



Wooden Hill Three Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION 2019			
Total number of pupils:	366 (Nursery 38)	Total pupil premium budget:	£83. 080
Number of pupils eligible for pupil premium:	46	Amount of pupil premium received per child:	£1320

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	19	41%
Girls	27	59%
Cause for Concern	9	20%
SEN Support	6	13%
EHC plan	1	2%

Assessment data

EYFS GOOD LEVEL OF DEVELOPMENT					
All pupils (2 PPG pupils)	Pupils eligible for PP	Non-disadvantaged pupils	National average	Data from previous 3 years	
				2016-17	2017-18
80%	100%	79%	72%	78%	71%

YEAR 1 PHONICS SCREENING CHECK					
All pupils (5 PPG pupils)	Pupils eligible for PP	Non-disadvantaged pupils	National average	Data from previous 2 years	
				2016-17	2017-18
89%	100%	88%	82%	80%	82%

END OF KS1						
(6 PPG pupils)	All pupils	Pupils eligible for PP	Non-disadvantaged pupils (national 2019)	National average	Data from previous 2 years	
					2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	61%	33%			59%	63%
% achieving expected standard in reading	80%	83%	78%	75%	82%	69%
% achieving expected standard in writing	65%	33%	73%	69%	63%	76%

% achieving expected standard in maths	74%	67%	79%	76%		71%	76%
--	-----	-----	-----	-----	--	-----	-----

END OF KS2						
(12 PPG pupils)	All pupils	Pupils eligible for PP	Non-disadvantaged pupils (national 2019)	National average	Data from previous 2 years	
					2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	58%	50%			48%	55%
% achieving expected standard in reading	68%	50%	78%	73%	66%	67%
% achieving expected standard in writing	76%	67%	83%	78%	62%	67%
% achieving expected standard in maths	78%	67%	84%	79%	66%	76%

END OF KS2 PROGRESS									
(12 PPG pupils)	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Disadvantaged	+0.7	-0.2	-1.81	-0.9	+0.2	+1.19	-2.0	+1.3	-1.17
Non-disadvantaged	-0.2	-0.1	+0.41	+2.0	-3.6	+0.21	-0.5	+0.4	+0.3

OTHER DATA

Look at:	Strengths	Weaknesses																								
Attendance data	<p>In March (when the new absence procedures were put in place) there were 29 children on the 'red list' (less than 90% attendance). By the end of May this was reduced to 17.</p> <p>Of these, in March 10 PP children were on the red list. This was reduced to 6 by May through the application of clear procedures by the attendance team (Attendance Officer and FSA)</p>	<p>In all year groups, the attendance of the PP group is marginally below non-PP. Overall PP=95.26% and non-PP=96.33%</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>95.05%</td> <td>95.78%</td> </tr> <tr> <td>1</td> <td>95.62%</td> <td>96.68%</td> </tr> <tr> <td>2</td> <td>95.16%</td> <td>96.59%</td> </tr> <tr> <td>3</td> <td>93.72%*</td> <td>97.19%</td> </tr> <tr> <td>4</td> <td>95.42%</td> <td>96.64%</td> </tr> <tr> <td>5</td> <td>94.99%</td> <td>96.86%</td> </tr> <tr> <td>6</td> <td>96.17%</td> <td>97.98%</td> </tr> </tbody> </table>		PP	Non-PP	R	95.05%	95.78%	1	95.62%	96.68%	2	95.16%	96.59%	3	93.72%*	97.19%	4	95.42%	96.64%	5	94.99%	96.86%	6	96.17%	97.98%
	PP	Non-PP																								
R	95.05%	95.78%																								
1	95.62%	96.68%																								
2	95.16%	96.59%																								
3	93.72%*	97.19%																								
4	95.42%	96.64%																								
5	94.99%	96.86%																								
6	96.17%	97.98%																								
Behaviour data	No trends identified in terms of behaviour incidents for PP pupils.																									

OTHER FACTORS

Decrease in number of pupils eligible for Pupil Premium	This year 12 children left to go to Y7 and currently one child eligible for PP has entered the Reception class. This trend is replicated through the school with very low numbers from Year 4 down. This will lead to a significant reduction in the amount of money received.
---	--

LONG-TERM PLAN (3 YEAR TIMESCALE):

- **EFFECTIVE TEACHING FOR ALL SO THAT THE COMBINED GAP (WRM) BETWEEN ATTAINMENT OF PP PUPILS AND NON-PP PUPILS IS REDUCED (ESPECIALLY IN WRITING IN KS1 AND READING IN KS2)**
- **VOCABULARY GAP REDUCED AND ORAL LANGUAGE SKILLS IMPROVED**
- **ABSENTEESISM AND LATENESS FROM PP PUPILS REDUCED SO THAT THEIR ATTENDANCE IS IN LINE WITH ALL OTHER PUPILS**
- **A CULTURE IN WHICH THE SOCIAL AND EMOTIONAL NEEDS OF VULNERABLE PUPILS ARE PRIORITISED CONTINUED TO BE EMBEDDED (TAKING INTO ACCOUNT THE ATTACHMENT NEEDS OF INDIVIDUALS)**
- **PARENTAL ENGAGEMENT INCREASED, PARTICULARLY IN EYFS AND KS1, SO THAT GOOD HABITS ARE ESTABLISHED EARLY IN A CHILD'S EDUCATION**

PRIORITY 1- EFFECTIVE TEACHING FOR ALL SO THAT THE COMBINED GAP (W,R,M) BETWEEN ATTAINMENT OF PP PUPILS AND NON-PP PUPILS IS REDUCED (ESPECIALLY IN WRITING IN KS1 AND READING IN KS2)

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
<p>To continue to embed the Wooden Hill approach to closing the gap through quality first teaching.</p> <p>To continue to embed the Wooden Hill Pupil Premium Pledge.</p>	<p>1. Share at PP CPD session in Autumn 1- remind existing staff and introduce to new staff.</p> <p>2. CPD session for all non-teaching staff.</p>	PP lead	Autumn 2019	None	At the end of Y2, the gap was 28%. This was largely due to the significant gap in outcomes for writing. The gap for writing was 32%. This to be reduced to less than 10%	<p>All data from Data 2 (March 2020- due to Covid-19)</p> <p>Writing Y2: All- 66%, PP-13%</p> <p>Writing Y6 All-77%, PP- 93%</p>
<p>To introduce a consistent approach to the teaching of early reading through the introduction of Read, Write Inc. in EYFS and Y1.</p>	<p>1. CPD session for all staff involved in the teaching of phonics/early reading.</p> <p>2. Half-termly meetings of all practitioners to share practice and problem solve difficulties together.</p> <p>3. Opportunities for all practitioners to observe each other teaching phonics,</p>	Phonics leads	CPD September INSET. Ongoing.	Resources purchased for RWI during summer term 2019.	<p>At the end of Y6 the R,W,M gap was 8%. This to be reduced to zero.</p> <p>The gap in the progress measure for reading at KS2 was 2.22 (PP -1.81 and</p>	<p>Data 2 phonics check prediction:</p> <p>All- 82%</p> <p>PP-100%</p>

<p>To embed whole class reading in Y2-Y6.</p>	<p>1. Ongoing CPD to embed the WH approach to reading- termly. 2. VIPERS used consistently across the school with all teachers accessing The Literacy Shed for high quality resources. 3. Pre-teaching used effectively in all year groups to support access to high quality texts (pre-reading, teaching vocabulary etc.)</p>	<p>Reading lead</p>	<p>Ongoing</p>	<p>Subscription to The Literacy Shed</p>	<p>non-PP +0.41). The gap in terms of progress from KS1 to KS2 to be reduced to zero.</p>	<p>Reading Y2: All-74%, PP-63% Reading Y6 All-79%, PP- 86%</p>
<p>To raise expectations in writing in EYFS and KS1.</p>	<p>1. Introduce writing scheme of work with high quality texts identified for each topic. 2. CPD on sentence level work. 3. Greater emphasis in FS and KS1 on writing sentences. 4. Targeted support for PP pupils in Y2 who are working below ARE.</p>	<p>Writing leads</p>	<p>CPD session in Autumn 2 then ongoing</p>	<p>None</p>		<p>Writing scheme of work written. CPD on use of high quality texts across the curriculum. Writing for PP pupils continues to be a significant issue in Y2.</p>
<p>To implement a programme of effective CPD.</p>	<p>1. A programme of CPD for the academic year 2019-2020 which puts teachers' development needs at the heart of it. 2. Introduction of 'Talk for Teaching' which gives teachers the opportunity to observe one another in small groups and to act upon what they have learned. 3. Action Research focus -the programme to consist of a series of action research opportunities with teachers taking responsibility for areas of the project. 4. Introduction of 'Teach Meets' to share research and outcomes in own classrooms from observations.</p>	<p>DHT</p>	<p>Ongoing over year</p>	<p>HLTA cover for observations.</p>		<p>Talk for Teaching-very positive feedback from teachers. However, staffing issues made it extremely hard to cover several teachers at the same time. Impact from Action Research not consistent. Some teachers very engaged, others less so.</p>

	4. A CPD programme for support staff planned which is closely linked to the priorities in the SIP.					
To ensure pupils' voices are heard.	1.Pupil Voice used to support teachers to appreciate learning in their classroom from the child's perspective. 2. Baseline interviews with DHT in autumn term to determine children's perspective. 3. Monthly hot chocolate catch up sessions with DHT- small groups of pupils from each year group to discuss their learning and school experiences.	PP lead	Monthly meetings	Hot chocolate etc.		Effective and will continue.
To identify, analyse and target gaps in learning.	1.PiXL PLCs completed for all B1 pupils. 2. Half-termly progress meetings focused on B1 pupils. 3.PiXL therapies delivered by teachers in response to individual need.	All teachers and KS leaders	Half-termly	None		Pupil progress meetings focused on these children.
To ensure that PP pupils with high prior attainment achieve greater depth (GD) in line with non-PP pupils.	1.Pupils with high prior attainment but not working at greater depth identified as A2 and targeted through A2 therapies. 2. Other pupils who demonstrate potential to achieve GD also targeted as A2. 3. Regular progress meetings focused on A2 pupils.	All teachers and KS leaders	Half-termly	None		The language of 'A2' widely used. Teachers aware of these children. Non data to support this.

To reduce class sizes in Y3/4 and 6 through employment of additional teacher	<p>1. Additional teacher to teach Y3 maths so that Y3 and Y4 maths can be taught separately- focus effective provision for the year group.</p> <p>2. Additional teacher to teach Y6 English giving personalised learning opportunities in a much smaller group.</p>	Additional teacher	On going	£19, 723		<p>Y3 maths: All – 72%, PP-50%</p> <p>Y4 maths: All- 86%, PP- 71%</p>
---	---	--------------------	----------	----------	--	---

PRIORITY 2- VOCABULARY GAP REDUCED AND ORAL LANGUAGE SKILLS IMPROVED

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To embed a whole school focus on vocabulary.	<p>1. Use pre-teaching effectively to teach vocabulary, context and meaning of texts- HLTA cover used for teachers to do this prior to whole class reading lessons.</p> <p>2. Knowledge Organisers shared with pupils and families before starting a new topic with key vocabulary explained.</p> <p>3. Vocabulary explicitly taught in all subjects.</p> <p>4. Embed the PiXL vocabulary package across the school- use PiXI vocabulary mats in every lesson where appropriate.</p> <p>5. Encourage parents to use the PiXL vocabulary app.</p>	DHT and KS leaders	Autumn 1	None	Children able to access higher level texts and demonstrate a greater understanding of words in context.	Knowledge Organisers shared with parents at the start of every topic. Significant focus on vocabulary in all classes.
To ensure the effective teaching of oracy embedded	<p>1. CPD- all staff.</p> <p>2. Participate in year 2 of the Voice 21 Oracy Programme</p>	DHT	CPD Autumn 1 then	Year 2 Oracy project- CPD budget	Monitoring demonstrates that all adults expect	CPD carried out. Oracy framework used in all classes.

<p>across the school.</p>	<p>3. Whole school culture (flipped parent consultations, oracy based assemblies, Spark Speeches). 4. Use of the oracy framework as a shared language to discuss oracy. 5. Expectation that all year groups plan one oracy based scheme of work each term-report outcomes at termly 'Teach Meet'. 6. All adults expect pupils to answer in complete sentences. 7. Information for parents shared through workshops and other communications.</p>		<p>ongoing</p>		<p>children to answer in complete sentences. Clear evidence in classrooms of a focus on oracy.</p>	<p>Outcomes from oracy based scheme of work shared at December Teach Meet (TM in March not carried out due to closure). Parent session held – 20 parents attended.</p>
<p>To ensure communication and language approaches are used effectively in early years.</p>	<p>1. Clarify expectations- pupils answer in complete sentences. 2. Plan effectively for opportunities to develop vocabulary. 3. Speech and Language (SALT) for pupils with identified needs. 4. Introduction of 'chatter books' in Nursery.</p>	<p>EYFS lead</p>	<p>Ongoing</p>	<p>Resources for 'chatter books' where required.</p>		<p>Continued focus in FS on language and communication.</p>

PRIORITY 3- ABSENTEESISM AND LATENESS FROM PP PUPILS REDUCED SO THAT THEIR ATTENDANCE IS IN LINE WITH ALL OTHER PUPILS

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To track and closely monitor attendance and take swift action where absence/lateness is an issue.	<ol style="list-style-type: none"> 1. Clear procedure adhered to by all staff involved in absence- clear timescales and responsibilities. 2. Attendance action plans put in place by FSA. 3. FSA to support and challenge vulnerable families. 4. Involvement of HT/EWO where necessary. 5. All staff aware of their responsibilities with regard to absence and engaging with families. 6. Attendance of PP pupils monitored by PP lead. 	Attendance officer, FSA, PP lead, HT	Ongoing	Regular meetings between attendance team.	Attendance gap reduced from 1.07% to zero.	Procedure clear. FSA more involved in challenging attendance.

PRIORITY 4- A CULTURE IN WHICH THE SOCIAL AND EMOTIONAL NEEDS OF VULNERABLE PUPILS ARE PRIORITISED CONTINUED TO BE EMBEDDED (TAKING INTO ACCOUNT THE ATTACHMENT NEEDS OF INDIVIDUALS)

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To effectively support vulnerable pupils and families.	<ol style="list-style-type: none"> 1. Learning Mentor to support identified pupils to be in class. 2. Groups that respond to the current emotional needs of the children in the school- 	LM, FSA, DHT	Ongoing	LM (100%) FSA (80%)	All vulnerable children supported to be in class and learning with their peers	LM successfully supported seven children over the term. Lunch club attended by twelve children.

	<p>focus of self-regulation techniques where appropriate.</p> <p>3. FSA to support the parents of this group of pupils.</p> <p>4. Lunch club for pupils who find lunchtimes challenging run by Learning Mentor and FSA.</p>					
<p>To provide an environment where children with attachment difficulties can thrive.</p>	<p>1. Half termly information sharing meetings between all staff involved with our most vulnerable pupils to discuss current needs and update provision (Team Around the Child approach).</p> <p>2. System of Key Adults for vulnerable pupils.</p> <p>3. Forest Schools for identified vulnerable pupils during summer term to increase confidence.</p>	<p>HT, DHT, LM, FSA and all adults</p>	<p>Ongoing</p>	<p>Forest Schools (£500)</p>		<p>Vulnerable children meeting and notable children meetings held each half term where provision for each child is discussed and adapted.</p> <p>No Forest Schools- lockdown.</p>

PRIORITY 5- INCREASED PARENTAL ENGAGEMENT, PARTICULARLY IN EYFS AND KS1, SO THAT GOOD HABITS ARE ESTABLISHED EARLY IN A CHILD'S EDUCATION

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
<p>FSA used effectively to form positive relationships with vulnerable families and to encourage</p>	<p>1. Programme of workshops shared with parents.</p> <p>2. FSA communicate directly with parents for whom they may be useful.</p>	<p>FSA</p>	<p>Ongoing</p>	<p>Workshop programme set up (with outside agencies where appropriate)</p>	<p>Monitoring of attendance at events improves for PP parents to be in line with attendance by all parents.</p>	<p>Programme shared- low take up,</p>

<p>engagement with school events.</p>						
<p>Encourage parents to come into school and begin to break down barriers.</p>	<p>1. £50 fund for all EYFS and KS1 PP pupils- parents must meet individually with PP lead to access it. Fund spent on educational resources for home. 2. Series of 'Stay and Play' events in Nursery with targeted parents encouraged to attend. 3. Specific events planned for PP parents which are low key and fun. 4. English and maths leads put together programme of events that are not traditional workshops e.g. reading pyjama party, maths cooking session. Build on success of last year's sessions where parents worked alongside their child. 4. Encourage parents to participate in school events e.g. reading in Reception or gardening.</p>	<p>PP lead, EYFS lead, English and maths leads</p>		<p>PP fund (£1500)</p>		<p>Very low take up of the fund. Stay and Play sessions effective and parents attended. Reading pyjama party well attended by all.</p>

<p>Increase the use of the website to engage parents in their child's learning</p>	<p>1. Organise a series of bedtime stories read by staff members (this was successful in the summer term). 2. Teachers to upload videos of them showing how to complete maths methods. 3. All year groups update website weekly so that parents can talk to their children about what they have done in school/what they are going to be doing.</p>	<p>DHT</p>	<p>Spring term</p>			<p>Not completed due to lockdown.</p>
---	---	------------	--------------------	--	--	---------------------------------------

SUMMARY OF EXPENDITURE	
Leadership (20%)	£13, 835
Additional teacher (Y3 and Y6 60%)	£19, 723
Same day intervention x2	£12,415
Learning Mentor	£18, 353
FSA (80%)	£16, 310
Milk	£300
Educational visits	£500
PP fund	£1, 500
Forest Schools	£500
Total	£83, 080