



# Woodfall Primary School

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Woodfall Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£76100	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	426	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	July 2019

2.	3.	4. Current attainment			
		<i>11 Pupils eligible for PP at Woodfall 2017-18 (one child SEN/EHCP did not access the KS2 SATS)</i>	<i>13 Pupils eligible for PP at Woodfall 2016-17</i>	<i>Pupils not eligible for PP (national benchmark) 2017 - 2018</i>	<i>Pupils not eligible for PP (national benchmark) 2016 - 2017</i>
<b>% achieving in Reading, Writing and Maths</b>		82%	62%	Not yet released	64%
<b>% making progress in Reading</b>		91%	69%		77%
<b>% making progress in Writing</b>		100%	62%		81%
<b>% making progress in Maths</b>		91%	77%		80%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
<b>A.</b>	Many children eligible for pupil premium are affected by social, emotional and mental health issues.
<b>B.</b>	Lower attainment in Maths and English for some pupils compared to peers, including those who should be working at greater depth.

<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>C.</b>	Financial assistance required for extra-curricular activities including residentials, visits and clubs	
<b>D.</b>	Persistent absence or poor punctuality for some pupils	
<b>E.</b>	A number of children eligible for pupil premium are or have been impacted by family issues requiring support from Social Care Teams or TAF	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Pupils know that they have someone in school that they can speak to if and when needed.	All classroom environments to be calm and mutually respectful with opportunities for reflection and the building of relationships via 'R' Time, P4C, Circle Time and access to the school Learning Mentor (trained in Lego therapy, bereavement, anger, relationships). All staff to be trained to support children and adolescents experiencing loss. Additional tailored therapy approaches to increase the wellbeing and engagement of all children and to create purposeful learning environments.
<b>B.</b>	Pupils make at least expected progress in Reading, Writing and Maths Increasing the number of PP pupils reaching a greater depth across the curriculum	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress/or on track for greater depth will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans in conjunction with the SENCO if necessary.
<b>C.</b>	Improve attendance of PP pupils	Improve attendance of PP pupils. High attendance at parent workshops. Evaluations and parent questionnaires show that parents welcome support with their child's learning. Reduce the persistent absence (PA) of PP pupils from 2016-17 data. Consider the use of soft approaches as well as the rigour of the legal route via our EWO.
<b>D.</b>	Equal access for educational trips and residential visits & extra-curricular and enrichment activities, including musical tuition - monitored by Pupil Premium Lead in liaison with class teachers and the school office.	All pupil premium pupils access all educational trips, residential visits and the opportunity to learn a musical instrument from Year 3. All pupil premium pupils have access to G & T courses outside of school if relevant to their skill set. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided

## 7. 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. Quality of teaching for all

Desired outcome	Chosen action and rationale	Success Criteria	Staff Lead	Approx. Cost
A Pupils make at least expected progress in Reading, Writing and Maths	<p>Data is tracked termly during Pupil Progress meetings and pupils who are at risk of not achieving ARE are targeted with specific interventions which are included on our Vulnerable Children Action plans. SEND pupils are closely monitored by the SENCO and support is tailored to their individual needs and is aimed at overcoming any barriers they have to learning.</p> <p>First Quality teaching (Teaching and Learning SDP): pupils' individual needs are met and pupils are encouraged and supported to reach their full potential.</p> <p>Extra, small, specific Maths groups, where learning takes place in smaller, defined steps, to promote and reinforce success.</p>	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans in conjunction with the SENCO if necessary.	HH and SMT: JB, KM, VH, TG	<p>Cost for 3 x 4 days supply 3 x £800 =£2400</p> <p>Extra trained TA to assist with Maths Groups 6 hours per week x 4 TA =£20110 1:1 support, two x mornings £5030</p> <p>Sp &amp; Lang Input = £2515</p>
B Increasing the number of PP pupils reaching a greater depth across the curriculum	<p>Data is tracked termly during Pupil Progress meetings and pupils who have the potential to be working at greater depth but are at risk of not achieving it are targeted with specific interventions which are included on our Vulnerable Children Action plans</p> <p>- pupils individual needs are met and pupils are encouraged and supported to reach their full potential</p>	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not on track for greater depth will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans.	HH and English Leader and Maths Leader	<p>Out of school Writing Intervention 10 x £30 = £300</p> <p>5 x Pupil Writing Conferences: 5 x £90 £450</p> <p>1 x TA x 2 mornings £2570</p>

<p>C All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Pupils know that they have someone in school that they can speak to if and when needed</p>	<p>Trained and experienced Learning Mentor across the school, trained in Mental Health First Aid and Bereavement Counselling, Lego Therapy, Anger Management, Social Skills/Friendships to offer tailored therapy approaches.</p> <p>123 Magic Parenting Programme</p>	<p>A calm, purposeful learning environment to increase the well-being and engagement of all children. Tailored therapeutic approaches for any pupil in need, in order to protect and increase the well-being of pupils and enhance the purposeful and calm learning environment.</p>		<p>Learning Mentor 32.5 hours = £23016</p>
<p>D Improve attendance of PP pupils</p>	<p>Pupils identified as cause for concern with attendance and punctuality will be monitored monthly with letters sent to parents reporting current %. - pupils need good attendance in order to access quality first teaching and any interventions that have been put in place to support progress.</p>	<p>Improve attendance of PP pupils. High attendance at parent workshops. Evaluations and parent questionnaires show that parents welcome support with their child's learning. Reduce the persistent absence (PA) of PP pupils from 2015-16 data.</p>		
<p>E Equal access for educational trips and residential visits &amp; extra-curricular and enrichment activities - monitored by Pupil Premium Lead in liaison with class teachers and the school office.</p>	<p>Pupils are supported financially in all educational trips and residential visits.</p> <p>If extra-curricular clubs require payment this will be provided by the PP funding.</p>	<p>All pupil premium pupils access all educational trips and residential visits. All pupil premium pupils have access to G &amp; T courses outside of school if relevant to their skill set. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided.</p>		<p>£4000</p>

<p>OTHER</p> <p>SENCo time to oversee progress and well-being of PP pupils with additional need</p>	<p>In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken through pupil profiles</p> <p>Data is tracked and monitored on a termly basis and following specific interventions.</p> <p>Reports to governors termly through the Head's report at full governors and through Teaching and Learning sub-committee meetings.</p> <p>Meet with governor responsible for Pupil Premium annually.</p> <p>SENCo report to governors termly through Head's report and at Teaching and Learning sub-committee.</p> <p>SENCo to meet with SEND governor annually.</p>	<p>Strategy is communicated to relevant stakeholders. Actions are facilitated and monitored closely. Impact is evaluated and changes made as required Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice</p>		<p>£6054</p>
<b>Total budgeted cost</b>				<p>£66,445</p>

## 8. Review of expenditure

Previous Academic Year		
Desired outcome	<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>
To provide interventions and support to help children reach their full potential in Literacy and Maths	<p>78% of our PP children are working at ARE or better in Reading and Maths and 74% in Writing.</p> <p>27% are working deeper in Reading, 21% in Writing and 29% in Maths.</p> <p>All our pupils have made good or better progress this year and Pupil Premium children with SEN have excellent attendance and have made good and better progress relative to the nature of the additional needs.</p>	Interventions and support will continue for our PP children who require it and this will be tailored to individual need
To overcome any barriers to learning by supporting pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school; and by working closely with parents of vulnerable pupils.	<p>Learning Mentor has accessed training in Mental Health First Aid and Lego Therapy. This has benefited several pupils who have had external intervention such as CAMHS. The Learning Mentors is very experienced and have been able to tailor their approach to each individual pupil.</p> <p>123 Magic Parenting has helped support parents of PP and non PP pupils.</p>	Will continue with this approach as it is so successful and so necessary
To ensure that the barriers for attending educational day/ residential visits and external extra-curricular sports clubs are lifted, so that the children have the opportunity to participate in enhancement activities and feel fully included.	All our Pupil Premium children were able to participate in residential and educational day visits which allowed them to feel fully included. It also meant that pupils were able to fully engage in work within class that was linked to the visits. Pupils have also been able to attend extra-curricular clubs and have taken advantage of the opportunity to learn a musical instrument.	Will continue with this approach

	95% of PP KS2 took part in either sporting or choir events outside of school.	
To have responsibility for overseeing the progress and well-being of pupils entitled to additional support through Pupil Premium	In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken through pupil profiles has meant all children have received the support required to make progress	Will continue; thorough monitoring of the pupils has ensured that all pupils have had the support appropriate to their needs. This has ensured good progress.
To have responsibility for overseeing the progress and well-being of pupils entitled to additional support through pupil premium who also have special educational needs.	<p>Data is tracked and monitored on a termly basis and following specific interventions.</p> <p>Reports to governors termly through the Head's report at full governors and through Teaching and Learning sub-committee meetings.</p> <p>Meet with governor responsible for Pupil Premium annually.</p> <p>SENCo report to governors termly through Head's report and at Teaching and Learning sub-committee.</p> <p>SENCo to meet with SEND governor annually.</p>	