

Pupil premium strategy statement for Woodcote Primary School



Review of 2017 - 2018

1. Summary information					
Academic Year	2017 - 18	Total PP budget	£18,020	Date of most recent PP Review	n/a
Total number of pupils	185	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2018

2. 2017 - 2018 Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths @ KS2	25%	62% (64%)
% making progress in reading	50%	90% (75%)
% making progress in writing	50%	79% (78%)
% making progress in maths	75%	76% (76%)

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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Increased self-esteem to "have a go" with their learning and increased aspiration through experiences and opportunities	Less fear of failure and willing to have a go. A desire to achieve a lifelong vision.
C.	Attendance increases for some	Attendance increases to 96%+

5.	6. Planned expenditure	
Academic year	2018 -2019	
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.		ii. Quality of teaching for all				
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?
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	To improve understanding of the Reading curriculum and the vocabulary used in teaching Grammar, Punctuation and Spelling (GPS). To improve confidence for the children to act as experts and teach adults. To aid support from home with pupil homework.	£150	Parental feedback, attendance at the event and increased pupil engagement.	SLT	After each event spread across the year
Continue to Increase Value Added / progress score for Reading across the school	INSET for staff, training in Reading.	Reading achievement is just above National but there is a need to increase those achieving greater depth which is currently below the National figure.	£1500	Lesson monitoring, book scrutinies, talking with children and assessment throughout the year	MW	Throughout the year in monitoring cycle
Increase progress and attainment in writing	INSET for all staff in teaching of writing.	Writing is our poorest subject. 2017 KS1 and KS2 result was just below National. In 2018 whole school results were at National in KS2 and slightly below in KS1. However, only 50% of our disadvantaged pupils achieved the Expected Standard.	£1000	Lesson monitoring, book scrutinies, talking with children and assessment throughout the year	MW	Throughout the year in monitoring cycle
Ensure TAs are used to provide the most effective support for pupils	INSET and 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	£1300	Learning Walks and lesson observations	LH (covering for KW)	On-going all year – final review on September 2019
Increased comprehension results and thus increased Reading outcomes	Continuation and growth of book groups and encouraging reading for pleasure (including provision of books)	We aim to increase reading enjoyment in lower key stage 2 to secure better comprehension at an earlier age	£500	Attendance and engagement at book groups	LH	July 2019

	Total budgeted cost £4450
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iii.		iv. 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	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	£2000	Regular tracking, assessments and end of year outcomes	MW / HS	July 2019
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. Children enjoy the sessions, feel supported and that barriers are removed. This increases their confidence to try independently in class	£5000	Timetabled, monitoring by SENDCo, feedback from teachers, pupils and parents	KW / LP	July 2019
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 2019
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 2019
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 2019
To promote well-being, confidence, have fun, build trust and problem solving skills	Forest School	National research and approach, proven over time. https://www.forestschoolltraining.co.uk/forest-school/the-benefits/	£750	Forest School training, resources purchased, planned sessions and pupils voice.	LP	July 2019
				Total budgeted cost		£15,000

v.		vi. Other 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	When will you review implementation?

Inclusion in enrichment activities	Financial support for school trips and visits	Inclusion for all.	£200	Monitoring	JG	
To increase knowledge of the world and vocabulary / experiences to draw upon 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	
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	AL	
	Total budgeted cost					£700

7. Review of expenditure				
Previous Academic Year		2017 - 2018		
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 and teach the parents calculation methods, phonics, reading skills and writing expectations	This has improved understanding (through better articulation of the methods used and the learning involved) of the curriculum and the methods used in teaching. To improve confidence for the children to act as experts and teach adults. This also aided support from home with pupil homework. This was in conjunction with our parent workshops on maths and writing.	Continue with this approaching class and run a similar event for English subjects	£1500 split between the three workshops.
Increase Value Added / progress score for Reading across the school	INSET for staff, training in Reading. Set-up of book groups and encouraging reading for pleasure (including provision of books)	Reading was 90% overall and 50% for PPG pupils. Both are a significant improvement on last year. VA increased from -0.5 to 1.06 for all pupils APS for PPG pupils has increased over the three years.	Continue with this approach	£1500
Increase progress and attainment in writing	INSET for all staff in teaching of writing.	Writing is our poorest subject. 2017 KS1 and KS2 result was just below National. This year (2018) 79% achieved EXS+ for writing (2017 was 66%). PPG was 0% in 2017 (cohort was exceptionally small) and in 2018 increased to 50%.	Continue with this approach for staff- refreshers or new staff training and also with pupil interviews and scrutinies of books.	£1500
Ensure TAs are used to provide the most effective support for pupils	INSET and training in "Maximising the use of TAs."	Continuing to provide one TA per class to support wellbeing and fluid group work, training gave latest national research informs best impact from TAs in WPS Team was mixed across all phases and types of employee; focused their understanding and also their	Continue with this approach	£1500 (= £1300 Training £200 overtime)
				£6000.00

ii. Targeted support				£
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
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	Continue next year. 80% reached of pupils using 3rd Space EXS standard. Including 75% of PPG pupils using 3 rd space. 80% of PPG pupils reached EXS+ overall.	£3000
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. Children enjoy the sessions, feel supported and that barriers are removed. This increases their confidence to try independently in class	Significant development in approaches to learning behaviours from pupils. Support for staff across the school. Children are more able to reflect on the impact their emotions have on both themselves and their peers. Continue to develop the ELSA support in school.	£4500
Close gaps in mathematical knowledge	Success @ Arithmetic / First Class@Number	A proven successful intervention for less able children	This has improved confidence and closed gaps in lower KS2. Children are more able to access the class learning. Continue	£350
Close gaps in writing	1:1 Phonics and writing intervention FFT Literacy intervention	A proven successful intervention for less able children	This has improved confidence and closed gaps in lower KS2. Children are more able to access the class learning. Continue	£450
Close gaps and increase application / articulation in maths and English	1:1Tuition and small group work from additional teacher	A proven successful intervention to plug gaps and untangle misunderstandings that have developed	This has improved confidence and closed gaps in upper KS2. Children are more able to access the class learning Continue	£3000
iii. Other approaches				£11300
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
Inclusion in enrichment activities	Financial support for school trips and visits	Inclusion for all.	Continue this. Ensures inclusion.	£500

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,	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.	This didn't get done! It was difficult to timetable this year. Try again next year.	£0
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.	Great fun. Improved confidence for children and resilience for parents. Continue and develop further next year.	£300
				£800