

# Pupil premium strategy statement – Woodfield Primary School

1. Summary information					
School	Woodfield Primary School				
Academic Year	2017-18	Total PP budget	£191,980	Date of most recent PP Review	April 2017
Total number of pupils (KS1 and 2)	256	Number of pupils eligible for PP (KS1 and 2)	146	Date for next internal review of this strategy	TBC

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National average for non-disadvantaged)</i>
% achieving ARE (age related expectations) in reading, writing & maths	47%	64%
making at least expected progress in reading	0.83	0.33
making at least expected progress in writing	1.03	0.17
making at least expected progress in maths	0.63	0.28

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.	Language and oracy	
B.	Metacognition and self-regulation	
C.	Social, emotional and mental health	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Low attendance and persistent absence	
E.		
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improved language and oracy skills that impact on reading progress particularly for higher attaining pupils	Improvement in reading data outcomes particularly for high-attaining PP pupils

<b>B.</b>	Improved cognitive thinking skills and learner behaviours that will impact positively on pupil outcomes	All pupils aware of cognitive performance characteristics and self-regulation strategies to help them learn more effectively and impact positively on pupil achievement.
<b>C.</b>	Improved social, emotional and mental health that impacts positively on learner behaviours	Improvement of Social Emotional and Mental Health (SEMH) data through using the Thrive assessment tool
<b>D.</b>	Improved attendance percentages and reduction in persistent absenteeism of PP pupils	Attendance data to show improvement of pupil premium pupils level of attendance against all other pupils

## 5. Planned expenditure

**Academic year**      **2017-18**

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	<ul style="list-style-type: none"> <li>- Core book lists created for EY to Y6</li> <li>- Reading for enjoyment library</li> <li>- Y6 Trust book swap</li> <li>- Class reading climate and book areas.</li> <li>- T 4 W</li> <li>- Teacher in role (Drama)</li> <li>- Reciprocal Reading</li> <li>- Quality texts per pair of pupils.</li> <li>- Reading to engage the writer</li> <li>- Learning to read and reading to learn approach</li> <li>- Progression of texts and writing through core book list across whole school</li> <li>- Reading Domains and reading stems disseminated and used to plan</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Scaled score average of 101 is significantly below national at end KS2 and KS1</li> <li>- Below national in reading % attaining secure at end KS1 and KS2 for PP pupils</li> <li>- EEF research, effective literacy publication</li> <li>- Reciprocal Reading evidence base and EEF trial</li> <li>- Pupil voice - pupils requested an input on the core books.</li> <li>- PP pupils lack of access to quality books at home</li> <li>- Research and QLA shows that we need to have more direct teaching of reading skills and strategies and the National Literacy -Trust states if</li> </ul>	<p><b>(Lily Betts – PP Lead and Helen Harrison – Head Teacher to monitor and evaluate the implementation across all areas in this plan)</b></p> <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 books and level of challenge from EYFS to Year 6</li> <li>- Monitoring the teaching of reciprocal reading and the impact on PP pupils</li> <li>- Monitor the use of library sessions for PP pupils to ensure they get access to quality books and reading experiences</li> </ul>	<p>Kate Hope</p> <p>Sarah Watson</p> <p>Michelle Lowry (English Subject Leader)</p> <p>Karen Oaks (KS1 English Subject Leader)</p> <p>Reading Group (Amy Gibson, Jemma Barrass)</p>	<p>July 2018</p> <p><b>Budget for this section:</b></p> <p>Resources, staffing contribution, T4W, Teacher in Role, training: £26,200</p>

For all pupils to have improved cognitive thinking skills (Metacognition) and learner behaviours that will impact positively on pupil outcomes	<ul style="list-style-type: none"> <li>- Facilitate open discussions with staff around the area of metacognition and self-regulation</li> <li>- Share recent research and thinking within this area</li> <li>- Develop a staff library with open access to research</li> <li>- Plan opportunities within PDM programme – training to build awareness of metacognition</li> <li>- Create the 'Woodfield Pillars' of high performance based on cognitive performance characteristics ( ways of thinking that pupils need to develop) and values, attitudes and attributes (ways of behaving that pupils need to acquire).</li> </ul>	<ul style="list-style-type: none"> <li>- The EEF research states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 8 months' additional progress for pupils</li> <li>- The EEF evidence indicates that teaching these strategies can be particularly effective for low achieving pupils and PP pupils</li> <li>- Metacognition was a key area identified in the school based Trust enquiry 2016/17</li> <li>- High performance is an attainable target for everyone and metacognitive skills can enable pupils to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>- Outcomes from discussion and how these are shaped to move things forward</li> <li>- Access to library and discussions around latest research and development</li> <li>- Evaluations from all PDMs, Teach Meet and Twilight with a focus on impact for PP pupils</li> <li>- Impact on pupil outcomes over time. (to be implemented Summer Term so better impact measure will be academic year 2018/19)</li> <li>- Implementation of metacognitive practice and self-regulation strategies across school – this is a focus for the Trust enquiry January 2018</li> </ul>	Helen Harrison  Jack Wardle (Research Lead)	July 2018  <b>Budget for this section:</b>  Teacher in Role, Talk for Writing, staffing and leadership of project in relation to PP pupils.  £7645
--	--	---	---	---	--

**Total budgeted cost    £33,845**

## ii. 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?
To address the emotional development needs of PP pupils who are most at risk of underachieving or exclusion	<ul style="list-style-type: none"> <li>- All pupils in school to be assessed using Thrive</li> <li>- All classes to have an implemented Thrive Plan, which is monitored and evaluated at least every half term</li> <li>- Key Adult support to be provide for those children who need support in being able to regulate their emotional state</li> <li>- 1:1 Thrive Plans for pupils who score 'rarely' in the online assessment tool</li> <li>- Pupils who are dysregulated are contained through the use of the Vital Relational Functions</li> <li>- Staff receive regular training and updates on Thrive</li> <li>- Introduction of family Thrive sessions for parents building on the success of Attachment Matters</li> </ul>	<ul style="list-style-type: none"> <li>- Research shows that a pupil's emotional state has a significant impact on the way we think act and learn</li> <li>- Research in neuroscience shows a brain altered in destructive ways by trauma and neglect can be altered in reparative, healing ways, through exposure to developmentally appropriate experiences</li> <li>- The provision of emotional containment, by an adult who is working closely and regularly with a child, is a significant contributing factor to the child's capacity to contain and regulate their emotional state and promotes safety</li> <li>- Using Thrive in this way will impact positively on pupil achievement and reduce the risk of exclusion for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil progress in their Thrive assessment</li> <li>- Pupils are able to settle to learn in the classroom</li> <li>- Decrease in observed discharge behaviours</li> <li>- Increase in pupils working at ARE in Thrive and its impact on academic outcomes for PP pupils.</li> </ul>	Nicky Fallon  Janine Keyworth	July 2018  <b>Budget for this section:</b>  Staffing costs, Family Thrive, ongoing Thrive training, attachment matters family learning:  £115,208

For higher attaining pupils in KS2 who are not maintaining their secure/greater depth reading grade from KS1 to make accelerated progress in reading through targeted support	<ul style="list-style-type: none"> <li>- Create core book list for each year group including challenging texts for HAPS</li> <li>- Ensure books give whole of NC coverage</li> <li>- Reciprocal reading</li> <li>- Teacher in Role</li> <li>- Vocabulary pre-teach</li> <li>- Teachers as reading models</li> <li>- Quality texts used</li> <li>- Create book rich learning environments</li> <li>- Timetabled sustained reading for HAPS to improve reading pace</li> <li>- Access to quality texts through the library</li> </ul>	<ul style="list-style-type: none"> <li>- 2016-2017 data outcomes showed that PP HAPS were not making expected progress as they were not pulling through the exceeding ARE grade</li> <li>- EEF research, effective literacy publication</li> <li>- Reciprocal Reading evidence base and EEF trial</li> <li>- Pupil voice - pupils requested an input on the core books.</li> <li>- Research and QLA shows that we need to have more direct teaching of reading skills and strategies and the National Literacy -Trust states if pupils are to gain Age-Related Expectations, they need to be enjoying reading wide range text.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring progress data to show accelerated progress particularly for PP HAPS</li> <li>- Monitor the data of HAPS 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>- Core books purchased 1:2 per year</li> <li>- Core books central to planning and topics</li> <li>- Pupil and staff voice</li> </ul>	<p>Kate Hope</p> <p>Michelle Lowry (English Subject Leader)</p> <p>Karen Oaks (KS1 English Subject Leader)</p> <p>Reading Group (Amy Gibson, Jemma Barrass)</p>	<p>July 2018</p> <p><b>Budget for this section:</b></p> <p>Resources, staffing contributions:</p> <p>£18,221</p>
For the attendance of pupil premium children to improve, including a reduction in persistent absenteeism (PA)	<ul style="list-style-type: none"> <li>-Proactive approaches to encourage good attendance e.g. Piggy Banks, Treat Friday, certificates</li> <li>-Attendance officer role (MB)</li> <li>-Regular monitoring of pupil premium attendance with EWO and Pupil Premium Coordinator</li> <li>-Early intervention approach with Pupil Premium Coordinator and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc)</li> </ul>	<ul style="list-style-type: none"> <li>-Across school, attendance has improved however pupil premium children still have on average lower attendance than all other pupils</li> <li>Proactive approaches to encourage families to come to school and on time</li> <li>Research shows that good attendance impacts on pupil achievement</li> </ul>	<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> <li>- 3 weekly EWO meetings with MB and LB to monitor attendance and ensure early intervention</li> </ul>	<p>Michelle Boyes</p> <p>Lily Betts</p>	<p>July 2018</p> <p><b>Budget for this section:</b></p> <p>Staffing costs for attendance officer, EWO, resources for attendance</p> <p>£21,703</p>
<b>Total budgeted cost</b>					<b>£155,132</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>

<p>For all PP pupils to have access to a range of enrichment opportunities both during the school day and outside of school hours.</p>	<ul style="list-style-type: none"> <li>- All teachers have a register of PP pupils mapped to the activities they engage in</li> <li>- Teachers to monitor uptake and encourage families to participate</li> <li>- PP pupils have access to free breakfast club and after school activities</li> <li>- PP pupils have access to choir sessions, including free entry to competitions and events and free transport</li> <li>- PP pupils can access free uniform and resources to enable them equality of access to learning</li> <li>- Parents with EAL have access to free ESOL lessons in order to support their children in their learning</li> </ul>	<ul style="list-style-type: none"> <li>- Research shows that engagement in a range of enrichment activities impacts positively on pupil self-esteem and confidence as well as academic and wider outcomes.</li> <li>- Research shows that parental engagement has the strongest impact on pupil achievement regardless of socio economic factors</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor the uptake of enrichment activities by PP pupils</li> <li>- Monitor the links between accessing wider outcomes and academic achievement</li> <li>- Pupil voice outcomes: enjoyment and participation</li> <li>- Evaluate Thrive assessment outcomes</li> </ul>	<p>Lily Betts Jayne Miller</p>	<p>July 2018</p> <p>Budget for this session:</p> <p>Choir, clubs, ESOL lessons, uniform, coaches</p> <p>£19,704</p>
<b>Total budgeted cost</b>					<b>£19,704</b>

6. 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 £51,936
For accelerated progress in reading for pupil premium pupils across school from EY to Y6	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>- PP pupils at the end of KS2 made better progress in reading than national average for non-disadvantaged pupils (see top of strategy)</li> <li>- Disadvantaged progress for end of KS2 = 0.8, compared to disadvantaged nationals all/other =0.0/0.3</li> <li>- Upward trend on progress quintile, moved from Q4 to Q2</li> <li>- Engagement of reading evident throughout school with pupil and teacher voice</li> <li>- Data for individual pupils is held in school.</li> </ul>	<ul style="list-style-type: none"> <li>- The school will continue with this strategy as it is highly effective based on the positive outcomes.</li> <li>- Next year the focus will be particularly on higher attaining pupils as a result of the end of KS2 data outcomes and the progress of prior high attaining pupils.</li> </ul>	
A greater number of pupils who do not achieve GLD (Good Level of Development) in the early years to reach ARE at the end of KS2	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>- Out of the 36 pupils that were in school from Foundation Stage to Year 2, 25 achieved GLD</li> <li>- 20/25 pupils who achieved GLD got ARE (80%)</li> <li>- 1 out of 3 pupils accelerated from emerging at FS and went on to achieve age related expectation in all 3 subjects – 2 of these pupils were PP</li> </ul>	<ul style="list-style-type: none"> <li>- The school will continue to monitor the progress of pupils throughout school from the Foundation Stage, into KS1 and KS2 and focus on pupils who do not achieve GLD in order to narrow the attainment gap.</li> <li>- This will include developing a 'flight path' assessment tool to monitor all pupil premium pupils</li> <li>- The school will continue to be proactive in gathering information from parents and making applications re FSM eligibility</li> </ul>	

Improved outcomes in phonics at the end of Y1 for pupil premium pupils	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>Phonic 3-year upward trend. 2015 = 59%, 2016 = 70% and 2017 = 74%</li> </ul> <p><b>Y1 to Y2 Cumulative Phonics (2015-2017)</b></p> <ul style="list-style-type: none"> <li>Y1 Phonics pass for the cohort was 74% Y1 Pupil Premium pass was 8/13 = 62% (-12%)</li> <li>By Y2 cumulative phonics pass for the cohort was 93% Y2 Pupil Premium 18/21 passed by the end of Y2 = 86% (-7%)</li> </ul> <p><i>The gap is diminishing by the end of KS1 and above</i></p>	<ul style="list-style-type: none"> <li>The school will continue to monitor the progress of pupils in their phonics between KS1 (focusing on pupils who do not pass the phonics screening) and ensure they are supported in their reading in early KS2</li> <li>This will include developing a 'flight path' assessment tool to monitor all pupil premium children</li> </ul>	
<b>ii. Targeted support</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> £99,579
For vulnerable pupil premium pupils to be well supported and ready to learn	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>Analysis of Thrive data shows progress of all year groups throughout the year. There are only 4 pupils on 'rarely' at end of year who are now receiving additional support</li> <li>All of the pupils still on 'rarely/emerging' now receive either 1:1 key adult support/SEN support through additional Thrive plans.</li> </ul>	<ul style="list-style-type: none"> <li>The school will continue with this approach as data analysis shows it is extremely effective, it is also included in the Developing Excellence Plan for 2017-2018 as an effective approach</li> </ul>	
For pupils in Y3 and Y4 who did not pass their phonics check in Y2 to make accelerated progress in reading through targeted support.	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>Many pupils moving from 'Below to working within their year group' as part of the assessment and tracking in school, this shows the school is breaking the cycle.</li> <li>Some pupils have received diagnosis of Dyslexia through targeted in-school tests with speech and language specialist. Tests such as British Picture Vocabulary Scale, phonics etc</li> <li>All pupils now being tracked and given</li> </ul>	<ul style="list-style-type: none"> <li>The school will continue to track these pupils throughout school giving targeted support through SEN support plans, speech and language, comprehension etc</li> <li>Making staff aware of who these pupils are has made a huge difference to outcomes – allowed for better tracking and more effective support</li> </ul>	

For the attendance of pupil premium children to improve	See 2016-2017 strategy	<ul style="list-style-type: none"> <li>- Gap narrowing in terms of PP (95.25%) to non PP (96.3%)</li> <li>- Children responding positively to attendance treats and incentives</li> <li>- Successful interventions put into place when attendance falls below certain amount (Meetings with EWO, Pupil Premium Coordinator and Learning Mentor)</li> </ul>	<ul style="list-style-type: none"> <li>- The school will continue to track and monitor the attendance of pupil premium children through EWO meetings every 3 weeks with Pupil Premium Coordinator, Attendance Officer and Learning Mentor</li> </ul>	
---	------------------------	--	--	--

### iii. Other approaches

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
				£58,020
For improved resilience and self-esteem which leads to improved outcomes for pupil premium pupils	-Training for thrive practitioners (S&E development)	<ul style="list-style-type: none"> <li>• Analysis of thrive data shows progress of all year groups throughout the year, only 4 children on 'rarely' at end of year now receiving additional support</li> <li>• 2 Thrive practitioners working across school providing regular updates and training for staff</li> <li>• Choir opportunities and free access to clubs have impacted upon self-esteem as evidenced in staff and pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• The school will continue with this approach as data analysis shows it is extremely effective, it is also included in the Developing Excellence Plan for 2017-2018 as an effective approach</li> </ul>	