

# Pupil premium strategy statement – Woodlands Primary School – November 2017

1. Summary information					
School	Woodlands Primary School				
Academic Year	2017-18	Total PP budget	£119,400	Date of most recent PP Review	07.11.17
Total number of pupils	206	Number of pupils eligible for PP	92	Date for next internal review of this strategy	July 2018

2. Current attainment (2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils at Woodlands (national average)</i>
% of pupils meeting the expected standard in reading, writing and maths	60%	58% (61%)
% of pupils meeting the expected standard in reading	60%	62% (71%)
Average score in reading	98.2	99.8
% of pupils meeting the expected standard in maths	80%	81% (75%)
Average score in maths	102.1	103.2
% of pupils meeting the expected standard in writing	73%	73% (76%)
Progress in reading	-3.44 Below national average	-2.97 Below national average
Progress in writing	-0.85 Average	-0.94 Average
Progress in maths	+0.15 Average	+1.13 Average

3. 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> )	
A.	Fewer PP children achieve a GLD for Reading in Reception than other pupils (PP 50%, all pupils 62% - 2017 data). The gap is 12% which is an improvement from 2016 when the gap was 15%. Continuing to close 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 reading at the end of Key Stage 2 (2017) for PP children is below average (-3.44).
<b>External barriers</b> ( <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% (2016-17 Academic Year) compared to 96.06% for non PP children. Although this gap has narrowed from 2015-16 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.	
<b>4. Desired outcomes</b>		
	<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. In KS1 a minimum target of 55-60%% to ensure an increase from the 38% (for Pupil Premium) that was achieved in 2016-17.
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. (also an Ofsted Target from 2014) A higher percentage of pupils eligible for PP meet the expected standard in reading at the end of KS2. <b>Particular Pupil Premium Pupil Groups that need to make accelerated progress in 2017-18:</b> Y2 Reading (Girls) – did not make expected progress during 2016-17 – they are the current Y3 group. Y3 Reading & Writing (Boys) – did not make expected progress during 2016-17 – they are the current Y4 group.	The progress gap in reading between pupils eligible for PP and non PP pupils closed to less than 1.0 (0.47) for 2016-17 (for 2015-16 it was a gap of 1.5). Target for 2017-18 is to increase Pupil Premium Progress in reading from -3.44 to at least -1.50 or better.  Measured in Y3.Y4, Y6 and Y6 by teacher assessment and termly reading assessment tests.
C.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.55% to 95.00% and if possible higer. This would narrow the gap between PP and non PP attendance.
D.	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).
E.	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.
F.	Continue to 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

2017-18

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?
A. Improved reading skills for pupils eligible for PP in EYFS and KS1.	<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 continuing to significantly increase 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 continue 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/implement 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 &amp; July</p> <p>X3 times per year</p> <p>X3 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. <b>Particular Pupil Premium Pupil Groups that need to make accelerated progress in 2017-18:</b> Y2 Reading (Girls) – did not make expected progress during 2016-17 – they are the current Y3 group. Y3 Reading &amp; Writing (Boys) – did not make expected progress during 2016-17 – they are the current Y4 group.</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 (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>The Pupil Premium pupils in the current Y3 and Y4 will be encouraged to attend the lunchtime KS2 reading club. Y3 pupils pupil premium pupils will go on a visit to Waterstones to choose new books for the class library. <b><u>Waterstones visit for PP children – Weds 6<sup>th</sup> December (am)</u></b></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>Pupils selected after pupil surveys.</p>
<b>Total budgeted cost</b>					£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. Y6 teacher to run weekly feedback sessions looking at the new KS2 Reading tests (from January 2018 onwards).</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 &amp; 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. The gap between pupil premium and non-pupil premium in the 2018 KS2 Reading Assessments will continue to be significantly narrowed. The progress gap in reading between pupils eligible for PP and non PP pupils closed to 0.47 in 2016-17 (for 2015-16 it was a gap of 5.8). Measured in Y3.Y4, Y6 and Y6 by teacher assessment and end of term testing.</p>	<p>Switch on Reading Intervention to be used to support least able pupils in Y3.</p> <p>Reading Club to target Disadvantaged learners in Y3 and Y4 (particularly those pupils who did not make expected progress in 2106-17) Waterstones Visit</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 2017-18 academic year.</p> <p>Motivating pupils who may be swiched-off from Reading is a key factor.</p> <p>Ensuring pupils are able to choose class library books that really interest and engage them.</p>	<p>Time during assemblies for Y3 TA to implement the Switch On Reading Intervention.</p> <p>Headteacher to support Reading co-ordinator with Reading Club and to join reading co-ordinator on the Waterstones visit.</p>	<p>Amanda Garton</p> <p>Caroline Law Matthew Kitley</p>	<p>X5 times during the academic year during pupil progress meetings.</p>
<b>Total budgeted cost</b>					£15,000

### 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?
<p>C. 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"> <li>- Home visits for hard to reach parents.</li> <li>- School attendance meetings when pupils remain below 90%.</li> <li>- SLT to monitor first response for high priority cases.</li> <li>- Class attendance league to give positive encouragement and ensure high attendance.</li> <li>- Headteacher regularly tracks different groups re attendance.</li> <li>- PP funding is used to finance Breakfast Club attendance as a way of getting children into school on time and ready to learn.</li> <li>- Family Link Worker used in cases where parents are hard to engage re. attendance</li> </ul>	<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>D. Significantly increase the number of times parents / carers of PP children listen to their children at home. Make reading a positive and rich experience for all PP children.</p>	<ul style="list-style-type: none"> <li>- Increase parental involvement (particularly PP parents) in school reading initiatives – eg. Read with your child at school sessions.</li> <li>- School librarian to develop a low cost Woodlands book shop using a voucher system – all books £1</li> <li>- A class budget to choose books during a visit to Waterstones.</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>- A reading raffle reward system for every 5 reads at home a raffle ticket is given out to go into a reading prize draw.</li> <li>- Certificates are handed out for every 25, 50, 75 and 100 reads at home – celebrated during HT Awards</li> <li>- Increase the number of times parents read to their children at home.</li> </ul> <p><b>A reading to your child Book Bingo system will be set up to start in January 2018.</b></p>	<p>to a significant improvement in reading standards.</p> <p>Data shows that children who are read to by parents / carers at home have a significant advantage.</p>			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"> <li>- ELSA</li> <li>- School counsellor</li> <li>- Relate counsellor</li> </ul>	<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.
<b>Total budgeted cost</b>					£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	
<b>Total budgeted cost</b>					£16,000

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Reading: Improved attainment for Pupil Premium Pupils at the end of KS2	See individual class Reading Action Plan for 2016-17.	<p><b>Yes – high impact</b></p> <p><b>Disadvantaged Learners Reading achieving Expected at end of Key Stage 2 increased from 35% in 2016 to 60% in 2017.</b></p> <p><b>Reading progress measures improved from -4.39 (2016) to -3.44 (2017).</b></p>	<p><b>Key objectives on the 2016-17 Reading Development Plan &amp; Individual Year Group Reading Action Plan had a high impact and key areas can be refined, revised and used to continue this improvement in 2017-18.</b></p> <p><b>Reading progress still needs to improve for Pupil Premium (and all pupils) and this will be a key target in 2017-18.</b></p>	<b>£3,500 – non contact for Reading Co-ordinator</b>
Higher rates of progress across KS2 in Maths for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Interventions and planning for next steps – eg. Big Maths Small Focus Groups in Year 5 and Year 6 /</li> <li>One to One tutoring – for Year 5 and Year 6 – in Maths</li> </ul>	<p>Yes</p> <p>The progress gap between PP children and non PP children was significantly reduced. In addition to this the PP children had a positive progress score of +0.15</p> <p>+0.15 Progress in Maths for PP</p> <p>+1.13 Progress in Maths for all pupils</p>	The small group tuition (after-school) and the Big Maths Arithmetic Intervention have had a significant impact – this intervention can be continued for the 2017-18 academic year but will not be included on the new action plan as it is no longer a major target for improvement.	£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.	Yes	A high cost but high impact intervention. The results show that this intervention should be continued in 2017-18. Progress is best when the Numbers Count Teacher is able to work closely with the class teacher and TAs. For 2017-18 the Numbers Count teacher will have additional time to plan with the Y2 teacher during PPA.	£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
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"> <li>- ELSA</li> <li>- School counsellor</li> <li>- Relate counsellor</li> </ul>	Yes	<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"> <li>- ELSA</li> <li>- School counsellor</li> <li>- Relate counsellor</li> </ul> <p>All PSED interventions are carefully planned and implemented to ensure that social and emotional improvement leads to academic progress and improvement.</p>	£20,000

## 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](http://www.aschool.sch.uk)

Additional Pupil Premium Expenditure for 2016-17 (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.