

Woodborough CE Primary School - Pupil premium strategy statement 2017-18 & Review of spending 2016-17

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.

1. Summary information					
School	Woodborough Church of England Primary School				
Academic Year	2017-18	Total PP budget	£39 700	Date of most recent PP Review	N/A
Total number of pupils	154 (Jan '17)	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Sept. 2018
Strengths in 2017-18					
<ul style="list-style-type: none"> Disadvantaged pupils did not do as well as their peers in the 2017 Year 6 national tests. Therefore, my second line of enquiry was to explore how you are using additional funding to ensure that these pupils make the progress required to bring them in line with other pupils. From your deep understanding of the pupils, you have identified the barriers affecting their learning and put in place a range of initiatives to address these. Additional provision is supporting pupils and their families in a variety of ways, for example, developing emotional literacy, providing assistance in improving attendance and enabling participation in extra-curricular activities and residential. Work in books from last year shows that disadvantaged pupils made good progress from their starting points. Many are working at, or close to, the standards expected for their age in reading, writing and mathematics. Some are exceeding these standards. (OfSTED Inspection, September 2017) 					

2. Current attainment (July 2017)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP in school</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	17% (1/6 children)	90.9%	70.4%
% achieving expected standard or above in reading	20% (3/6 children)	90.9%	80%
% achieving expected standard or above in writing	33% (2/6 children)	90.9%	83%
% achieving expected standard or above in maths	67% (4/6 children)	90.9%	80.7%

Progress (July 2017)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP in school</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	-0.65	+5.28	+0.30
% making progress in writing	-5.11	+3.15	+0.20
% making progress in maths	-0.79	+4.18	+0.30

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Some pupils, several of whom are eligible for PP, require additional support in maths (especially in KS2) in order to narrow the gap with their peers.
B.	Some pupils, several of whom are eligible for PP, require additional support in writing in order to narrow the gap with their peers. Barriers include: writing stamina, independence, delayed development of the writing process, vocabulary and grammar in relation to the way in which pupils articulate themselves and experiences upon which to base their writing.
C.	Some pupils, several of whom are eligible for PP, require additional support in reading in order to narrow the gap with their peers. Lack of 'good reading habits' and reading comprehension (including meanings of words and broad, rich vocabulary) are barriers.
D.	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 core areas of learning.
E.	High attaining pupils, several of whom are eligible for PP, require support to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.
F.	Learning behaviours (emotional literacy, etc.) of some children, some of whom are eligible for PP, have detrimental effects on their outcomes.

External barriers (*issues which also require action outside school, such as low attendance rates*)

G.	Some families (several of whom are eligible for PP) require additional support such as PSA to improve attendance, punctuality and 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.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A-C	The gap in attainment between those who are falling behind in maths, writing, reading and oracy will narrow.	- In-year school tracking points will show rapid and sustained improvement for targeted children.
D.	Attainment in core areas of learning for those children who require additional support will improve and be more in line with that of their peers.	- In-year school tracking points will show rapid and sustained progress for targeted children.
E.	High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	- Improve the percentage of pupils achieving 'Greater Depth' at the end of KS1 who were 'Exceeding' at the end of EYFS. - High attaining pupils in KS1 will continue to make progress in-line with or better than national average in KS2.
F.	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.
G.	Families who have children 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.	- Attendance for children of supported families will improve. - Incidents of persistent lateness will decline. - Families will engage for 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.

3. 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

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>A. The gap in attainment between those who are falling behind in maths, will narrow.</p> <p>E. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Ensure all staff have an understanding of concept development in maths.</p>	<p>Successful previous agreement and understanding of year group non-negotiables in other subjects.</p>	<ul style="list-style-type: none"> - Learning walks, work scrutiny, maths moderation, data analyses. 	<p>Maths subject leader (CJ)</p>	<p>Termly</p>
<p>B. The gap in attainment between those who are falling behind in writing will narrow.</p> <p>E. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Embed teaching of spelling throughout the school:</p> <ul style="list-style-type: none"> - Setting of spelling groups - extended into KS1 <p>Continue to attend CPD for T4W so more staff are upskilled</p> <p>Handwriting:</p> <ul style="list-style-type: none"> - Introduce Letter-join scheme and pen licenses 	<p>Approach developed as a whole staff and supported by all. Setting allows for greater focus on smaller groups and their areas of need.</p> <p>Improve/maintain outcomes for writing across school. Approach will be used successfully in all classes.</p>	<ul style="list-style-type: none"> - Learning walks, work scrutiny, writing moderation in English and across other subjects), data analyses. 	<p>English subject leader (FW)</p>	<p>Termly</p>

<p>C. The gap in attainment between those who are falling behind in reading will narrow.</p> <p>E. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2</p>	<p>- Raise profile of Book Week and include wider stakeholders.</p>	<p>Tried and tested approaches used in other schools – proven to improve attainment and progress.</p>	<p>- Learning walks, work scrutiny, reading journal moderation, data analyses, stakeholder feedback.</p>	<p>English subject leader (FW)</p>	<p>Termly</p>
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Total budgeted cost

Refer to breakdown of spending below.

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?
<p>A. The gap in attainment between those who are falling behind in maths (especially in KS2), will narrow.</p>	<p>Number of TA hours allocated on a needs basis.</p> <p>In the absence of 7th class at KS2 this year, a qualified teacher will be used for 1 day per week to deliver interventions.</p>	<p>Use of TAs (and 0.2 FTE class teacher) 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 (CJ) SENCO (MA)</p>	<p>Pupil Progress Meetings: Oct/Nov 2017 March/April 2018</p>
<p>B. The gap in attainment between those who are falling behind in writing, will narrow.</p>	<p>Structured, timely 1:1 or small group interventions.</p> <p>Number of TA hours allocated on a needs basis.</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>Progress will be monitored through transference of skills and initial and final assessments.</p>	<p>English subject leader (FW) SENCO (MA)</p>	<p>Termly</p>
<p>C. The gap in attainment between those who are falling behind in reading, will narrow.</p>	<p>Structured, timely 1:1 or small group interventions.</p> <p>Number of TA hours allocated on a needs basis.</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 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>English subject leader (FW) SENCO (MA)</p>	<p>Termly</p>

F. Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.	ELSA sessions to improve learning behaviours for identified children. Structured, timely 1:1 or small group interventions.	Record keeping indicates improved outcomes for pupils who have been part of ELSA interventions in previous years.	Progress will be monitored through transference of skills and initial and final assessments.	SENCO (MA), DHT (PW), HT (SB)	Termly
Total budgeted cost					Refer to breakdown of spending below.
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?
G. Families who have children 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.	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. Continuation of 'Attendance Awards' Financial subsidy to enable children who are in receipt of PPG to access Y3/4, Y5/6 residential, individual music lessons, breakfast club, 'Fun Club' and other extra-curricular activities.	Education Endowment Foundation ' <i>... parental involvement is consistently associated with pupils' success at school...</i> ' <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>	Attendance / lateness reviews. Attendance registers for after school clubs, parents' evenings, curriculum workshops, etc. Parent questionnaires. Improved take-up of opportunities by identified children.	SENCO (MA), HT (SB), AO (KH), Sports subject leader (FW)	Termly
Total budgeted cost					Refer to breakdown of spending below.

Detail of planned spending 2017/18	Cost
Teaching Assistant hours for interventions and additional support	£16 000
Qualified teacher for maths interventions (in lieu of 7 th KS2 class)	£7500
Parent Support Adviser	£1600
SENCO + cover for SENCO	£9500
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support in 12 weeks prior to SATs	£1700
Continuing Professional Development	£700
Engaging Families & Extending Opportunities	£3000
TOTAL	£40 000

4. Review of expenditure				
Previous Academic Year		2016-17		
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
A, B, C & E	Maintain provision of additional full-time class at KS2.	High – improved opportunities, effective AfL and acceleration of progress.	We will continue to develop and provide quality first teaching through this means – budget and NOR permitting.	See below.
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
<p>B. The gap in attainment between those who are falling behind in maths and reading will narrow.</p> <p>Children will have improved learning behaviours which will in turn have a positive impact on their outcomes</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>ELSA sessions to improve learning behaviours for identified children.</p>	<p>High: observed increased progress amongst participating children.</p> <p>High: deep understanding of pupils and their needs.</p>	<p>Continue with targeted TA support and precision learning – with focus directed by class teachers and based on their observations of the pupils.</p> <p>Continue in the same format next year.</p>	See below.
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

<p>Families who have children 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>Use of Parent Support Adviser.</p> <p>Raise profile of attendance and punctuality.</p> <p>Extending opportunities, e.g. trips, residentials, music lessons.</p>	<p>High: Impact of engagement with families high. Evidence anecdotal but engagement with families good. Quality signposting to many services and lots of support for families given. Reputation of PSA and support given high amongst parent body.</p> <p>High: Children report that they enjoy receiving the class trophy each week. Parent report that many children are keen to achieve 100% attendance.</p> <p>High: Clubs and activities made accessible to all although encouragement is needed for some families. Residentials have had particular impact for some pupils.</p>	<p>PSA will continue to be employed by the Pewsey Cluster and Woodborough will continue to buy 2 hours / week of support and services.</p> <p>Continue to keep profile of attendance high – through newsletter, celebration at school meetings and certificates and book token rewards</p> <p>Continue and extend where possible.</p>	<p>Refer to breakdown of costs below.</p>
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5. 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

Detail of spending 2016/17	Cost
Teaching Assistant hours for interventions and additional support	£13 951
7 th class @ KS2 (x2 terms)	£15 162
Parent Support Adviser	£1485
SENCO + cover for SENCO	£6 092
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support in 12 weeks prior to SATs	£2 099
Continuing Professional Development	£380
Engaging Families & Extending Opportunities	£2 080.50
TOTAL	£41 249.50