

# Woodborough CE Primary School - Pupil premium strategy statement 2018-19 & Review of spending 2017-18

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					
<b>School</b>	Woodborough Church of England Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	Estimated £45,180	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	177	<b>Number of pupils eligible for PP</b>	44	<b>Date for next internal review of this strategy</b>	Sept. 2019
Strengths in 2017-18					
▪	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. <b>(OfSTED Inspection, September 2017)</b>				

2. Current attainment (July 2018)			
	<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>
<b>% achieving expected standard or above in reading, writing and maths</b>	33.3% (1/3 children)	90.9%	70.4%
<b>% achieving expected standard or above in reading</b>	66.7% (2/3 children)	90.9%	80%
<b>% achieving expected standard or above in writing</b>	66.7% (2/3 children)	90.9%	83%
<b>% achieving expected standard or above in maths</b>	66.7% (2/3 children)	90.9%	80.7%

Progress (July 2018)			
	<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>
<b>% making progress in reading</b>	-2.35	+0.26	+0.30
<b>% making progress in writing</b>	-2.64	+0.51	+0.20
<b>% making progress in maths</b>	-4.14	-0.05	+0.30

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<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, require additional support in <b>maths</b> in order to narrow the gap with their peers.	
<b>B.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>writing</b> 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.	
<b>C.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>reading</b> 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.	
<b>D.</b>	Some pupils, several of whom are eligible for PP, require additional support in <b>oracy skills</b> (ability to express themselves fluently, grammatically and confidently) in order to narrow the gap with their peers.	
<b>E.</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 core areas of learning.	
<b>F.</b>	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.	
<b>G.</b>	Learning behaviours (emotional literacy, etc.) of some children, some of whom are eligible for PP, have detrimental effects on their outcomes.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>H.</b>	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.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A-D</b>	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.
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</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>H.</b>	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

2018 - 19

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?
A, B, C, D & F	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 Term 2019
A – H All staff will prioritise support for vulnerable learners.	Clear identification of pupils and their needs/next steps	Approach developed as a whole staff and supported by all. Based on internal and external evidence, all stakeholders recognise the impact of consistent high-quality on attainment and progress for all pupils, including vulnerable groups.	<ul style="list-style-type: none"> <li>- Regular monitoring – Pupil Progress Meetings, book scrutiny, learning walks, lesson obs.</li> <li>- High profile pupils in daily marking and subject moderations.</li> <li>- Regular reporting to CSA Governors</li> </ul>	HT, SLT	Autumn Term 2018, Spring & Summer Terms 2019
A. The gap in attainment between those who are falling behind in <b>maths</b> , will narrow. F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	<p>Ensure all staff have an understanding of concept development in maths.</p> <p>Introduction of termly 'Marvellous Mathematics' activities.</p> <p>KS1: daily mental arithmetic sessions, embedding of number bonds to 10, explicit teaching of calculation strategies.</p>	<p>Successful previous agreement and understanding of year group non-negotiables in other subjects.</p> <p>To raise profile of maths, change attitudes and promote creative and fun element.</p> <p>Subject leader analysis of data indicates need to improve mental arithmetic in KS1.</p>	<ul style="list-style-type: none"> <li>- Learning walks, work scrutiny, maths moderation, data analyses.</li> </ul>	Maths subject leader (CJ)	Termly

	<p>Raise profile of times tables through Multiplication Awards and use of Times Tables Rock Stars. Checking of leader board and lunchtime TTRS Club. Prioritise use of iPads for Y3 and 4.</p> <p>Introduce maths working walls across Y1 – 6.</p>	<p>Subject leader analysis of data indicates need to improve fluency of times tables in KS2.</p> <p>To promote the use of accurate mathematical vocabulary and reinforce concepts.</p>	-		
<p>B. The gap in attainment between those who are falling behind in <b>writing</b> will narrow.</p> <p>F. 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"> <li>- Setting of spelling groups.</li> <li>- Resources, uniformity of recording and displays</li> </ul> <p>GPS:</p> <ul style="list-style-type: none"> <li>- Standing agenda item at staff meetings – recap terminology weekly</li> <li>- Embed year group spelling lessons.</li> <li>- Embed P&amp;G into T4W process</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>- Embed Letter-join scheme</li> </ul> <p>Continue to embed T4W</p>	<p>Approach developed as a whole staff and supported by all. Setting allows for greater focus on smaller groups and their areas of need. Consistent approach to teaching of year group spelling</p> <p>Improve/maintain outcomes for GPS across KS2</p> <p>Improvements evidenced in pupils' handwriting and presentation and enthusiasm. Success of 'pen license' incentive.</p> <p>Approach used successfully in all classes.</p>	- Learning walks, work scrutiny, writing moderation in English and across other subjects), data analyses.	English subject leader (FW)	Termly

<p>C. The gap in attainment between those who are falling behind in <b>reading</b> will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2</p>	<p>Trialling of Whole Class Reading in Y6 and Y2 in Autumn Terms and dissemination to other year groups in Spring and Summer 2019.</p> <p>Embed consistent use of reading journals.</p> <p>Improve 'Reading for Pleasure' across the school:</p> <ul style="list-style-type: none"> <li>- Whole school 'Reading for Pleasure' 1.15 – 1.30 pm Fridays &amp; reading detectives.</li> <li>- Y6 Librarian roles and termly reading newsletter</li> <li>- Lunchtime Book Club, high profile of World Book Day, Book</li> </ul>	<p>Tried and tested approaches used in other schools – proven to improve attainment and progress.</p>	<ul style="list-style-type: none"> <li>- Learning walks, work scrutiny, reading journal moderation, data analyses, stakeholder feedback.</li> </ul>	<p>English subject leader (FW)</p>	<p>Termly</p>
<p>D. The gap in attainment between those who are falling behind in <b>oracy</b> will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2</p>	<ul style="list-style-type: none"> <li>- Participation in MAT radio project.</li> <li>- Youth Speaks competition with Devizes Rotary Club</li> <li>- All pupils to take part in National Poetry Day</li> <li>- Book Week to feature debating.</li> </ul>	<p>New initiatives to raise profile of oracy</p>	<ul style="list-style-type: none"> <li>- Learning walks, pupil voice, stakeholder feedback.</li> </ul>	<p>English subject leader (FW)</p>	
<b>Total budgeted cost</b>					<p>Refer to cost breakdown below</p>
<p><b>ii. Targeted support</b></p>					
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 <b>maths</b>, will narrow.</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>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 2018  March/April 2019</p>



club, 'Fun Club' and other extra-curricular activities.

*learning interventions appear to make approx. three additional months progress.'*

**Total budgeted cost**

Refer to cost breakdown below

<b>Detail of planned spending 2018/19</b>	<b>Cost</b>
Teaching Assistant hours for interventions and additional support	£19 600
Parent Support Adviser (although position currently vacant)	£1 700
SENCO + cover for SENCO	£10 000
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support in 12 weeks prior to SATs	£1 200
Continuing Professional Development	£500
Engaging Families & Extending Opportunities	£6 098
<b>SUB TOTAL</b>	<b>£39 098</b>
Contribution towards 7 <sup>th</sup> full time class at KS2	£6 082
<b>TOTAL</b>	<b>£45 180</b>

4. Review of expenditure				
Previous Academic Year		2017-18		
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
Raising attainment and reducing the gap and accelerating progress.	<p>Attendance at Disadvantaged Learners Network.</p> <p>Attendance at termly network meetings for English and Maths Subject Leaders and dissemination back to all teaching staff.</p> <p>Subsequent English and Maths action plans developing whole school practise.</p>	High: Termly Pupil Progress Meetings and pupil data identify that pupils make good progress from their starting points and enable necessary interventions to be identified and quickly put into place.	We will continue to develop and provide quality first teaching for all through a variety of means including: recruitment of high quality staff, ongoing attendance at and dissemination of quality CPD, high quality subject leadership, action planning based on effective school self-evaluation and the whole-school belief in high quality education and learning experiences for all of our pupils.	Refer to breakdown of costs 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>The gap in attainment between those who are falling behind in maths, writing and reading will be narrowed.</p> <p>Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.</p>	<p>1:1 or small group tuition delivered by qualified teacher using a planned programme.</p> <p>Use of TAs to add value to what teachers do and deliver high quality 1:1 and small group support using structured interventions.</p> <p>ELSA sessions</p>	<p>Mixed: promising approach but success determined by quality of relationships. Pupils preferred to work alongside the TA who works with their class each morning and who afforded continuity of concepts being learned and methods and expectations.</p> <p>High: observed increased progress amongst participating children.</p> <p>High: OfSTED September 2017 – very impressed with the deep understanding of pupils, identification of barriers and ways in which they are addressed.</p>	<p>We will continue with targeted TA support and precision learning – with focus directed by the class teachers and based on their observations of the pupils.</p> <p>We hope to return to seven full-time, single year group classes next year and thus improve opportunities, AfL and accelerate progress.</p> <p>Continue with the same format next year as a result of its success.</p>	<p>Refer to breakdown of costs below.</p>
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### 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>

## 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](http://www.aschool.sch.uk)

Detail of spending 2017/18	Cost
Teaching Assistant hours for interventions and additional support	£16 222
Qualified teacher for maths interventions (in lieu of 7 <sup>th</sup> KS2 class)	£7405.50
Parent Support Adviser	£1627.52
SENCO + cover for SENCO	£9592
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support in 12 weeks prior to SATs	£1639.99
Continuing Professional Development	£506 + £145 T4W
Engaging Families & Extending Opportunities	£2 973.50
<b>TOTAL</b>	<b>£40 111.51</b>

Please also refer to our school website: <https://woodboroughschool.org/> to see the enormous variety of experiences and activities that are provided to benefit all pupils at Woodborough School and enrich their learning and development.



'Woodborough Magic', 2018/19