

Pupil premium strategy statement for Woodcote Primary School



2016 - 2017

1. Summary information					
Academic Year	2016 - 17	Total PP budget	£20,040	Date of most recent PP Review	n/a
Total number of pupils	194	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2018

2. 2016 - 2017 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)	
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
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	Less fear of failure and willing to offer their
C.	Attendance increases	Attendance increases to 96%+

5.	6. Planned expenditure	
Academic year		
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 and teach the parents calculation methods, phonics, reading skills and writing expectations	To improve understanding of the curriculum and the methods used in teaching. To improve confidence for the children to act as experts and teach adults. To aid support from home with pupil homework.	£1500	Parental feedback, attendance at the event and increased pupil engagement.	SLT	After each event spread across the year
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 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	
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.	£1500	Lesson monitoring, book scrutinies, talking with children and assessment throughout the year	MW	
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	KW	
Total budgeted cost						£5800

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	£2000	Regular tracking, assessments and end of year outcomes	MW / HS	July 2018
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	£4000	Timetabled, monitoring by SENDCo, feedback from teachers, pupils and parents	KW / LP	July 2018
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 2018
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 2018
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	£3000	Regular tracking, assessments and end of year outcomes	MW	July 2018
	Total budgeted cost					£9800

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?
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 in written	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	£200	Timetabled sessions and feedback from staff from class lessons	LH	

and oral work	geography or news and discuss together.	suggested by their peers.				
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	
	Total budgeted cost					£700

7. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
To remove fears misunderstandings and apprehension around supporting your child with maths	2 Maths workshop for Parents where the pupils are the teachers	Extremely well attended. Very positive feedback Increased understanding of mathematical calculations for support with homework. Pupils enjoyed showcasing their work.	Run this annually and run a similar event for English subjects	£1000
Open our minds to learning; accept and embrace the learning process and pass this on to the children.	Staff training for growth mindset and reading materials	More confident children willing to have a go and not worry about the right answer. Models and behaviours shared in assembly with everyone, displays and acceptance rippling through the whole school. Working groups are more fluid within classes.	Continue with this approach	£900
Additional staff trained to ensure phonics is supported at every opportunity within the curriculum.	Phonics training and FFT training	Confidence for Teachers and TAs with the teaching of phonics. Smaller groups to support children now all supported with good quality and matched teaching. Significant improvements in Phonics outcomes for all pupils.	Continue with this approach for staff- refreshers or new staff training	£1500
To alter the way we think about grouping pupils, directed teaching, assessing pupils and how they learn	Inclusion of all staff for Assessment for Learning Without Limits training days	Articulation in lessons is markedly improved. Children are more confident to try and also to challenge themselves in learning. They have an understanding of the expectations early.	Continue with this approach	£1050
Improved questioning skills for teachers and TAs to promote active (non-passive) learning and clearer articulation of learning for all pupils	Training from National Consultant for Mathematics and OXSIT Team for Literacy	Mathematics results improved across the school and articulation of mathematical reasoning is 100% improved. All pupils are more confident discussing their reasoning. Literacy skills are improving but at a slower rate.	Continue with this approach	£1200
Additional TA to enable a TA per class for support where PP children required pre-teaching and learning support	Additional TA for the Autumn term to ensure a good start for the year.	Having a TA per class has enabled more flexibility across the school and intervention time for groups working and individual pupils	Continue with this approach, as far as possible	£2150
				£7800.00

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
Closing the gap in mathematics between Pupil premium and non-pupil premium pupils	1:1 Tutoring	Individual work with pupils to increase knowledge and application in maths. Pre-teaching to enable access to whole class lessons	Maths increased at a faster pace than non-pupil premium peers. Begin this approach earlier in the year for PPG pupils to increased opportunities further.	£775
Closing the gaps and improving outcomes for pupils	Targeted after school booster groups for both English and Maths in year 6, 5	Significant increase in attainment for all pupils. Increased motivation and ability to contribute with confidence in whole class discussions.	Reading increased at the same rate or faster in some cases than non-pupil premium peers but writing needs further improvement – however this is true for all pupils therefore PPG pupils are not disadvantaged compared to their peers.	£1770
Closing the gaps and improving outcomes for pupils	Targeted phonics After school booster groups in year 1 and 2	Significant increase in phonics and English attainment for all pupils. Access to whole curriculum through improved English skills.	Continue with this approach	£815
Children able to express their emotions and explore their feelings, build friendships, self-esteem and tolerance.	ELSA training (Emotional Literacy Support Assistant) ELSA sessions for individuals	Training complete and some children supported in the time we had post training. Those children enjoy the sessions and teachers have commented on them being more confident in lessons as a result.	This is a new initiative and takes time to embed – therefore continue with this approach	£950
				£250
				£200
A number of group and 1:1 interventions tailored to the need of the individual	English and maths interventions	Gaps closing, confidence increasing but takes time to build independence for some.	Continue with this approach	£1560
iii. Other approaches				£6320.00
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
To understand and potentially remove barriers to learning that may stem from home perceptions or limitations	HSLM works towards removing barriers to learning by working with pupils on their self-esteem and often parents	Opportunity for pupils to discuss barriers to learning, HSLM to meet with parents and for teachers to understand how to support pupils where not obvious from classroom behaviours	This approach will be replaced and built on by our ELSA TA	£1,780

Enriching children's life experiences through trips and visits	Supporting children financially with visits, trips and equipment for those times	Residential, O2, Woodlands, class trips and visits	Continue to use this approach to support wellbeing and access to enrichment activities	£150
Understanding of local offers and good practice across the county	Attendance at the OCC Vulnerable Learner Conference	Information gathering, planning and benchmarking for two SLT members	Attendance annually to increase knowledge of current issues	£200
To promote self-esteem and build self-confidence. To meet professionals that they will see at the O2 event	Street Dance session with Urban Strides to break down barriers and promote equality	Enjoyment and enrichment for pupils. Those who are attending the O2 have pre-knowledge of Urban Strides and a sense of ownership building confidence for the event.	Ensure this or similar takes place annually to promote wellbeing and provide enrichment for pupils	£400
Additional TA for supporting self-esteem in class where impact has been negative due to one SEN pupil	ELSA TA will take on board the ELSA and HSLM time / interventions from next financial year.	Increased progress from Easter to July. Phonics result was at National for whole cohort; PPG pupils. Early in the process for us (since training the TA) however tracking suggests improvements in curriculum work directly linked to those who have had ESLA sessions.	Continue ELSA into the next academic year	£4000
Improve self-confidence, independence, resilience and home skills	Year 5 sleep-over in school.	Pupils and parents improved their resilience – most had not stayed away from home before. Team work and home skills also improved during the event.	Repeat this approach annually. Every pupil signed up to the year 6 residential without worry – first time this has happened.	£300
				£6,830.00

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk