

# Pupil premium strategy statement for Woodcote Primary School



## Review of 2018 - 2019

1. Summary information for 2018-2019					
<b>Academic Year</b>	2018 - 19	<b>Total PP budget</b>	£14,420	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	187	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	July 2020

2. 2018 - 2019 Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	This section has been left intentionally blank due to small numbers in the cohort. This information has, however, been shared with governors.	
% making progress in reading		
% making progress in writing		
% making progress in maths		

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> )	
<b>A.</b>	Requirement for more enrichment activities
<b>B.</b>	Low self esteem and consequent aspiration
<b>C.</b>	Limited vocabulary range
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor attendance (for some)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Enriched experiences and enriched vocabulary	Children talking about new experiences, reflecting these in their written work, using these to infer meaning in their reading
<b>B.</b>	Increased self-esteem to “have a go” with their learning	Less fear of failure and willing to offer their and a desire for a good future
<b>C.</b>	Attendance increases	Attendance increases to 96%+ for all pupils

<b>5.</b>		<b>6. Planned expenditure</b>	
<b>Academic year</b>	<b>2019 -2020</b>		
		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.	

<b>i.</b>		<b>ii. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Expected Cost</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase Value Added / progress score for Reading across the school	Ensure absolute consistency for Reading journals and expectations across KS2 classes	Reading achievement is just above National but there is a need to increase those achieving greater depth which is currently below the National figure.	£500	Lesson monitoring, book scrutinies, talking with children and assessment throughout the year	MW	July 2020
Increase progress and attainment in Maths	Timetable pupil conferencing with a different teacher for KS2 classes	Maths is our poorest subject and is also poor for out PPG children.	£1500	Lesson monitoring, book scrutinies, talking with children and assessment throughout the year	MW	July 2020
Ensure TAs are used to provide the most effective support for pupils	Continue training in "Maximising the use of TAs."	Continuing to provide one TA per class to support wellbeing and fluid group work, training will ensure latest national research informs best impact from TAs in WPS	£1800	Learning Walks and lesson observations	KW	July 2020
<b>Total budgeted cost</b>						<b>£3800</b>

iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Expected Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve maths attainment in Year 5 & 6 through booster lessons from Third Space Learning	Use of Third Space Learning	A proven successful intervention for less able children. We have had one successful and one not so successful year. We will try a third year to see whether this has a positive impact for our children.	£2000	Regular tracking, assessments and end of year outcomes	MW / HS	July 2020
Children able to express their emotions and explore their feelings, build friendships, self-esteem and tolerance	ELSA sessions for individuals and ELSA resources	Training completed last academic year. However on-going assessments and updates are required throughout the year. Children enjoy the sessions, feel supported and that barriers are removed. This increases their confidence to try independently in class	£6000	Timetabled, monitoring by SENDCo, feedback from teachers, pupils and parents	KW / LP	July 2020
Close gaps in mathematical knowledge	Success @ Arithmetic / First Class@Number	A proven successful intervention for less able children	£350	Assessments and monitoring of class work	SLT	July 2020
Close gaps in writing	1:1 Phonics and writing intervention FFT Literacy	A proven successful intervention for less able children	£450	Assessments and monitoring of class work	SLT	July 2020
Close gaps and increase application / articulation in maths and English	1:1 Tuition and small group work from additional teacher	A proven successful intervention to plug gaps and untangle misunderstandings that have developed	£3000	Regular tracking, assessments and end of year outcomes	MW	July 2020
<b>Total budgeted cost</b>						<b>£11800</b>

v.	vi. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Expected Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Uniform costs are not a prohibitor to being smart	Support with school uniform	Inclusion for all.	£300	Clear advertising of initiative and clear records of claims	JL / JB	July 2020
Inclusion in enrichment activities	Financial support for school trips and visits	Inclusion for all.	£300	Monitoring	JG	July 2020

To increase knowledge of the world and vocabulary / experiences to draw upon in written and oral work	Set-up of a “what in the World” group once a fortnight to look at different aspects of history, geography or news and discuss together.	Limited experiences inhibit quality planning of written accounts and fiction work. Vocabulary is also limited and children are limited in discussions where ideas are suggested by their peers.	£200	Timetabled sessions and feedback from staff from class lessons	LH	July 2020
Improve self-confidence, independence, resilience and home skills	Year 5 sleep-over in school.	Many children are worried by the year 6 residential due to not having stayed away from home before.	£300	Follow structure from last year, adapt to children’s needs this year and monitor emotional strengths using ELSA resources	HS	July 2020
					<b>Total budgeted cost</b>	<b>£1100</b>
					<b>Overall Budgeted costs</b>	<b>£16,700</b>

7. Review of expenditure				
Previous Academic Year		2018 - 2019		
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
Increased confidence for pupils and support for them at home. Remove confusions occurring with conflicting home and school methods	Pupils to act as expert teachers in Maths, Writing, Reading and Phonics Workshop events for parents on reading skills and the GPS curriculum expectations	Parent workshop well attended. Children very keen to demonstrate their knowledge of reading to adults attending. Parents in agreement that grammar expectations are different and they now have more understanding of why they are taught. The grammar workshop was very well received. Exploring the "experts" in all subjects. Works for some age groups better than others. Homework better.	Run this at least twice in three years rolling. Many parents have now been twice and so a break is worthwhile. However use parents evenings to explain anything to individuals if needed.	£200
Continue to Increase Value Added / progress score for Reading across the school	INSET for staff, training in Reading	September INSET was dedicated to Reading. Reading progress score for KS2 actually dropped. Last year the progress was very good. 40% of PPG children reached the Expected standard and 20% achieved the Higher Standard	Promotion of reading more and more in order to increase progress scores. Overall attainment across the school is good however progress is not so good. Some Higher attaining pupils are not counted in our progress scores due to an absence of KS1 data for a baseline. For PPG children they need to have the 'want' to read to a higher standard – lack of aspiration.	£1500
Increase progress and attainment in writing	INSET for all staff in teaching of writing.	40% of PPG pupils reached the Expected Standard.	Continue with this approach as writing is a subject we need to continually work with for our PPG children. Family school experiences and aspirations are a limiting factor	£1000
Ensure TAs are used to provide the most effective support for pupils	INSET and training in "Maximising the use of TAs."	Task group set up for MITA. TAs have a voice around curriculum support and how this is structured and monitored. Mixed practice but will continue this into next year.	Continue with this approach	£1500
Increased comprehension results and thus increased Reading outcomes	Continuation and growth of book groups and encouraging reading for pleasure (including provision of books)	Book group very popular. Books provided for the children to keep and read again. Takes a while to see the increase in comprehension across the school so will continue with this approach.	Continue with this approach	£485

**£4685.00**

<b>ii. Targeted support</b>				<b>£</b>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve maths attainment in Year 5 & 6 through booster lessons from Third Space Learning	Use of Third Space Learning	This is the second year we have used this service. Results the first year were 80% at Expected. In this year they were only 67%.	We will try this for a third year and then decide if the impact is cost effective for the children.	£2000
Children able to express their emotions and explore their feelings, build friendships, self-esteem and tolerance	ELSA sessions for individuals and ELSA resources	Significant increase in attainment for all pupils. Increased motivation and ability to contribute with confidence in whole class discussions. Parents have confidence that we are listening to the children and moving towards a resolution for deeper issues over time.	Continue with this approach as a priority to support mental health.	£5000
Close gaps in mathematical knowledge	Success @ Arithmetic / First Class@Number	Staff notice a difference in confidence levels and this translates into work in books.	Continue with this approach	£350
Close gaps in writing	1:1 Phonics and writing intervention FFT Literacy intervention	Staff notice a difference in confidence levels and this translates into work in books.	Continue with this approach	£450
Close gaps and increase application / articulation in maths and English	1:1Tuition and small group work from additional teacher	Gaps closing, confidence increasing but takes time to build independence. .	Costly approach. Difficult to always deliver. Consider continuing but not cost effective at this time.	£3000
To promote well-being and confidence, have fun, build trust and problem solving skills.	Forest School	We were not able to dedicate any directly to Forest School Training. However a TA that was with us not of the year had been trained and took 2 year groups out . The children not only enjoyed it, they were calmer and met challenges well.	Consider how we can get a further adult trained. Meanwhile consider use of local outdoors more to support well being.	£500
				<b>£11300.00</b>

<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? 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>
Inclusion in enrichment activities	Financial support for school trips and visits	Inclusion in residential trip for year 6 pupils – extremely important (confidence and resilience) for those who had never been away from home. Support for O2 arena trip for pupils to attend and t-shirts provided.	This will be a strategy we will continue.	£360
To increase knowledge of the world and vocabulary / experiences to draw upon in written and oral work	Set-up of a “what in the World” group once a fortnight to look at different aspects of history,	Children would be able to draw on that knowledge in their everyday work and life	Very difficult to set up with a time that works for everyone. Will try again next year otherwise we may have to find a different way of achieving this.	0
Improve self-confidence, independence, resilience and home skills	Year 5 sleep-over in school.	Sleep over was moved to night away at Path Hill Outdoor Centre. This was much needed as a mental health support for families. There was a lot of worry from those that had never been away from family. Absolute success - all pupils enjoyed it and are now looking forward to their year 6 residential.	This will become an annual trip.	£120
				<b>£480.00</b>
<b>Total Expenditure</b>				<b>£16,485</b>