

Pupil premium report for Woodside C of E Primary

Pupil premium spending 2019/2020

SUMMARY INFORMATION

Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	January 2020
Total number of pupils:	202	Total pupil premium budget:	£31,680
Number of pupils eligible for pupil premium:	24	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT

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- Providing quality first teaching for all pupils, regardless of their specific needs is at the heart of the educational provision at Woodside whilst ensuring that the children can 'Live life in all its fullness' We review current research to inform our decisions concerning the deployment of PP funds and provide some support for all children eligible for PP funding. This is categorised into four key areas; Improving mental health, Improving academic outcomes, Enriching life experiences and Improving general wellbeing. We also recognise that not all children who are socially disadvantaged are eligible for PP funding.
- Providing QFT and targeting specific time bound interventions have been successful as have the many enrichment and support to improve mental and general wellbeing (although these are more difficult to measure quantitatively)
- Particular successes have been seen from the use of Better Reading Partnerships, Third Space learning, 1:1 mentor support
- The overall aims of our pupil premium strategy is:
 - To raise the in-school attainment of both disadvantaged children and their peers
 - To close the achievement gap between the disadvantaged children and their peers
 - To provide whatever support is necessary to enable disadvantaged children to access their learning and to flourish

Assessment information

EYFS

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
<i>2 children</i>		School Average	National average
Good level of development (GLD)	50%	86%	71%
Reading	50%	93%	77%
Writing	50%	89%	74%
Number	50%	89%	79%
Shape	50%	93%	81%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
100% (2/2)	97%	83%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
<i>1 child</i>		School average	National average
% achieving expected standard or above in reading, writing and maths	100%	68%	65%

END OF KS1			
% making expected progress in reading	100%	94%	75%
% making expected progress in writing	100%	68%	69%
% making expected progress in maths	100%	79%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
<i>9 children (1 joined in Jan)</i>			
% achieving expected standard or above in reading, writing and maths	33%	70%	65%
% making expected progress in reading	44%	70%	73%
% making expected progress in writing	67%	70%	78%
% making expected progress in maths	44%	82%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy and maths and poor social interaction

B	Poor access to good reading materials
C	Low levels of aspiration

ADDITIONAL BARRIERS

External barriers

D	Poor attendance levels
E	Lack of access to learning resources in the home and low levels of aspiration
F	Lack of access to extra-curricular activities

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PP children at key stages FS, KS1, KS2 attain their individual targets	FS: 60% of 5 children to achieve GLD KS1: 50% of 2 children achieve Exp+ in all areas KS2: (8 children) Exp + Reading 62%/Writing 62%/Maths 62% 1 child to achieve GDS in all areas
B	The gap between disadvantaged and non-disadvantaged children is closing	Gap is narrower than 2018/2019
C	Increased resilience- children able to manage their own feelings effectively in order to access learning	Individual case studies

D		
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Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Embedd 'Power of Reading' Purchase range of newly published fiction to engage children Purchase Headstart comprehension activities	Improve reading outcomes across the school in particular progress KS1-2	Local schools using PoR for a longer period have raised reading levels Reading for pleasure lengthens life expectancy by 4 years. Leaving primary school at age expected levels for reading improves outcomes at KS3	Priority on SDP to drive improvement in reading; attainment, progress and reading for pleasure Collaboration across Consortia and BDMAT	NB	Jan20 and July 20
Improve writing attainment across the school and to improve % at GD to national levels	Support in place at lower KS2 to ensure grammar is embedded within literacy lessons	Moderation at KS2 has shown that inaccurate and inconsistent use of Y3/4 punctuation rules is a barrier to achieving ARE and GDS	Priority on SDP with clear success criteria CPD booked for lower KS2 staff	NB	Dec19, Apr20
Total budgeted cost:					£9000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Targeted interventions Teacher to provide 1:1 mentoring writing support to fill gaps and accelerate learning Y4-6 Implementation of Reading Plus</p>	<p>Pupils make accelerated progress through targeted interventions.</p> <p>Improve the fluency and accuracy of reading</p>	<p>Evidence from previous years spend show that this intervention has a positive impact</p> <p>Sutton Trust research shows that well targeted support is effective in accelerating progress where staff are well trained</p> <p>Impact reported at local school (8 week free trial to gauge impact in Y4 before committing)</p>	<p>Review work of targeted children</p> <p>Formal observations of interventions and tracking of data</p>	<p>NB & IM</p> <p>NB & AHS</p>	<p>Termly</p>
<p>Support T&L in lower KS2, embedding grammar within literacy lessons</p>	<p>Improve writing across the school, especially at GDS</p>	<p>Moderation at KS2 indicates that poor application of lower KS2 punctuation skills is preventing children achieving GDS.</p>	<p>Staff CPD (Nov 19) Work trawls</p>	<p>NB</p>	<p>Termly</p>
<p>BRP Third Space Learning Inference intervention Weekly maths intervention Y6 Reading through assessment intervention for bottom 20% readers</p>	<p>Support to close the gap in attainment between PP and non-PP</p>	<p>Experience over last two years has shown these interventions to be effective in accelerating progress</p> <p>Studies by Warwickshire EP service have shown accelerated progress with this intervention. (Started Dec19)</p>	<p>Formal observations</p>	<p>AHS</p>	<p>Termly PP meetings</p>
Total budgeted cost:					12,000
Other approaches					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Allocation of additional FSW hours and appointment of SEND/EH TA	To provide effective support for all vulnerable children so that they can access learning	Research around attachment and trauma show that children's emotional needs need to be met before learning can take place effectively	Increase hours from Sept 19 Appointment of TA3 from Oct 19 with performance review Dec19 Measure impact on attendance of vulnerable children	AHS	Review practice and outcomes Jan 20 /July 20
Subsidise residential trip and some school trips Warwick University 'Bright Stars' Provide free music tuition Provide a high quality book and learning resource pack each term to PP children	To provide wider experiences for PP children	Widen horizons for children who have limited experiences in order to raise aspiration	Schedule in place	AHS	July 19
				Total budgeted cost:	£10,500

ADDITIONAL INFORMATION

- Individual case studies for disadvantaged children - increasing emotional wellbeing/ better access to learning

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Power of reading used as a mechanism to inspire and engage children with all aspects of literacy and in particular the desire to read.</p> <p>Improved high quality reading resources across the school and improved guided reading teaching</p> <p>PP children to receive free books at appropriate level to help nurture a love of reading at home</p>	<p>Improve reading outcomes across the school, but in particular Y2,3,4 and increase % GDS</p>	<p>Year 6 Pupil Premium SATS 2019 - Targets: Reading 75% (44%) Writing 50% (67%) SPAG 50% (55%) Maths 88% (44%)</p> <p>(one child 12% to achieve GD in reading & SPAG) (achieved in SPAG but not in reading)</p> <p>{NB targets were set for 8 PP children another CLA/ PP with EHCP and severe disengagement child joined Woodside in Jan 19}</p> <p>2 children in Y2: Target is for both children to achieve Exp + in all areas. Achieved - Only one PP child at Woodside by EOY</p> <p>Both PP children in Y1 passed the phonics test</p> <p>50% (1/2) children achieved GLD in reception (1 PP on SEND register- query ASD)</p>	<ul style="list-style-type: none"> High quality CPD, linked closely to the LIP, is effective in raising attainment. Whilst attainment at KS1 has risen significantly, reading progress across KS2 is still a concern so will remain a whole school focus for 19/20. Power of reading approach still needs to embed to see the full benefit from the approach in headline data. Children are all extremely positive about the books they receive and are keen to talk about them and this will definitely be continued into 19/20 	<p>£8000</p>

<p>All staff to be more aware of SEMH issues and develop a wide range of strategies to support children with issues such as attachment</p>	<p>Through support offered by FSW and the nurture team attendance increases for PP children (EH and Pre-early help support in place)</p> <p>Trauma aware staff who are more easily able to identify children who need support and are more able to provide this.</p>	<p>Target - attendance of PP children 96% and case studies where appropriate (PP attendance for 18/19 was 94.8% but one children very poor attendance spring term /EH in place and then moved school)</p>	<p>All staff benefitted from CPD Trauma awareness and emotion coaching</p>	<p>£3500</p>
<p>Targeted support</p>				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Children to make accelerated progress through targeted support</p>	<p>Targeted intervention; including BRP, Firstclass@number 2, speed reading, SLT mentor programme</p> <p>Nurture sessions for KS1 & 2.</p> <p>Third Space learning (maths) 6 children across the year</p> <p>Teachers in Y4,5 &Y6 to be given 2 hours/week non -contact time to work specifically with PP children in their class to address misconceptions , improve self-esteem and improve work collaboratively.</p>	<p>To significantly narrow the gap between PP and non PP children in all areas</p> <p>Children targeted for BRP and First class@number2,all made accelerated progress. Nurture sessions have shown that children are more able to learn within the classroom setting; particularly noticeable for two children in Y6.</p> <p>Case studies also show significant impact of effective nurture, coupled with academic support.</p> <p>BRP x children accessed this throughout the year and 75% showed accelerated progress</p> <p>Some PP made accelerated progress but not all. Other circumstances have hindered progress in some cases (poor attendance Y3)</p>	<p>Third Space Learning was effective in narrowing the gap for certain children- clear that although expensive this can be a successful intervention if children chosen carefully - will continue for 19/20 for 2 children per term.</p> <p>BRP to continue</p> <p>Firstclass@number2 and Success@arithmetic to continue as effective interventions shown to narrow the gap in attainment in maths</p>	<p>£28,000</p>

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Training of and time allocation for FSW	Better support for families in order for them to be better equipped to support children at home	Increased number of Pre- EH and EH in place in school which are showing positive impact for those individuals	<p>FSW hours to be increased to match the need within school- the majority of this time spent with disadvantaged children and their families.</p> <p>New P/T HLTA position within school with specific role to champion and provide support for the vulnerable children in school required to meet need.</p>	£3500