

Pupil premium strategy statement (primary)

1. Summary information					
School	Woodton Primary School				
Academic Year	2018/19	Total PP budget	£15,840	Date of most recent PP Review	16/9/14
Total number of pupils	47	Number of pupils eligible for PP	13	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or better in reading, writing and maths	Cohorts too small to report on.	
% making progress in reading (0 expected)		
% making progress in writing (0 expected)		
% making progress in maths (0 expected)		

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.	Attainment in writing and reading is weaker than maths for our Pupil Premium children, especially in Yr3 and Yr6.
B.	26% of the whole school are entitled to Pupil Premium.
C.	46% of Pupil Premium are on our SEND register
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	69% of our Pupil Premium pupils have joined the school at different points from the expected entry.
E.	54% of our Pupil Premium pupils have additional family needs outside of school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the attainment in writing and reading for PP pupils.	PP pupils to improve the attainment of writing reading to be the same or better than reading and maths.
B.	Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils.	PP pupils to achieve equal or better progress as 'other' pupils, especially Year 3, 5 and 6 pupils.

C.	Improved aspirations and perseverance for PP pupils.	PP pupils able to complete tasks in the given time without giving up or refusing to join in, and so making expected progress compared to 'others' in class.
D.	In year transferred PP pupils to settle quickly and achieve expected or better progress.	PP pupils needs identified and gaps in learning assessed on entry. Interventions put in place and closely monitored to ensure progress is at expected or better than 'others'.
E.	Increase progress and attainment of PP pupils with additional family needs.	PP pupils identified with additional family needs to have Nurture support and know which adult to go to share worries.
F.	Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Impact of intervention programmes being run demonstrates good progress being made.
G.	Increase the support and involvement of parents.	Parents and carers accessing school and online support.

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?
A. To improve the attainment in writing and reading for PP pupils. C. Improve aspirations and perseverance for PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Staff training on high quality feedback.	This is a long term project to help our children. Evidence source EEF Toolkit. EEF Toolkit feedback +8.	Feedback from staff using purple pen giving positive along with next steps. Children editing in green pen and given time to respond to comments. Learning walks and book scrutiny.	SLT / Subject leaders	July 2019

<p>A. To improve the attainment in writing and reading for PP pupils. B. Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils. C. Improved aspirations and perseverance for PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Boxall Profiling online access Growth Mind set resources and activities Mental Health staff training Dyslexia staff training on supportive apps.</p>	<p>Many PP pupils have additional emotional and learning needs. Staff are being trained to understand the whole child and to celebrate every small step of progress. Digital technology as being effective EEF toolkit +4. Social and emotional learning as being effective EEF Toolkit +4.</p>	<p>SQ identify group who would benefit from. Staff reviewing emotional impact and feeding back to SQ. Evidence of academic impact on Pupil Asset.</p>	<p>SLT Teachers TAs</p>	<p>July 2019</p>
<p>A. To improve the attainment in writing and reading for PP pupils. C. Improved aspirations and perseverance for PP pupils.</p>	<p>Phonics being taught in small groups to meet needs. Reading comprehension being taught in small groups. The Code and Reading cards being used.</p>	<p>Small group work is recognised as being effective EEF Toolkit. We have a need to have small groups for Phonics to meet the needs of the children. EEF Small Group and Phonics +4. Comprehension strategies is recognised as being effective EEF Toolkit +6</p>	<p>Monitoring during pupil progress meetings and half termly phonics assessments. Monitoring during pupil progress meeting and reading assessments.</p>	<p>SLT Teachers TAs</p>	<p>November 2018 February 2019 March 2019 July 2019</p>
<p>C. Improved aspirations and perseverance for PP pupils. D. In year transferred PP pupils to settle quickly and achieve expected or better progress. E. Increase progress and attainment of PP pupils with additional family needs.</p>	<p>Nurture being given in small groups. SALT referrals made to ensure we meet the individual need.</p>	<p>Social and emotional learning, EEF Toolkit +4 We have a number of PP pupils with oral language difficulties who need to gain the skills needed to be able to read and write successfully. These children need access to support which allows them to put into words what they are thinking in a secure and friendly way. EEF Toolkit +5</p>	<p>SC to give Nurture sessions and feedback, along with the class teacher, to SQ on impact. Any recommendations to be implemented and SQ to monitor.</p>	<p>SLT Teachers TAs</p>	<p>December 2018 March 2019 June 2019</p>
Total budgeted cost to date					
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?

A.To improve the attainment in writing and reading for PP pupils. B. Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils. C.Improve aspirations and perseverance for PP pupils.	Whole class Writing frames/ ladders/ clear feedback and group support.	Small group work is recognised as being effective EEF Toolkit. We will be linking the Questioning to the feedback. The questioning will challenge the pupils to think about their answers and how they could expand on them. EEF Toolkit.	Clear feedback monitored through learning walks. Success criteria ladders used to support learning. Small group work to target next steps. New staff trained and supported in the use of.	SLT Subject leads	To review progress of termly test results and termly at Pupil Progress meetings.
A.To improve the attainment in writing and reading for PP pupils. C. Improve aspirations and perseverance for PP pupils.	Reading comprehension intervention	Small group work is recognised as being effective EEF Toolkit +4. Reading comprehension +5	Additional Reading Comprehension using The Code and new Comprehension Cards	SC and SQ Teachers	To review progress of termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Extending More Able PP	We want to provide extra support to maintain high attainment. We have found that giving these pupils access to the materials and resources allows these pupils to have equal opportunities.	Additional Maths Whizz timetabled for HAPs PP pupils. HAPs differentiated additional support in RWM Yr 5	Class Teachers	Monitoring of Maths Whizz progress every half term. To review progress of termly test results and termly at Pupil Progress meetings.
Total budgeted cost to date					
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?
C.Improve aspirations and perseverance for PP pupils. D.In year transferred PP pupils to settle quickly and achieve expected or better progress.	Nurture group with SC	A number of PP pupils also have additional emotional needs. Staff have been trained to give focused support from a recognised Nurture Training Source. EEF toolkit social and emotional +4.	Nurture sessions timetabled and impact monitored.	SC and SQ	September 2018 December 2018 March 2019 July 2019
B. Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils. C.Improve aspirations and perseverance for PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Maths additional access time. Problem solving sessions. Linking maths skills across the curriculum.	Maths Whizz program extremely successful and having monitored the impact of individual pupils, of all ability groups, show that it works extremely well. Digital technology +4	Timetabled for Willows and Oaks. Certificates given fortnightly and class cup given out. 1:1 / small group intervention AM on Raising Attainment course	Class teachers. Subject leader	To review progress of termly test results and termly at Pupil Progress meetings.

			AM monitoring maths through the curriculum.		
D. In year transferred PP pupils to settle quickly and achieve expected or better progress.	Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.	Class teachers assess pupils on entry to the school to ensure that we can tailor their learning and put in additional support if needed as soon as possible. Children need to know their targets and what they need to do to improve.	Assessments carried out by class teachers.	Class teachers	To review progress of half termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.	Attending school trip, art club, Music Festival. Outdoor learning and Forest School. Gardening Project for Oaks	Paying for all PP pupils to go on school trips. Paying for Forest School to support emotional needs and to develop skills beyond the classroom. Discuss with staff how pupils are improving perseverance.	Class teachers	
C.Improve aspirations and perseverance for PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.	Sports participation is recognised as being very important, EEF Toolkit +2, and we ensure that PP pupils have every opportunity to partake in clubs and competitions.	Paying for PP pupils to attend afterschool and holiday clubs. Karate, Multi - Sports, Orienteering, Ninja Cookery, Sports holiday Clubs, attending sporting competitions.		
G. Increase Parental Involvement	Curriculum workshops for parents on Tapestry, Phonics, Grammar, Maths and e-safety. Parent Support Worker – to buy into	Parents working with SQ to find other professional teams to support family/child's needs. EEF parental involvement +3	To monitor the number of parents that attend the training and their feedback. To work with PSA and to liaise with her on families she is working with. To attend meetings when appropriate, to ensure we		

	cluster for support		are fully aware of what support is being given.		
Total budgeted cost to date					

6. Review of expenditure				
Previous Academic Year				
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

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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
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

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7. Additional detail

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