at home.	Pupils eligible for PP children are heard at least 3 times a week at home. Where this is not happening careful tracking of reading records will lead to additional reading to adults in school and also encouraging parents to increase the number of times they listen to their child(ren).
F.	All pupils have access to all elements of the curriculum. Pupil premium children are confident and feel supported so that they can learn effectively.	Pupil premium children have access to all music and drama enrichment activities. This includes support with the cost of attending choir, the school orchestra, breakfast club and school trips (including residential visits). Pupil premium children have good self-esteem and feel secure – their emotional needs are met quickly so that they can make the expected progress.
G.	Improve rates of progress for our least able PP in Maths.	Less able pupils make rapid progress due to receiving intensive Numbers Count Support.

5. Planned expenditure

Academic year

2016-17

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?
<p>A. Improved reading skills for pupils eligible for PP in EYFS and KS1.</p>	<p>Reading co-ordinator to work with staff to develop rigorous year group Reading action plans. Ensure all pupils are reading books with words by the end of Term 1. (See Reading SDP and individual year group action plans for more detail). Training Y6 pupils to listen to Y2 child read.</p> <p>Class Provision Maps</p> <p>Individual provision action plans for all PP children.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>We are significantly increasing the number of times pupils are heard reading both in school and at home. We are also significantly increasing our use of volunteer helpers. We also aim to increase the number of parents attending reading (read with your child afternoons) This has already had a very positive impact.</p> <p>Every PP child will have an individual action plans highlighting the extra PP provision. This will help staff to identify gaps in provision and make necessary adjustments.</p>	<p>Non-contact time for Reading co-ordinator to work with each member of staff to write a rigorous and relevant action plan. Non-contact time for Reading co-ordinator to regularly update and evaluate the action plan to ensure all staff are meeting the action targets. Individual reading scrutiny.</p> <p>Y2/Y6 teacher to regularly monitor. Non-contact time for SENCO to meet with class teachers to update Provision Maps. Non-contact time (staff meeting directed time) to implement the PP Individual Action Plans.</p>	<p>Reading lead – Caroline Law</p> <p>Dep Head / SENCO – Bev Stopps Headteacher Matthew Kitley</p>	<p>February 2017 – x6 times during the academic year 2016-17.</p> <p>X3 per year – Jan, April & July</p> <p>X3 times per year</p> <p>X5 times per year</p>
<p>B. Higher rates of progress across KS2 in Reading for pupils eligible for PP. A higher percentage of pupils eligible for PP meet the expected standard in reading at the end of KS2.</p>	<p>Reading co-ordinator to lead SLT working party and from this whole school INSET on improving the quality of group reading sessions from Y2 to Y6 (introducing Big Reading Mini-Missions). Reading co-ordinator to work with staff to develop rigorous year group Reading action plans. Eg. Move all KS2 reading session to take place from 11.00-11.30am. Increase the number of pupil progress meetings from 4 to 5 (there will now be x2 meetings in the Autumn Term). Individual provision action plans for all PP children.</p>	<p>We wanted to raise the profile of group reading sessions and improve the quality of every session. Moving the sessions from the end of the morning to the 11.00-11.30 slot has already had a significant impact. We have invested in high quality resources with a particular focus on improving inference and deduction for our PP children. We have introduced Big Reading mini-missions to improve the quality of independent group reading activities. We have bought the Reading Eggs ICT package.</p> <p>There will be x2 pupil progress meetings and assessment reviews in the Autumn term this will ensure PP children not making adequate progress will be identified at the beginning of Term 2 and rapid intervention will be put in place.</p>	<p>Non-contact time for Reading co-ordinator to work with each member of staff to write a rigorous and relevant action plan. Staff Meeting time for reading INSET. Drop-in (to ensure typicality) lesson observations carried out jointly between the Reading co-ordinator and the Headteacher. A focus on PP children and their progress during the Spring Term observations.</p>	<p>Reading lead – Caroline Law Headteacher Matthew Kitley</p>	<p>X6 times during the academic year to review the Reading class action plans. X3 lesson reading drop in reading observations during the year. Autumn – Observation 1 looking at the general structure of each session and reviewing what we have implemented. Spring – Areas for improvement follow up and PP focus Summer – PP focus</p>

<p>C. Higher rates of progress across KS2 in Writing for pupils eligible for PP.</p>	<p>Design a writing assessment system that is identical to the end of Key Stage 1 and end of Key Stage 2 Assessment criteria.</p> <p>Ensure that pupils eligible for PP receive extra handwriting and spelling support where necessary – eg. Daily handwriting practice, spellodrome.</p> <p>Extra in class support for Y6 PP children where needed in Writing.</p>	<p>We wanted to ensure standards in Y1, Y3, Y4 and Y5 are as rigorous as those at end of Y2 and Y6.</p> <p>Individual PP Action Plans will highlight extra writing provision where necessary.</p> <p>End of Term 2 data shows that we are on track to significantly close the Reading progress gap between PP and non PP pupils.</p>	<p>Y6 teacher to work with Writing co-ordinator to devise an assessment system that is the same as that used at end of KS1 and KS2.</p> <p>Staff meeting time to update and time to focus on this during Pupil Progress Meetings.</p>	<p>Writing lead – Amanda Garton Deputy Head Dan Hortop</p> <p>MK & AG</p>	<p>X5 assessment updates per year.</p> <p>X5 times per year during pupil progress meetings.</p> <p>X5 times per year during pupil progress meetings and during in school and cluster moderations.</p>
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Total budgeted cost £50,000

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?
<p>B Higher rates of progress across KS2 in Reading for pupils eligible for PP. A higher percentage of pupils eligible for PP meet the expected standard in reading at the end of KS2.</p>	<p>TAs trained to lead inference and deduction sessions during group reading sessions. A focus on high quality feedback and improving answers during these sessions.</p> <p>Y6 teacher to run weekly feedback sessions looking at the new KS2 Reading tests.</p> <p>Small group comprehension sessions to take place for half an hour for 15 weeks during the lunch hour to ensure high quality extra provision.</p>	<p>Sutton Trust data makes it clear that high quality feedback has a high impact for all pupils.</p> <p>The school has already proved that small group Maths tuition can have a very high impact and similar results are possible with reading.</p>	<p>In house training for TAs and TA scaffolder training (Cora Sergeant).</p> <p>Ensure all PP pupils are given a high priority in these groups and those just below or close to the expected standard are included in the small group tuition.</p>	<p>Caroline Law Dan Hortop</p> <p>Caroline Law, Dan Hortop & Matthew Kitley to all lead a weekly group.</p>	<p>X5 times per year during pupil progress meetings.</p> <p>X5 times per year during pupil progress meetings. At the 7 week point of the group intervention</p>

<p>B Higher rates of progress across KS2 in Reading for pupils eligible for PP. A higher percentage of pupils eligible for PP meet the expected standard in reading at the end of KS2.</p>	<p>Switch on Reading Intervention to be used to support least able pupils in Y3.</p>	<p>The school was chosen for a pilot project in 2015-16 this has a very good impact and it will therefore be used again for the 2016-17 academic year.</p>	<p>Time during assemblies for Y3 TA to implement the Switch On Reading Intervention.</p>	<p>Amanda Garton</p>	<p>X5 times during the academic year during pupil progress meetings.</p>
<p>C The gap between pupil premium and non-pupil premium in the 2017 KS2 Assessments will be significantly narrowed. The progress gap in reading between pupils eligible for PP and non PP pupils closes to less than 1.5 (for 2015-16 it was a gap of 5.8). Measured in Y3.Y4, Y6 and Y6 by teacher assessment and successful moderation practices established across the West Salisbury Cluster.</p>	<p>Focussed in class support and intervention.</p> <ul style="list-style-type: none"> • TA led Handwriting group. • Focus groups covering gaps in the assessment criteria. • Extra individual support for PP pupils as required. 	<p>This builds on the excellent / outstanding practice developed in the 2015-16 academic year and will have a specific focus on PP pupils.</p>	<p>Monitoring of teaching of Writing by Amanda Garton, Caroline Law and Bev Stopps.</p>	<p>Dan Hortop Amanda Garton</p>	<p>X5 times during the academic year during pupil progress meetings.</p>
Total budgeted cost					<p>£15,000</p>
<p>iii. Other approaches</p>					

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>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Headteacher has termly meetings with EWO (x6 per year) – PP children are identified and tracked during these meetings.</p> <ul style="list-style-type: none"> - Home visits for hard to reach parents. - School attendance meetings when pupils remain below 90%. - SLT to monitor first response for high priority cases. - Class attendance league to give positive encouragement and ensure high attendance. - Headteacher regularly tracks different groups re attendance. - PP funding is used to finance Breakfast Club attendance as a way of getting children into school on time and ready to learn. - Family Link Worker used in cases where parents are hard to engage re. attendance 	<p>We can't improve attainment for children if they aren't actually attending school.</p>	<p>Thorough briefing of EWO and Family Link Worker about existing absence issues. Head will collaborate with key staff to ensure new provision and standard school processes work smoothly together.</p>	<p>Headteacher with all teaching staff and particularly – EWO, SLT and FLW.</p>	<p>During x6 termly meetings with the EWO.</p>
<p>E. Significantly increase the number of times parents / carers of PP children listen to their children at home. Make reading a positive and rich experience</p>	<ul style="list-style-type: none"> - Increase parental involvement (particularly PP parents) in school reading initiatives – eg. Read with your child at school sessions. - School librarian to develop a low cost Woodlands book shop using a voucher system – all books £1 - A class budget to choose books during a visit to Waterstones. 	<p>Research data clearly shows that pupils are at a great advantage if their parents hear them read regularly at home.</p> <p>Aim to increase book ownership for PP children by 25%,</p> <p>Developing a love of books and finding books that interest all pupils (boys) will lead</p>	<p>X6 reading with your child sessions.</p>	<p>Caroline Law.</p>	<p>Aim to increase attendance of pp parents by at least 25% by end of year.</p> <p>During learning walks (book corners) and during</p>

for all PP children.	<ul style="list-style-type: none"> - A reading raffle reward system for every 5 reads at home a raffle ticket is given out to go into a reading prize draw. - Certificates are handed out for every 25, 50, 75 and 100 reads at home – celebrated during HT Awards 	to a significant improvement in reading standards.			Individual Reading Scrutiny x3 per year.
F All pupils have access to all elements of the curriculum. Pupil premium children are confident and feel supported so that they can learn effectively.	<p>Pupil premium children have access to all music and drama enrichment activities. This includes support with the cost of attending choir, the school orchestra, breakfast club, homework club and school trips (including residential visits).</p> <p>Pupil premium children have good self-esteem and feel secure – their emotional needs are met quickly so that they can make the expected progress.</p> <ul style="list-style-type: none"> - ELSA - School counsellor - Relate counsellor 	<p>Excellence and enjoyment of a broad, balanced, exciting and relevant curriculum will lead to an increase in standards in all areas.</p> <p>If PP children are confident and feel supported emotionally they will learn effectively and this will lead to good progress when combined with other academic intervention. This will also result in an increase in pupil attendance.</p>	Attendance data for school clubs. Monitoring of homework and breakfast club. Improvement in quality of homework and home learning.	Teachers that run clubs.	School ELSA and counsellor provide evaluations x times per year.
Total budgeted cost					£30,000
G Improve rates of progress for our least able PP in Maths.	Less able PP pupils make rapid progress due to receiving intensive Numbers Count Support.	Though NC is a high cost initiative the school numbers count teacher (Sylvia Cox) has a proven track record of ensuring that pupils make rapid progress and close the gap with expected levels.	Data updates from NC Teacher – these are fed into pupil progress meetings.	Sylvia Cox	
Total budgeted cost					£16,000

6. Review of expenditure				
Previous Academic Year		2015-16		
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
Higher rates of progress across KS2 in Maths for pupils eligible for PP.	<ul style="list-style-type: none"> Interventions and planning for next steps – eg. Big Maths Small Focus Groups in Year 5 and Year 6 / One to One tutoring – for Year 5 and Year 6 – in Maths 	<p>Yes</p> <p>The progress gap between PP children and non PP children was significantly reduced.</p> <p>+0.5 Progress in Maths for PP</p> <p>+0.8 Progress in Maths for non PP</p>	The small group tuition (after-school) and the Big Maths Intervention have had a significant impact – this intervention can be continued for the 2016-17 academic year.	£20,000 (including TA costs)
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 (and whether you will continue with this approach)	Cost
Numbers Count Intervention for Less Able Maths Pupils.	Less able PP pupils make rapid progress due to receiving intensive Numbers Count Support.	<p>Yes</p> <p>Less able PP Pupils made expected progress in Y2, Y4, Y5 & Y6. They made rapid progress in Y1.</p>	A high cost but high impact intervention. The results show that this intervention should be continued in 2016-17.	£16,000
iii. Other approaches				
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

<p>F All pupils have access to all elements of the curriculum. Pupil premium children are confident and feel supported so that they can learn effectively.</p>	<p>Pupil premium children have access to all music and drama enrichment activities. This includes support with the cost of attending choir, the school orchestra, breakfast club, homework club and school trips (including residential visits).</p> <p>Pupil premium children have good self-esteem and feel secure – their emotional needs are met quickly so that they can make the expected progress.</p> <ul style="list-style-type: none"> - ELSA - School counsellor - Relate counsellor 	<p>Yes</p>	<p>Pupil premium children have good self-esteem and feel secure – their emotional needs are met quickly so that they can make the expected progress.</p> <ul style="list-style-type: none"> - ELSA - School counsellor - Relate counsellor 	<p>£20,000</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Additional Pupil Premium Expenditure for 2015-16 (previous academic year):

- After school homework club
- Big Maths Resources
- INSET Training
- Contribution towards ELSA and school counsellor work
- Subsidy towards school residential trips
- SATs breakfast club
- 11+ Exam Tuition for Gifted & Talented Pupils
- After School Enrichment (Music and the Arts) – Art Club, Choir and the “Stringissimo” Strings Orchestra
- Specialist ICT equipment - eg. A laptop with voice recognition software and a laptop linked to a whiteboard for a visually impaired child.
- Contribution towards recruitment, retention and leadership costs – recruiting a Deputy Head in Year 6 and retaining a Deputy Headteacher in EYFS.