

# Pupil premium strategy statement – Woodfield Primary School

1. Summary information					
School	Woodfield Primary School				
Academic Year	2016-17	Total PP budget	£198,000	Date of most recent PP Review	tbc
Total number of pupils	352	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Sep 17

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (National)</i>
% achieving ARE (age related expectations) in reading, writing & maths	44%	60%
making at least expected progress in reading	-0.74	0
making at least expected progress in writing	1.03	0
making at least expected progress in maths	-0.17	0

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Resilience and self-esteem	
B.	Speech and language skills, impacting on phonics and reading	
C.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Low attendance	
E.	Limited opportunities for out of school activities/experiences	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Accelerated progress in reading across school to improve outcomes in reading and diminish the difference between disadvantaged pupils and all other pupils.	Improvement in data outcomes All children as readers Enjoyment of reading evident

<b>B.</b>	Improved speech and language skills that impact on phonics outcomes at the end of year 1.	Improvement in data outcomes in the Year 1 phonics check and the cumulative Year 2 outcomes.
<b>C.</b>	Improved attendance of disadvantaged pupils. Attendance Officer closely monitoring attendance and punctuality of PP cohort.	Attendance data to show improvement of pupil premium pupils level of attendance against all pupils.
<b>D.</b>	Improved levels of self-esteem of disadvantaged pupils in order to impact on engagement in the learning process.	Pupils' self-esteem improves Pupils' levels of engagement in the learning process improve

## 5. Planned expenditure

**Academic year**      **2016-17**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For accelerated progress in reading for pupil premium pupils across school from EY to Y6	-Reading leader role to develop reading comprehension strategies -Developments in provision (library exchange/better selection of books) -Reading CPD (Y2/Y6 teachers) -Early years priority -SEN support -Speech and Language support	-Raise Online school data shows that reading is a whole-school priority for PP children and particularly low attaining PP readers. -EEF Toolkit shows that developing reading comprehension strategies are particularly useful for children aged 8 or above who are not making expected progress. -EEF Toolkit shows that studies of oral language interventions (S&L support) show positive benefits on learning, including oral language skills and reading comprehension. -The Early Years EEF toolkit shows that communication and language approaches have a higher impact for younger children (hence the focus on early years).	<b>(Lily Betts – PP Lead and Helen Harrison – Head Teacher to monitor and evaluate the implementation across all areas in this plan)</b> <ul style="list-style-type: none"> <li>• Monitor the reading data to show acceleration of progress.</li> <li>• Monitor the data of PP pupils to measure the narrowing of the attainment gap.</li> <li>• Monitor and evaluate the quality of teaching of reading across school.</li> <li>• Monitor actions on subject leader action plan.</li> <li>• Evaluate impact from speech and language support.</li> </ul>	Kate Hope  Sarah Watson  Michelle Lowry- English Subject Leader  Karen Oaks-KS1 English Subject Leader  Rachel Davis- Speech and Language Support Lead	July 2017

<p>A greater number of pupils who do not achieve GLD (good level of development) in the early years to reach ARE in year 2</p>	<p>-Prioritise children in KS1 who have not achieved GLD in early years</p>	<p>-Raise Online data shows that PP children who are not achieving GLD at the end of FS2 are not achieving ARE in year 2. As a result, the attainment gap is evident at the end of FS as pupil's transition into Year 1</p>	<ul style="list-style-type: none"> <li>• Monitor tracking from the end of FS to identify pupils who have not achieved GLD as they transition into Y1.</li> <li>• Monitor and evaluate the progress these pupils make through identification on cohort action plans.</li> </ul>	<p>Sarah Watson Kate Hope</p>	<p>July 2017</p>
<p>Improved outcomes in phonics at the end of Y1 for pupil premium pupils</p>	<p>-Read Write Inc -Phonics catch-up with teacher -Phonics lead role</p>	<p>-Raise Online data -School data -EEF toolkit shows that phonics approaches have been consistently found to support younger readers master the basics of reading. -Research from EEF toolkit shows that qualified teachers have twice the effectiveness of other staff when delivering phonics interventions (experienced teacher leading phonics catch-up groups).</p>	<ul style="list-style-type: none"> <li>• Monitor the outcomes in phonics across Year 1 in order to establish the pupils who need additional support and phonics intervention.</li> </ul>	<p>Anna Ruffini-Phonics Lead Kate Hope</p>	<p>July 2017</p>
<b>Total budgeted cost</b>					<b>£51,936</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For vulnerable pupil premium children to be well supported and ready to learn	<ul style="list-style-type: none"> <li>-Key adult time to support pupils in the context of classroom learning.</li> <li>-Nurture provision (specialised programme targeted at students with particular social/emotional needs).</li> <li>-Thrive training for staff (S&amp;E development).</li> </ul>	<ul style="list-style-type: none"> <li>-Conversations with staff show that some of our vulnerable pupil premium children need additional support in being ready to learn.</li> <li>-EEF Toolkit shows that social and emotional targeted learning programmes benefit disadvantaged pupils more than other pupils. The programmes have a significant impact on learning attitudes, social relationships and attainment itself.</li> <li>- Key adult time to support self-regulation. EEF Toolkit shows that self-regulation or 'learning to learn' approaches have a high impact particularly for low achieving pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the progress pupils make in terms of emotional development and wellbeing through Boxall profiles.</li> <li>• Monitor the progress of these pupils through academic data outcomes.</li> </ul>	Nicky Fallon	
For pupils in Y3 and Y4 who did not pass their phonics check in Y2 to make accelerated progress in reading through targeted support.	<ul style="list-style-type: none"> <li>-Reading leader role to develop reading comprehension strategies across school</li> <li>-Phonics catch-up group with teacher</li> <li>-Development of KS2 reading catch-up action plan.</li> </ul>	<ul style="list-style-type: none"> <li>-Raise Online data shows that there are still a number of children in year 3 and 4 who did not pass their Y1/Y2 phonics check. These children need additional targeted support to ensure they are making accelerated progress.</li> <li>-EEF Toolkit shows that developing reading comprehension strategies are particularly useful for children aged 8 or above who are not making expected progress.</li> <li>-Research from EEF toolkit shows that qualified teachers have twice the effectiveness of other staff when delivering phonics interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor reading catch-up action plans.</li> <li>• Monitor progress through cohort action plans.</li> <li>• Monitor the quality of teaching and learning in reading including quality of intervention.</li> </ul>	Kate Hope Michelle Lowry	

For the attendance of pupil premium children to improve	-Proactive approaches to encourage good attendance e.g. Piggy Banks, Treat Friday, certificates. -Attendance officer role (MB) -Regular monitoring of pupil premium attendance	-Across school, attendance has improved however pupil premium children still have on average lower attendance than all other pupils. -Proactive approaches to encourage pupils to come into school	<ul style="list-style-type: none"> <li>Monitor the attendance of PP children and the success of interventions that have been put in place when their attendance is below National Average.</li> </ul>	Michelle Boyes	
<b>Total budgeted cost</b>					<b>£99,579</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For improved resilience and self-esteem which leads to improved outcomes for pupil premium children	-Training for thrive practitioners (S&E development) -A range of opportunities to provide enrichment/out of hours activities with a focus on PP pupils. -Support for uniform/pe kits for PP children as and when needed	-Feedback from staff that pupil premium children across school have lower self-esteem and rates of resilience than other children -Thrive will allow teachers to assess children in terms of their social and emotional development, and create action plans for individual children. This will mean that children are receiving targeted programmes to improve self-esteem and resilience. -EEF Toolkit shows that social and emotional targeted learning programmes benefit disadvantaged pupils more than other pupils.	<ul style="list-style-type: none"> <li>Monitor the quality of training for practitioners through evaluation.</li> <li>Monitor the quality of school based training through attendance and evaluation (Jan 2017)</li> <li>Monitor the implementation of Thrive (March onwards)</li> </ul>	Nicky Fallon  Janine Keyworth-Thrive Practitioner	July 2017
<b>Total budgeted cost</b>					<b>£58,020</b>

6. Review of expenditure				
Academic Year 2016-17		To be reviewed July 2017		
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.