



## Woodborough CE VA Primary: Pupil Premium Strategy Statement

2016 – 2017

### Principles

- Challenge any prejudice surrounding identification of pupils eligible for PPG.
- Identify (and work towards removing) barriers to future attainment for all children.
- Allocate PPG through a needs-based analysis in order to provide appropriate support for disadvantaged pupils.
- Identify other children who may be disadvantaged but not in receipt of PPG.
- Commit to continuity of provision to support all children.

### Summary information

<b>School</b>	Woodborough CE VA Primary				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£31 620	<b>Date of most recent internal PP Review</b>	Oct 2016
<b>Total number of pupils</b>	148 (Jan. 2016)	Total planned expenditure	£48 900	<b>Date for next internal review of this strategy</b>	March 2017
		<b>Number of pupils eligible for PP</b>	35		

### Strengths in 2016

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1.

<b>1. Current attainment</b>				
	<i>Pupils eligible for PP (Woodborough School)</i>	<i>All pupils (Woodborough School)</i>	<i>Pupils eligible for PP (national)</i>	<i>All pupils (national)</i>
<b>End of Key Stage 2 Results (2016)</b>				
% pupils achieving age related expectations or above: Reading	67% (2 chn out of 3)	71%	71%	66%
% pupils achieving age related expectations or above: Writing	67% (2 chn out of 3)	76%	79%	74%
% pupils achieving age related expectations or above: G, P & S	67% (2 chn out of 3)	65%	78%	72%
% pupils achieving age related expectations or above: Maths	33% (1 chd out of 3)	71%	75%	70%
% pupils achieving age related expectations or above: Reading, writing & maths	33% (1 chd out of 3)	59%	60%	53%
<b>End of Key Stage 1 Results (2016)</b>				
% pupils achieving age related expectations or above: Reading	100%	89%	78%	74%
% pupils achieving age related expectations or above: Writing	100%	79%	70%	65%
% pupils achieving age related expectations or above: Maths	100%	95%	77%	73%
<b>Year 1 Phonics Test Results (2016)</b>				
% pupils attaining expected standard	100%	90%	70%	81%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Some pupils, several of whom are eligible for PP, need to have additional support in spelling in order to narrow the gap with their peers.	
<b>B.</b>	Some pupils, several of whom are eligible for PP, need to have additional support in maths in order to narrow the gap with their peers.	
<b>C.</b>	Across the school, a number of pupils eligible for PP also have SEND or are in need of additional support in order to raise their attainment in reading, phonics and writing.	
<b>D.</b>	Learning behaviours (emotional literacy, etc.) of some children, some of whom are eligible for PP, have detrimental effects on their outcomes.	
<b>E.</b>	High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	Some families (several eligible for PP) require additional support such as PSA to improve lateness, attendance, children's well-being. Additionally, some require a greater level of nurture to engage more fully with school including access to extra-curricular activities and school visits.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gap in attainment between those who are falling behind in spelling will narrow.	- In year school tracking points will show rapid and sustained improvement for targeted children.
<b>B.</b>	The gap in attainment between those who are falling behind in maths (particularly at KS2) will narrow.	- In year school tracking points will show rapid and sustained improvement for targeted children.
<b>C.</b>	Attainment in reading for those children who require additional support will improve and be more in line with that of their peers. Attainment in phonics for those children who require additional support will improve and be more in line with that of their peers. Attainment in writing for those children who require additional support will improve and be more in line with that of their peers.	- Maintain attainment in Year 1 phonics screening test to be in line with or better than national average. - In year school tracking points will show rapid and sustained improvement for targeted children.
<b>D.</b>	Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.	- Supported children will have improved engagement on learning tasks. - Outcomes for supported children will improve to be in line with their peers.
<b>E.</b>	High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	- Improve percentage of pupils at 'Greater Depth' who were exceeding at EYFS. - High attaining pupils in KS1 will continue to make progress in line with or better than national average in KS2.
<b>F.</b>	Families who have children who are eligible for PP and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.	- Incidents of, or persistent lateness will decline. - Attendance of supported families will improve. - Families will engage more fully with the school – e.g. attendance at parents' evenings, celebration assemblies, curriculum workshops, etc. - Children in receipt of PP will participate more fully in activities offered, e.g. music lessons, after-school clubs, visits, etc.

4. 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					
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?
<b>A, B, C &amp; E</b>	Maintain provision of additional full-time class at KS2.	Tried and tested approach adopted in recent years to improve opportunities, provide effective AfL and accelerate progress.	Performance management, lesson observations, data analyses.	HT (SB) & Governing Body	Spring 2017
<b>A.</b> The gap in attainment between those who are falling behind in spelling will narrow. <b>E.</b> High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	Spelling Bee – raise status. Setting of spelling groups.  Monitoring of spelling – regularly and rigorously.  Homework altered to meet needs of all learners.  Displays / individual prompts.  Structured, timely 1:1 or small group interventions for those children not meeting ARE or sufficient progress.  Y3 transition from phonics > spelling. Daily bursts.	Approach developed as a whole staff and supported by all. Setting allows greater focus for smaller groups on their areas of need.  Focused practising and testing of key skills has been successfully implemented across both Key Stages.  Use of TAs to add value to what teachers do and to help pupils develop independent skills and manage their own learning.  Pupils moving on from KS1 and daily phonics teaching and learning.	In-house training for staff including TAs.  Regular and rigorous scrutiny of data (bi-annual SWST and weekly spelling results) and books.	Eng. Subject Leader (FW) SENCO (MA) HT (SB)	Termly
<b>B.</b> The gap in attainment between those who are falling behind in maths (particularly at KS2) will narrow. <b>E.</b> High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	Ensure all staff have an understanding of concept development in maths.  Introduction of 'Rainbow Awards'	Successful previous agreement and understanding of year group non-negotiables in other subjects.  Success of 'Multiplication Awards' in raising attainment and profile.	Lesson observations, work scrutiny and data analyses.  TD Day (June 2016)	Maths subject leader (KC)	Termly

<p><b>C.</b> Attainment in writing for those children who require additional support will improve and be more in line with that of their peers.</p> <p><b>E.</b> High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Introduction of Talk 4 Writing. Use of interim assessment framework developed for all year groups. Focus on editing work. Termly writing based around a book or core text. Internal moderation. Cluster moderation.</p>	<p>T4W trialled in 2015/16 by two members of staff and rolled out across school for 2016/7.</p>	<p>Training for all teaching staff. TD Day in September 2016.</p> <p>Lesson observations, work scrutiny and data analyses.</p>	<p>Eng. Subject Leader (FW)</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£35 500</p>
<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>
<p><b>B.</b> The gap in attainment between those who are falling behind in maths (particularly at KS2) will narrow.</p>	<p>Number of TA (and KS2 class teacher in lieu of swimming lessons) hours allocated on needs basis across KS2.</p>	<p>Use of TAs (and KS2 CT) to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions.</p>	<p>Identification of pupils who are falling behind or are at risk of falling behind. Lesson observations. Work scrutiny to identify transference into 'everyday' work.</p>	<p>Maths subject leader (KC) SENCO (MA)</p>	<p>Oct/Nov 2016  March/April 2017</p>
<p><b>C</b> Attainment in reading and phonics for those children who require additional support will improve and be more in line with that of their peers.</p>	<p>Structured, timely 1:1 or small group interventions.</p> <p>Number of TA hours allocated on a needs basis across the school.</p> <p>Use of additional time from volunteers.</p>	<p>Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions.</p> <p>Practise of reading skills for children who do not read regularly outside of school.</p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p>	<p>Eng. subject leader (FW) SENCO (MA), DHT (PW), HT (SB)</p>	<p>Termly</p>
<p><b>D</b> Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.</p>	<p>ELSA sessions to improve learning behaviours for identified children.</p> <p>Structured, timely 1:1 or small group interventions.</p>	<p>Record keeping indicates improved outcomes for pupils who have been part of ELSA interventions in previous years.</p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p>	<p>SENCO (MA), DHT (PW), HT (SB)</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£11 400</p>

iii. 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?
<p><b>F</b> Families who have children who are eligible for PP and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.</p>	<p>Parent Support Adviser employed on a part-time basis to support vulnerable families. Admin officer to challenge absences/lateness ASAP after register closes. Informal coffee mornings, parents' evenings, curriculum workshops, school attendance meetings / surgeries with EWO, ELSA trained staff, signposting, etc Introduction of 'Attendance Awards'</p> <p>Financial subsidy to enable children who are in receipt of PPG to access Y5/6 residential, individual music lessons, breakfast club, 'Fun Club' and other extra-curricular activities.</p>	<p>Education Endowment Foundation '<i>... parental involvement is consistently associated with pupils' success at school...</i>'</p> <p><i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approx. three additional months progress.'</i></p>	<p>Attendance / lateness reviews. Attendance registers for after school clubs, parents' evenings, curriculum workshops, etc. Parent questionnaires.</p> <p>Improved take-up of opportunities by identified children.</p>	<p>SENCO (MA), HT (SB), AO (KH), Sports subject leader (FW)</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£2 500

Review of expenditure	
Previous Academic Year	2015/16 – refer to <a href="http://woodboroughschool.org/wp-content/uploads/2014/12/Pupil-Premium-allocation-and-spending-for-financial-year-2015-16.pdf">http://woodboroughschool.org/wp-content/uploads/2014/12/Pupil-Premium-allocation-and-spending-for-financial-year-2015-16.pdf</a>