



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2018-19

1. Summary Information					
School	The Woodlands Community Primary School				
Academic Year	2018-19	Total PP budget	£76,888 <i>(£2943 contingency)</i>	Date of most recent PP review	April 2018
Total number of pupils	306	Number of pupils eligible for PP	68 (23%)	Date for next internal review of this strategy	April 2019

2. Current attainment		
<i>Spring 2018 Assessment data for pupils eligible for PP</i>		<i>Non-PP pupils (Spring 2018 Data)</i>
% achieving or exceeding age-related expectations in Reading	67%	82%
% achieving or exceeding age-related expectations in Writing	60%	86%
% achieving or exceeding age-related expectations in Maths	80%	93%
<b>% making expected or accelerated progress in Reading</b>		
	73%	78%
<b>% making expected or accelerated progress in Writing</b>		
	65%	78%
<b>% making expected or accelerated progress in Maths</b>		
	69%	76%

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	<b>Lack of self-confidence and independent learning skills</b>
B	<b>Concentration and focus</b>
C	<b>Reading and comprehension skills</b>
<b>External barriers</b> <i>(issues which also require action out of school, such as low attendance rates)</i>	
A	<b>Limited or inconsistent home learning support</b>
B	<b>Financial difficulties within the home environment</b>
C	<b>Attendance</b>

4. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A	<b>To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.</b>	Pupil data shows that of the pupils in receipt of PP funding: <ul style="list-style-type: none"> <li>All pupils make at expected or accelerated progress from their individual starting points</li> </ul>



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		<ul style="list-style-type: none"> <li>The majority of pupils reach or exceed age-related expectations.</li> </ul>
<b>B</b>	<b>To diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding and those of their peers.</b>	Differences between the attainment of PP and Non-PP pupils have been diminished through PP making accelerated progress.
<b>C</b>	<b>To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences.</b>	PP pupils receive quality first teaching in line with their peers. PP pupils have access to additional provision including small group teaching and subsidised/fully-funded activities to broaden experience within and outside the curriculum.

### 5. Planned Expenditure 2018-19

#### i) Quality Teaching and Learning for All

Desired outcome	Chosen action / approach	Evidence / Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	<b>Forest Schools</b>	Exposure to outdoor learning allows for curricular skills to be applied in context and additional opportunities for new skill and confidence development, including team work and communication skills.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> <li>Staff CPD and regular updates.</li> </ul>	<b>SH</b>	<b>Termly</b>
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.	<b>Deputy Head release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for PP-eligible pupils.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> <li>Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>JM</b>	<b>Termly</b>
To enable the SENDCO to monitor the quality and impact of interventions and	<b>SENDCO release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> </ul>	<b>RM</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class</i>



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provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.		lead to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.	<ul style="list-style-type: none"> <li>Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>		<i>provision)</i>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	<b>Sports Coaching</b>	Access to specialist coaching will help to develop talents and skills in sports, boosting confidence and encourage transferrable skills, including practice and perseverance. Up-skilling of the staff to enable them to deliver high-quality PE to all pupils.	<ul style="list-style-type: none"> <li>Regular reviews of impact</li> <li>Pupil voice</li> </ul>	<b>BF</b>	<b>Termly</b>
<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>
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	<b>G and T events</b>	All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Staff members to participate in the events so the skills learned can be reinforced in every-day learning.</li> </ul>	<b>SLT</b>	<b>Termly</b>
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> <li>Improve reading.</li> <li>Increase confidence.</li> <li>Build a love of reading.</li> </ul>	<b>1:1 / small group Support for reading</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core</li> </ul>	<b>1:1 / Small group support for core learning skills in English and Maths</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>



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skills. <ul style="list-style-type: none"> <li>Increase their passion for learning and grow in confidence.</li> </ul>		with quality first, whole-class teaching.	impact including data analysis and pupil voice.		
To build identified pupils' communication, social and emotional skills through collaborative learning and problem-solving activities.	<b>Lego Therapy</b>	Pupils benefit from different learning styles and environments to flourish; Lego therapy has multi-layered learning, communication and social/emotional be	<ul style="list-style-type: none"> <li>Regular reviews of impact</li> <li>Pupil Voice</li> </ul>	<b>SHC</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Develop a love for learning and grow in confidence.</li> </ul>	<b>EYFS – core skills</b>	Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>CL</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.	<b>First Class Maths provision</b>	Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Pupils selected using data and assessments.</li> <li>Gap analysis completed prior to starting the scheme so targeted support will have maximum impact.</li> <li>Regular reviews of impact including data analysis.</li> </ul>	<b>DP</b>	<b>Half-termly</b> <i>(Impact of Accelerate Group).</i>
<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>
To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:	<b>Home-School Link Worker</b>	Pupils learn best when there is effective communication between home and school, maximising support and	<ul style="list-style-type: none"> <li>Ensure the high profile of the HSL worker with parents and carers.</li> <li>Ensure pupils in receipt</li> </ul>	<b>SHC</b>	<b>Termly</b>



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<ul style="list-style-type: none"> <li>Forging strong links between home and school.</li> <li>Providing support for parents.</li> <li>Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>		<p>creating consistency between both learning environments.</p>	<p>of PP and their families have access to HSL worker support and services.</p> <ul style="list-style-type: none"> <li>Regular reviews of impact of support and interventions provided.</li> </ul>		
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	<b>Nurture</b>	<p>Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.</p>	<ul style="list-style-type: none"> <li>Regular reviews of impact of support and interventions provided.</li> <li>Ensure the positive play sessions are focused and progressive.</li> </ul>	<b>SENDCO / JM</b>	<b>Half-termly</b> <i>(Impact of Nurture and Positive Play Groups).</i>
<p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>	<b>Breakfast Club</b>	<p>All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers.</p>	<ul style="list-style-type: none"> <li>Monitor breakfast club numbers/attendance regularly.</li> <li>Ensure it is well-publicised and those who require it can access it.</li> </ul>	<b>AP</b>	<b>Termly</b>
<p>To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.</p>	<b>Subsidised Educational Visits</b>	<p>The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.</p>	<ul style="list-style-type: none"> <li>Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.</li> </ul>	<b>JB/JM</b>	<b>Termly</b>
<p>To allow PP pupils the opportunity alongside their peers to participate in a Year</p>	<b>Subsidised Y6 Residential</b>	<p>The cost of school trips could prohibit pupils from low-income households from</p>	<ul style="list-style-type: none"> <li>Continue good practice of arranging high-quality educational</li> </ul>	<b>JB</b>	<b>Annually</b>



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6 residential experience.		attending. By subsidising the costs, all pupils can access educational visits.	visits which reinforce learning, ensuring all pupils can participate in full.		
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	<b>Wow reading achievements</b>	Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly.</li> </ul>	<b>LLH</b>	<b>Termly</b>
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	<ul style="list-style-type: none"> <li>Continue good practice.</li> <li>Pupil Voice.</li> </ul>	<b>LR</b>	<b>Annually</b>
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none"> <li>Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.</li> </ul>	<b>JM</b>	<b>Annually</b>