



Wooden Hill Primary School

Pupil Premium Strategy 2017-2018

PRINCIPLES:

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for pupil premium pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- We encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- We seek to provide enrichment activities for children who would otherwise not experience them.

1. Summary information						
Academic Year	2017/18	Total PP budget	£89,973		Date of most recent PP Review	Nov 2017
Total number of pupils	390 (342 not including Nursery)	Number of pupils eligible for PP (November 2017)	EYPP	4	Date for next internal review of this strategy	Jan 2018
			EY CLA	1		
			FSM	31		
			CLA	5		
			Post LAC Service	4		
				1		
			Total PPG	57		

2. Current attainment			
Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>All pupils (national)</i>
% achieving expected standard or above in reading, writing and maths– Y6	46%	48%	61%
% achieving expected standard or above in reading- Y6 (13 children)	69%	68%	71%
% achieving expected standard or above in GPS-Y6	54%	74%	77%
% achieving expected standard or above in writing-Y6	62%	65%	76%
% achieving expected standard or above in maths-Y6	54%	71%	75%
% achieving expected standard or above in reading –Y2 (8 children)	63%	85%	76%
% achieving expected standard or above in GPS-Y2	50%	73%	
% achieving expected standard or above in writing-Y2	50%	66%	68%
% achieving expected standard or above in maths-Y2	63%	73%	75%
% achieving the standard in phonics-Y1	60%	84%	81%
% achieving the standard in phonics-Y2	50%	44%	
% achieving a Good Level of Development-R	100%	78%	71% PP nat 54%

Progress score at end of KS2	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>PP pupils (national)</i>
Reading	+1.0	-0.07	-0.7
Writing	-1.7	-1.96	-0.3
Maths	-0.95	-1.52	-0.5

3. Barriers to future attainment		
In-school barriers		
A.	There is a gap between attainment of PPG pupils and non-PPG pupils in reading, maths and especially writing	
B.	A number of pupils identified as 'most able' are not attaining Greater Depth. Children with a high APS at KS1 do not make as much progress as low and middle attainers.	
C.	Many children eligible for PPG have poor literacy experiences which impacts the Y1 phonics check	
D.	Many children eligible for PPG have social, emotional and mental health issues which impacts on the progress they make	
External barriers		
E.	Parental engagement is a barrier to learning for some PPG pupils	
F.	A number of children eligible for PPG are impacted by family issues which require involvement from Children's Social Care	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PPG children will make at least expected progress in order to achieve ARE at the end of the year	<p>Accelerated progress in reading, writing and maths for PPG pupils not working at ARE so that all children identified as B1 catch up to ARE.</p> <p>The books of PPG children are marked first and demonstrate that quality feedback has been given throughout each lesson where required.</p> <p>No gap between PPG and non-PPG at the end of KS1 and KS2</p>
B.	'Most able' PPG children progress in line with non-PPG children and will achieve Greater Depth at the end of the year	<p>Most able PPG pupils identified as most able make the same progress as non-PPG pupils with the same prior attainment identified as high ability.</p> <p>All children who achieved L3 at KS1 achieve GD in that subject at KS2.</p>
C.	All children eligible for PPG will achieve the expected level in the Y1 phonics screening	<p>PP children who have no additional barriers to learning (SEND) make progress in line with non-SEND non-PPG children.</p> <p>The percentage of PPG children that pass the phonics check is in line with national data.</p>
D.	All children eligible for pupil premium will be settled and secure in school; they will have their social, emotional and mental health needs met and will be happy and ready to engage and learn.	Improved attitudes towards learning are evident.

E.	Families who find it difficult to help their children at home will be targeted with support which will impact positively on pupil achievement	Class teachers routinely monitor completion of home work and reading at home. Follow up with parents when support is lacking. PPG children attend homework club where support from home is not available. No gap between PPG and non-PPG parents attending school events No gap between PPG and non-PPG pupils in completing activities at home (reading, spelling, maths, times tables, topic work)
F.	The capacity of families in difficult circumstances to parent well will be increased through the support offered by the Family Support Advisor	1:1 work where appropriate Effective partnerships between teaching staff and parents Effective partnerships with other agencies

5. Planned expenditure

Academic year	2017/18
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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?
All PPG children will make at least expected progress in order to achieve ARE at the end of the year	<ul style="list-style-type: none"> a) Quality first teaching. b) Focused intervention where necessary to catch up to ARE. 	The data shows that there are some PPG children who have not made the progress that they should have done in the past. Any gaps need to be identified and work carried out to fill in these gaps. At the same time, it is important that these children keep up with the learning going on currently in the class through pre-teaching and afternoon interventions.	<ul style="list-style-type: none"> a) Quality teaching for all monitored through SIP actions. b) B1 children who must make progress in order to catch up to ARE identified. Personalised learning checklists (PLCs) and completed for each child so that the gaps are clearly identified. 'Catch up' plans written which identify Interventions put in place by CT and KS leader to ensure that the gaps are filled. PPG children are a focus of pupil progress meetings. Provision adapted in the light of performance information. 	JC All staff KS leaders	Jan 2018

	<p>c) PPG children do not fall further behind</p> <p>d) Check in during lesson and marking first of PPG children's work</p> <p>e) PiXL therapies for all PPG children who require intervention to achieve ARE in KS2 SATs. Small group teaching by PP teacher of Y6 children requiring support to achieve ARE.</p> <p>f) Pupil Premium teacher employed to work with PP children from across the school on gaps and barriers to learning</p>		<p>c) Marking and feedback policy ensures that no child who has not achieved in a lesson is not supported– 'keep up' intervention in place every afternoon so that T/TA supports child to keep up and be able to access the learning the next day. Pre-teaching used effectively to support children to keep up with the learning of the class. CPD on effective feedback.</p> <p>d) 'Vulnerable first' approach. First books to be marked, first to work with the teacher, first to be given oral feedback.</p> <p>e) DHT to deliver small group intervention each afternoon to Y6 children identified as B1. PP teacher intensive work each morning. Y6 team meeting every two weeks to discuss progress of each child and identify next steps for intervention.</p> <p>f) All PPG children make progress from their starting points.</p>		
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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?
'Most able' PPG children progress in line with non-PPG children and will achieve Greater Depth at the end of the year	<ul style="list-style-type: none"> a) Using DFE methodology, identify most able children across the school. b) Monitoring of progress compared to progress of others with the same starting points. c) Y6 PiXI therapies for higher achieving PPG children and extension maths group. 	The progress measure from KS1 to KS2 for HA children demonstrate that not enough PPG children with high APS at KS1 go onto achieve greater depth at KS2. We want to ensure that these children can achieve highly and not simply meet the expected standard. In order to compare progress of this group with others with the same starting points, a list of 'most able' children needs to be established using DFE methodology where available.	<ul style="list-style-type: none"> a) DHT to establish a list of 'most able' pupils based on starting points and share with teachers. b) Pupil Progress meetings used to monitor the progress of identified children and to put intervention in place where necessary. Focus of monitoring by DHT after each data point. c) Writing therapy for HA PPG children in Y6 run daily by DHT. Specialist maths teaching for Greater Depth group in Y6. 	JC KS leaders	Data points and PP meetings

<p>All children eligible for PPG will achieve the expected level in the Y1 phonics screening</p>	<ul style="list-style-type: none"> a) AHT and class teachers to carefully monitor the progress of this group of children. b) AHT interrogate the 2017 data to identify key areas of weakness for the cohort and for PPG group. c) Intervention groups for PPG children in Y1. d) Early intervention strategies in EYFS to support reading. Daily reading with a teacher of all PPG children. Targeted intervention. e) EYFS staff to explicitly teach words when working with children. 	<p>Year 1 data from June 2017 shows that 60% of PPG children passed the check whereas 84% of non-PPG children passed the check.</p> <p>The number of words that a child knows at the age of 2 is a strong predictor for their attainment at 11 and 16. A focus in EYFS and across the school on teaching children new vocabulary will support their reading comprehension as well as their attainment in all areas of the curriculum.</p>	<ul style="list-style-type: none"> a) AHT to monitor half termly. b) AHT to interrogate previous data and use findings to inform planning. c) All PPG children at risk of not passing the check to be included in intervention groups. AHT to monitor impact. d) All PPG children make expected or more than expected progress during time in N and R. Extra member of staff in Nursery to allow for quality interactions. e) The number of words that each child knows increases- monitor practice through learning walks and lesson observations. 	<p>KA</p>	<p>Half termly</p>
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iii. Other approaches					
All children eligible for pupil premium will be settled and secure in school; they will have their social, emotional and mental health needs met and will be happy and ready to engage and learn.	a) FSA/PP teacher and Learning Mentor to support vulnerable children in school.	There are a number of children who currently deal with difficult circumstances at home which has a direct impact on their ability to learn. Twenty PPG children require support as necessary from the FSA, PP teacher and Learning Mentor.	a) Regular communication between class teachers and the FSA/PP teacher to coordinate the support required for these children.	TOS/SC/JC	Half termly or more regularly when required
	b) Identify children who are vulnerable but not eligible for PP.	'Unknown children-destined for disadvantage?'- Ofsted July 2016- focus on pre-school education. Two year old funding-need to know who has had it before entering our nursery	b) Ensure that the question is directly asked to parents during home visits. Encourage to apply for PPG if appropriate.	EYFS team	
	c) Establish play therapy and other therapeutic interventions for children who require specific targeted emotional support.		c) Play therapy every Friday am. Counselling every Friday am. Children targeted each term depending upon need and circumstances.	FSA	

<p>Families who find it difficult to help their children at home will be targeted with support which will impact positively on pupil achievement</p>	<ul style="list-style-type: none"> a) Programme of 'non-threatening' workshops designed to encourage less confident parents to attend. Workshops organised for the beginning and end of the school day and to include the children. b) Ensure all parents are aware of the expectations with regard for reading at home and completing homework. Teachers to monitor and follow up with parents as necessary. c) School to offer a homework club with computer access for those who struggle to complete work at home. 	<p>Although we do not have data to support it, there is a feeling that the parents who most need to rarely attend sessions on learning that the school puts on. Parents do, generally, attend assemblies, plays and other events where their children are participating.</p>	<ul style="list-style-type: none"> a) More PPG parents attend the workshops than previously as they are able to do the activities with their children-monitor through sign in sheets and feedback forms. b) Reading at home charts to be monitored. FSA involvement where homework is routinely not completed. c) PPG children encouraged to attend if homework is not being completed at home. 		
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The capacity of families in difficult circumstances to parent well will be increased through the support offered by the Family Support Advisor	a) FSA to support vulnerable families	Of the 11 families currently having direct intensive work with the FSA, 6 are eligible for PPG. We have a number of families with whom CSC are involved but also many who do not quite meet the threshold.	a) Constant review and monitoring of support by FSA and SLT		
Other	Educational visits After school clubs Uniform voucher Y6 residential	Additional learning opportunities can improve attitudes towards school and improve development.	Ensure parents are aware that school can pay for clubs and trips if requested.	£1,000	
Costs	PP teacher and 30% DHT 50% FSA, Learning Mentor, 2x pm TA, nursery TA TA for child with EHCP Milk Play therapy Blogging Resources		Total	£44,567 £33, 270 £4,156 £280 £1,800 £600 £100 £85, 832	

6. Review of expenditure							
Previous Academic Year		2016-2017					
i. Quality of teaching for all							
Desired outcome	Chosen action/approach	Estimated impact:				Lessons learned	Cost
To improve attainment in maths across the school	Whole school approach to maths teaching Use of concrete apparatus-Numicon and Barbara Carr approach		Data 3 2016 %	Data 3 2017 %	Improvement	Improvement in outcomes (% of cohort at ARE or above) in all year groups other than 3. This Y3 anomaly can be explained to some extent by the interim assessment framework for Y2.	Barbara Carr training- £4000 Numicon training- £150
		R		86			
		1		74			
		2	63	71	8		
		3	69	67	-2		
		4	49	61	12		
		5	51	57	6		
6	38	66	30				
To improve the use of feedback so that all children make as much progress as possible	Marking 1:1 verbal feedback Effective use of success criteria Use of visualisers for immediate feedback	<p>Verbal feedback being effectively used- observed across the school.</p> <p>Tilt- teachers prioritise PP children for verbal feedback early on in a session in order to give as much time as possible to act upon it.</p> <p>Written feedback not consistently given. Children in some year groups still not being given the feedback required to make as much progress as possible.</p>				<p>Some teachers did not understand the importance of quality written feedback alongside verbal feedback.</p> <p>Marking policy needs to be reviewed again in order to make expectations clear but manageable.</p> <p>Better quality visualisers need to be purchased.</p> <p>Teacher subject knowledge may be a limiting factor in ability to give quality feedback about next steps-continue to address through CPD.</p>	Zero cost
Establish 'growth mindset' across the school	Learning about learning. Establish a language of learning culture.	<p>Children across the school refer enthusiastically to 'growth mindset'.</p> <p>Still an 'add on' for some teachers- not yet part of their daily practice.</p>				<p>Weekly assemblies have kept children aware of mindsets.</p> <p>TA training has only just taken place (May 2017). The impact on this is unknown.</p> <p>All staff present at the INSET day in June were surveyed and all felt that the Growth Mindset strategy was working in their classrooms and that they wanted to carry on focusing on it during the next academic year.</p>	Growth mindset training- £2660

<p>Use blogging to raise the aspirations of all children – focus on writing</p>	<p>PP blogging project Whole school focus Autumn 2016</p>	<p>This has not been effective and impact this academic year has been minimal- not to be continued next year.</p>	<p>Initial training session in the autumn term was positive but the limitations of the laptops has made accessing the internet very difficult and frustrating.</p> <p>David Mitchell has been very difficult to contact and has not been back for follow-up sessions.</p>	<p>£7100 (Over 3 years)</p>
<p>Increase parental engagement and parental commitment to school</p>	<p>Appointment of AHT with responsibility for parental engagement</p> <p>Funding for FSA through PP (50% of salary)</p>	<p>AHT appointed January 2017. Engaged with PTA. No further impact</p>	<p>Clear expectations for teams to invite parents in each term. DHT role from 2017.</p> <p>FSA- engaged with a number of families.</p>	<p>£6000</p>
<p>Focus on well-being, characteristics of effective learning and involvement in EYFS and into KS1.</p>	<p>Use of early years PP grant</p>	<p>Small number of children have been identified and now applied for EY PP grant.</p> <p>EY team have established a consistent language and approach to characteristics of effective learning.</p>	<p>Leaflet about EY PP grant -offering free school uniform vouchers -to be sent to parents before children start in the autumn term.</p> <p>Further development of understanding of characteristics of effective learning and planning for teaching them over the next academic year.</p> <p>EY practice into Y1 (planning for inclusion of characteristics of effective learning).</p>	<p>None</p>
<p>Identify children who are vulnerable but not eligible for PP.</p>		<p>Session held on defining 'vulnerable'. Teaching staff aware of vulnerable children in their classes.</p>	<p>Discussions about these children need to occur at all transition meetings. This happened during the two staff meeting sessions dedicated to transition. A form was filled in by all receiving teachers detailing discussions about barriers to learning for all key children.</p> <p>Identifying children who were eligible for two year old funding-question to be asked at home visits.</p>	<p>None</p>

Adopt a 'tilt' approach across the school	<p>'Vulnerable first' approach.</p> <p>First books to be marked, first to work with the teacher, first to be given oral feedback.</p>	<p>At ARE or above data 3 (Reception to Y6):</p> <table border="1" data-bbox="663 129 1158 272"> <thead> <tr> <th></th> <th>All</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>72%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>62%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>69%</td> <td>72%</td> <td>57%</td> </tr> </tbody> </table> <p>Catch up from below ARE to ARE:</p> <table border="1" data-bbox="663 331 1122 475"> <thead> <tr> <th></th> <th>All</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>12%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>12%</td> <td>12%</td> <td>10%</td> </tr> </tbody> </table>		All	Non-PP	PP	Reading	73%	72%	65%	Writing	60%	62%	50%	Maths	69%	72%	57%		All	Non-PP	PP	Reading	10%	12%	6%	Writing	12%	12%	13%	Maths	12%	12%	10%	<p>Moral objections from teaching staff about how fair it is to prioritise PP children over other equally deserving children.</p> <p>Reception staff have embraced the approach with most determination and have prioritised teachers to read daily and work with their most vulnerable children. In reception, 3 out of 4 children have made progress to achieve ARE in reading and writing and all 4 in maths.</p> <p>A focus on giving quality verbal feedback to children, particularly in writing, appears to have had an impact with more PP children catching up from below ARE to ARE than the whole cohort and non-PP.</p>	None
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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																				
100% of more able PP children make at least expected progress and are targeted to make more where there is a gap in attainment.	<p>Children identified in each class. Teachers made aware that the progress of these children is their responsibility. PP teacher given responsibility for the monitoring of this group-performance management target.</p> <p>PP teacher to identify barriers to learning/class interventions.</p> <p>PP teacher to identify key children from this group for 1:1 and small group tuition.</p>	<p>Most able PP children (21 from Y1-Y6) identified through PP meetings (exceeding at EYFS and/or L3/GDS at KS1)</p> <table border="1" data-bbox="663 855 1227 1174"> <thead> <tr> <th></th> <th>Less</th> <th>Expected</th> <th>More</th> <th>Expected or more</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2 (10%)</td> <td>12 (57%)</td> <td>7 (33%)</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>3 (14%)</td> <td>16 (76%)</td> <td>2 (10%)</td> <td>86%</td> </tr> <tr> <td>Maths</td> <td>3 (14%)</td> <td>13 (62%)</td> <td>5 (24%)</td> <td>86%</td> </tr> </tbody> </table>		Less	Expected	More	Expected or more	Reading	2 (10%)	12 (57%)	7 (33%)	90%	Writing	3 (14%)	16 (76%)	2 (10%)	86%	Maths	3 (14%)	13 (62%)	5 (24%)	86%	<p>PP teacher has not worked with more able PP children but has taken responsibility for monitoring. Next year, the PP teacher needs to be involved in pupil progress meetings to further challenge and hold teachers to account about the progress of these children.</p> <p>Other more able children also need to be identified so that progress of both groups with similar starting points can be tracked.</p>	PP teacher- £23,525
	Less	Expected	More	Expected or more																				
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<p>100% of PP children pass the phonics check</p>	<p>Children in Y1 identified as needing support to pass the phonics check. Engage with parents. Intervention where appropriate.</p>	<p>Only 50% (3 out of 6) PP children passed the phonics check despite significant intervention. This gives an attainment gap of -34%.</p>	<p>Next year, greater emphasis must be given to engaging the parents of these children earlier on so that they support at home. The intervention was ineffective and further work needs to be carried out with the HLTA who has delivered it.</p>	
<p>All PP children in Y6 able to achieve ARE identified -and achieve ARE in SATS 2017</p>	<p>Intervention put in place through use of Pupil Premium teacher to work in small groups with those identified as requiring support to achieve ARE.</p>	<p>The PP teacher worked with 5 PP children for reading, 5 for writing and 5 for maths (not all the same children). All were significantly below ARE as a baseline. 1 child achieved ARE in writing and 2 in maths.</p> <p>Of the 8 who remained with the CT, 5 achieved ARE for reading. Of the 8 who remained with the CT, 7 achieved ARE for writing. Of the 8 who remained with the CT, 6 achieved ARE for maths.</p> <p>All children who worked with the PP teacher made more than expected progress in reading, writing and maths.</p>	<p>Targeted intervention ensured all children who worked with the PP teacher made more than expected progress from their starting points.</p> <p>These children were way below ARE as a starting point and have made very good progress.</p> <p>Even more targeted intervention using PIXL will ensure even better provision.</p>	<p>PP teacher- £23,525</p>

