

# Pupil premium strategy statement (primary)

1. Summary information					
School	Woodton Primary School				
Academic Year	2017/18	Total PP budget	£14520	Date of most recent PP Review	16/9/14
Total number of pupils	47	Number of pupils eligible for PP	12	Date for next internal review of this strategy	November 2017

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	<b>Cohorts too small to report on.</b>	
% 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)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Attainment in writing is weaker than reading and maths for our Pupil Premium children, especially in Yr2, 4 and 5.	
B.	25% of the whole school are entitled to Pupil Premium.	
C.	High turnover of staff has meant a lot of training to ensure continued support.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	67% of our Pupil Premium pupils have joined the school at different points from the expected entry.	
E.	58% 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 for PP pupils.	PP pupils to improve the attainment of writing 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 2, 4 and 5 pupils.

<b>C.</b>	Improved aspirations and perseverance for PP pupils.	PP pupils able to complete tasks in the given time without giving up, refusing to join in, and so making expected progress compared to 'others' in class.
<b>D.</b>	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'.
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	Increase the support and involvement of parents.	Parents and carers accessing school and online support.

## 5. Planned expenditure

<b>Academic year</b>	<b>2017/18</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. To improve the attainment in writing 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.	DE	March 2018

<p>A. To improve the attainment in writing for PP pupils.  <b>B.</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&amp;T register.</p>	<p>CPD on Boxall Profiling  ASD  Growth Mind set  Dyspraxia</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.    Boxall £150  Growth Mind Set  Dyspraxia resources £100</p>	<p>SQ has identified that many children make progress but these are smaller steps. Staff are being trained to identify these important steps and celebrate with the children their individual progress.</p>	<p>SQ</p>	<p>March 2018</p>
<p>A. To improve the attainment in writing for PP pupils.  C. Improved aspirations and perseverance for PP pupils.</p>	<p>Phonics</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.</p>	<p>Monitoring during pupil progress meetings and half termly phonics assessments.</p>	<p>AS</p>	<p>October 2017  December 2017  February 2018  March 2018</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>Training on Talk for Nurture.    Nelson's Journey</p>	<p>We have a number of PP pupils with oral language 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.    There are also children needing support with emotions and what is happening in their lives.</p>	<p>SQ identify group who would benefit from. SP running Summer term. SC trained and taking over Autumn and Spring term.    SC, LM, SB and SQ Nelson's Journey training 20/11/17</p>	<p>SQ</p>	<p>December 2017  March 2018  June 2018</p>
<b>Total budgeted cost to date</b>					<p>£385.99</p>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A.To improve the attainment in writing 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.	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.	CW	To review progress of half termly test results and termly at Pupil Progress meetings.
A.To improve the attainment in writing 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 – SP summer term/ SC Autumn and Spring Term	CW	To review progress of half 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.  Maths Whizz £150	Additional Maths Whizz timetabled for HAPs PP pupils.  HAPs differentiated additional support in RWM Yr 2 and 4.	Class Teachers	Monitoring of Maths Whizz progress every half term.  To review progress of half termly test results and termly at Pupil
<b>Total budgeted cost to date</b>					£1494.68
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 SP	A number of PP pupils also have additional emotional needs. Staff have been trained to give very focused support from a recognised Nurture Training Source. EEF toolkit social and emotional +4.	SP fully trained. SC being trained and taking over from September 2017. £150	SP and SQ	July 2017 December 2017 March 2018
A.To improve the attainment in writing 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.	Maths Whizz additional access time.	Norfolk County Council originally recommended this program to the school. Staff have found the 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.	Class teachers.	To review progress of half termly test results and termly at Pupil Progress meetings.

F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.					
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 for Willows class.  Robotic Workshop and Adnams 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.	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. £1000	Paying for PP pupils to attend afterschool and holiday clubs. Karate, Gymnastics, Sports holiday Clubs, attending sporting competitions.		
G. Increase Parental Involvement		Solihull Online training available for all parents. Parents working with SQ to find other professional teams to support family/child's needs. EEF parental involvement +3 £200	Solihull online course.		
<b>Total budgeted cost to date</b>					£2970.99

## 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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<p>A. To improve the attainment in writing for PP pupils.</p> <p>B. Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils</p> <p>C. Improve aspirations and perseverance for PP pupils.</p> <p>D. In year transferred PP pupils to settle quickly and achieve expected or better progress.</p> <p>E. Increase progress and attainment of PP pupils with additional family needs.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&amp;T register.</p>	<p>Staff training on high quality feedback.</p> <p>CPD on Boxall Profiling</p> <p>ASD</p> <p>Growth Mind set</p> <p>Dyspraxia</p> <p>Phonics</p> <p>Training on Talk for Nurture.</p> <p>Nelson's Journey</p>	<p>Feedback in books evident with next steps and children using green pen to edit and respond to feedback.</p> <p>Progress for the group includes new children who on joining us were found to not be at the level they transferred with. This has influenced the <b>average progress</b> score as Reading -0.1 VA Writing +0.8 VA Maths +1.2 VA</p> <p><b>average attainment</b> level as Reading 2 beg Writing 2 beg+ Maths 2 beg+</p> <p>NC and SQ went on the training on Boxall Profiling to ensure we had members of staff able to disseminate learning. Staff meetings held to train the rest of the staff SQ monitoring that the online forms were being completed.</p> <p>Staff working with children with ASD are attending training and using their knowledge to give individual support.</p> <p>Whole staff training was given on Growth Mind set. Display has been put up in the hall to remind the children and used in assembly. Staff have noticed that many children are happy to now have a go and not give up so easily.</p> <p>Children with dyspraxia having small group support. New resources were bought in to support motor skills.</p> <p>Additional phonics sessions were given in small groups to meet the ability range of the pupils.</p> <p>SC now working with small groups of children to support their emotional language needs with Talk for Nurture. She has also worked with children who struggle with their social and emotional needs.</p> <p>Staff trained to support children going through bereavement and books for children identified.</p> <p><b>Success criteria :</b> Feedback - <b>met</b> Progress and attainment - <b>partially met</b> Individual support or group work following training - <b>met</b></p>	<p>This is now in place. SMT and subject leaders to continue monitoring.</p> <p>To continue using the online version as it has been identified as a good tool to identify the emotional needs of the children.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue supporting children and their family who are experiencing bereavement.</p>	<p>Boxall - £130</p> <p>Growth Mind Set - £100</p> <p>Nurture for Talk - £150</p> <p>Nelson's Journey – Free</p> <p>Looking at Mental Health book - £5.99</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>A. To improve the attainment in writing for PP pupils.</p> <p>B. Progress and attainment in RWM will increase to ensure all PP pupils are achieving similar or better results to non PP pupils</p> <p>C. Improve aspirations and perseverance for PP pupils.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&amp;T register.</p>	<p>Writing frames/ ladders/ clear feedback and group support.</p> <p>Reading comprehension intervention</p> <p>Extending More Able PP</p>	<p>Staff using ladders and feedback to support next steps. Children work in groups to support their learning.</p> <p>Reading continues to be an issue for a number of children. A high percentage of new PP children coming into the school struggle with reading. We have bought in comprehension cards in addition to The Code we were already using to support this. We also invested in additional library books to encourage children with dyslexia or read at a lower ability range, to keep them enjoying reading.</p> <p>Those who are more able are being stretched within the classroom, often working on challenges for the year above. New problem solving cards also helping to extend more able pupils.</p> <p>Year 4 Reading +0.5 VA Writing +0.5 VA Maths +1.5 VA</p> <p><b>Success criteria:</b> Writing – <b>partially met</b> Reading – <b>partially met</b> More able- <b>met</b></p>	<p>Writing frames to be extended. Staff anxious to use if work is being moderated.</p> <p>Small group work to continue.</p> <p>To continue</p>	<p>Comprehension cards- £86</p> <p>Reluctant readers/dyslexia books – £1189.98</p> <p>Maths problem solving cards - £218.70</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A. To improve the attainment in writing for PP pupils.  <b>B.</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.  D. In year transferred PP pupils to settle quickly and achieve expected or better progress.  F. Improve the progress of the pupils who are both Pupil Premium and on the G&amp;T register.  G. Increase Parental Involvement</p>	<p>Nurture group with SP</p> <p>Maths Whizz additional access time.</p> <p>Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.</p> <p>To ensure PP pupils are given opportunities to experience a full range of activities.</p>	<p>SC supporting individuals and groups.</p> <p>Maths Whizz in full use and progress being monitored. Fortnightly certificates and class cup given in celebration assembly.  <b>89% exceeded the expected progress for the year.</b></p> <p>Teachers are carrying out assessments when new children come in and putting appropriate support in. Professionals already involved are being invited in for meetings.</p> <p>We pay for the children to attend trips, go to non-sports clubs and to do musical lessons. We took the KS2 children to a Robotics workshop to inspire them and had forest schools in to work with the children across the school. We also introduced gardening for KS2 children so that they could see the classroom skills being used to plan, plant, grow, harvest and sell their goods.</p> <p>We introduced a greater variety of sports clubs to increase the number of pupils participating.  <b>100% of our PP pupils participated in some form of sporting activity.</b></p> <p>We bought in the online Solihull programme, to support the parents as well, as this helps the whole family. Throughout the year, when we met with families needing this support we reminded them that it was available.</p> <p><b>Success criteria:</b>  Nurture groups – <b>met</b>  Maths Whizz – <b>partially met</b>  Assessments – <b>met</b>  Trips and clubs – <b>met</b>  Sports participation – <b>met</b>  Solihull programme – <b>partially met</b></p>	<p>To Continue.</p> <p>To continue.</p> <p>A number of children have been coming into the school assessed at a higher level than they actually are. This has a knock on effect with the tracking, but we continue to ensure we meet the child's needs.</p> <p>To continue with these activities as it help to raise the self-esteem of the children.</p> <p>To continue.</p> <p>Some families have used this tool, but not all those we would have liked. To continue.</p>	<p>Maths Whizz - £318.50</p> <p>Paying for PP pupils to participate - £2452.49</p> <p>Solihull - £200</p>
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## 7. Additional detail

Pupil Premium – 2 pupil premium pupils left during the year, and 4 new pupils went onto the register ( 2 existing pupils and 2 new pupils)