



Woodton Primary pupil premium strategy statement - Reviewed

1. Summary information					
School	Woodton Primary School				
Academic Year	2019/20	Total PP budget: £17,080		Date of most recent PP Review	16/9/14
Total number of pupils	50	Number of pupils eligible for PP	30% (15)	Date for next internal review of this strategy	June 2020

2. Current attainment (KS2 2019)

	PP children	National (PP)	All pupils at Woodton	National
Meeting Expected Standard in R/W/M	50%	51%	63%	65%
Achieving Higher Standard in R/W/M	0%	-	0%	11%
Reading Progress	-2.4	-	2.4	-
Writing Progress	1.8	-	-2.3	-
Maths Progress	-3.8	-	-3	-

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.	PP children are not achieving as well in Reading and Writing, particularly in KS1.
B.	PP children are not achieving as well in Maths, particularly in KS1.
C.	43% of Pupil Premium are on our SEND register and 2 of these are previous LAC children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	43% of our children have support from a Parent Support Advisor (PSA).
E.	Raising Aspirations of the PP pupils and ensuring that they have a range of experiences and opportunities.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To improve the outcomes of reading for PP pupils, especially in Key Stage 1. PP children will pass their phonics test at the end of Year 1.	<ul style="list-style-type: none"> • PP pupils to achieve the same, or better attainment in comparison to non-PP pupils. • PP pupils to make accelerated progress in reading to 'close the gap' • An increased number of PP pupils achieve the phonics screening assessment.
B.	To improve the outcomes for PP children in Maths in Key Stage 1.	<ul style="list-style-type: none"> • PP pupils to achieve the same, or better attainment in comparison to non-PP pupils. • PP pupils to make accelerated progress in maths to 'close the gap' • PP pupils using Maths Whizz to support their progress in maths.
C.	To improve the outcomes for PP and SEND pupils, using careful monitoring and use of interventions.	<ul style="list-style-type: none"> • SENCo to carefully monitor the SEND pupils, identifying barriers to learning and ensuring these children have appropriate and effective interventions. • SENCo to monitor the progress of these pupils and assess the impact of interventions.
D.	Pupils who are being supported by PSA and need additional care are making good progress in their learning.	<ul style="list-style-type: none"> • PP pupils identified with additional family needs to have Nurture support and know which adult to go to share worries. • Continued support from the PSA with parents to give advice so that pupils are ready to learn • To improve resilience for PP children.
E.	Pupils access a range of experiences and opportunities.	<ul style="list-style-type: none"> • PP pupils are given the opportunity to attend after school clubs FOC • Pupils are given access to school trips FOC • Pupils aspirations are improved

5. Planned expenditure

Academic year **2019/20**

The three headings below demonstrate how we 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	Actual Spend & Impact
<p>A. To improve the provision of reading in Key Stage 1. (Linked to SIDP)</p> <p>Budget – £1,000 (Books)</p>	<ul style="list-style-type: none"> Order new books to ensure that early years and KS1 have a good variety of books for all children at different reading stages. Daily reading for every child Children to have both group guided reading and whole class guided reading sessions 	<p>Reading is a fundamental skill that helps pupils to access all areas of the curriculum.</p> <p>EEF identify reading comprehension</p>	<p>Get pupil views on the types of books that they like and enjoy – pupil voice.</p> <p>Learning walks to look at the impact of the new reading books and to ensure regular reading opportunities.</p> <p>Check daily reading is timetabled.</p>	<p>SLT</p> <p>TK (English Lead)</p>	<p>Money has been spent on Renovating the school library: reading scheme books, picture books and non-fiction books.</p> <p>The children now have an engaging library. In Ofsted March 2020, the children stated that they enjoyed reading and it was seen as a strength of our school.</p>
<p>A. To improve the provision for all children in phonics.</p> <p>Phonics CPD - £200</p>	<ul style="list-style-type: none"> Phonics teaching divided into small groups Phonics training for TAs supporting phonics teaching 	<p>EEF states that phonics is consistently effective at supporting young readers to master the basics of reading.</p> <p>Splitting the class into 3 means that the children have smaller groups – supported in the EEF.</p>	<p>Observations of phonics sessions.</p> <p>Phonics assessments to monitor pupil progress.</p>	<p>SLT</p> <p>AS (Phonics Lead)</p>	<p>Individual support has been provided in class by the class teacher to develop phonics knowledge and skills.</p>
<p>B. To improve the mental recall in Maths.</p> <p>Maths Whizz subscription - £3,540</p>	<ul style="list-style-type: none"> Children to have Maths Whizz within sessions Children to have Maths Whizz access at home Children to have some additional sessions on Maths Whizz focused on mental maths, to gain confidence in rapid recall. 	<p>EEF states that Digital Technology has a moderate impact on learning gains (on average 4 months), especially when technology is used to supplement Maths teaching.</p> <p>EEF state that small group work can have a moderate effect on learning gains – up to 4 months.</p>	<p>Class Teacher to ensure that PP children receive additional Maths Whizz time.</p> <p>Monitor usage of Maths Whizz in classes with observations and learning walks.</p>	<p>Class Teacher</p> <p>Maths Curriculum Lead</p> <p>SLT</p>	<p>All children engaging with MW in school. During Covid Lockdown, Maths Whizz supported pupils with continuing Maths Learning. Maths Whizz celebrated through weekly celebration assemblies.</p>
Total budgeted cost to date					£4,740

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	Actual Spend & Impact
<p>C. To improve the outcomes for those pupils that are SEND and PP.</p> <p>Dyslexia Testing Course & Dyslexia Outreach - £900 Support Staff (as below for Nurture)</p>	<ul style="list-style-type: none"> • SENCo to carefully monitor these pupils and their progress • SENCo to have training in Dyslexia to support specific pupils. • To identify personalised approaches to support their progress – using PiXL interventions if appropriate or other personal approaches to plug specific gaps that children have • Class teachers to plan their intervention, carefully considering the needs of each pupil, including PP pupils. 	<p>The EEF states that small group learning and individualised intervention can have an impact on learning gains. PiXL supports by identifying individual pupil’s specific gaps and then there are therapies to support with specific areas of learning. .</p>	<p>Monitoring pupil outcomes.</p> <p>SENCo and SLT monitoring intervention effectiveness.</p> <p>Feedback from pupils – pupil voice.</p>	<p>SENCo</p> <p>SLT</p> <p>Class teachers</p>	<p>Money was spent on Dyslexia Outreach and resources to support those pupils who are SEND with Dyslexia and are PP.</p> <p>Adults have had appropriate training and are using Nessy to support their progress.</p>
<p>D. To ensure that children have access to nurture and support within school.</p> <p>Nurture Sessions and targeted interventions (TA) - £4,000</p>	<ul style="list-style-type: none"> • Pupils who are PP and accessing PSA support to have nurture sessions with a trained TA. • These sessions to focus on supporting children with their Social and Emotional needs. • Continued support from PSA and maintaining good relationships with parents to support the child. 	<p>As a high percentage of our children who are pupil premium are also receiving support from our Parent Support Advisor, these children often have additional SEMH needs. EEF states that Social & Emotional Learning can have a moderate impact on learning gains of up to 4 months.</p>	<p>Maintain strong working relationship with PSA and keep each other updated on current support.</p> <p>SENCo & SLT monitoring the effectiveness of the nurture sessions with observations.</p> <p>Feedback from pupils – pupil voice.</p>	<p>PSA</p> <p>SLT</p> <p>Class teachers</p>	<p>Staff supporting Pupil Premium children with nurture.</p> <p>Sessions were focused on supporting pupils emotional needs.</p>
Total budgeted cost to date					£4,900

iii. Wider 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	Actual Spend & Impact
E. To provide after school clubs so that pupils have access to a range of activities. Budget - £3,200	<ul style="list-style-type: none"> Clubs to be paid for so that all pupils, including PP children have access to a range of experiences Clubs to offer a range of skills e.g. cooking & sports 	<p>This allows all pupils equal opportunity of experience.</p> <p>The clubs are carefully selected to ensure that they offer a range of skills e.g. cooking and sports.</p>	Monitoring	SLT Office Staff	<p>PP children accessing a range of clubs: including: Karate & Cookery club.</p> <p>Allows access for PP children to the wider curriculum / provision.</p>
E. PP children participating in trips and enrichment activities. Budget - £4,000	<ul style="list-style-type: none"> Trips and residential to be offered FOC to PP children. Forest Schools provided for all children. Holiday Clubs to be offered FOC to PP children. Peripatetic music lessons to be offered FOC to PP pupils. 	<p>EEF shows that Outdoor adventure learning has a positive learning impact of up to 4 years.</p> <p>There is also lots of evidence to suggest that music and learning an instrument has a positive impact on academic learning and well-being.</p> <p>We also feel strongly that all pupils should be afforded the same opportunities and experiences during their time at Woodton Primary School.</p>	<p>Monitoring the uptake for music lessons.</p> <p>Learning walks and pupil voice to monitor the impact of Forest Schools.</p> <p>Promoting these to all pupils, but especially targeting PP children.</p>	SLT Office Staff	<p>Pupil Premium children all had the opportunity to go to Stranger's Hall.</p> <p>Pupil Premium children have had peripatetic music lessons, holiday clubs and Forest Schools.</p> <p>Pupil premium children access a broad and balanced curriculum, with extended curricular activities.</p>
E. To raise pupil's aspirations of what they can be in later life and achieve in their academic life. Budget - £240	<ul style="list-style-type: none"> Organise an event to promote different jobs/careers available Invite parents to participate PSHE learning that challenges the stereotypes of different genders within the work place Individual aspiration meetings with Year 5 and 6 children and Headteacher 	<p>Local leadership programmes have been promoting the success of raising pupil's aspirations and awareness of the types of jobs that are out there.</p> <p>By having a goal, pupils have an understanding of why learning is important and the direction that they are heading in.</p>	Organising and then monitoring the impact of a successful 'job awareness' event.	SLT Class teachers	Not achieved – postponed due to Covid-19.
Total budgeted cost to date					£7,440
TOTAL					£11,170.02