



## Wooden Hill Primary School

### Pupil Premium Strategy 2018-2019

#### 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 access to enrichment activities for children who would otherwise not experience them.

1. Summary information					
Academic Year	2018/19	Total PP budget	£88,000	Date of most recent PP Review	
Total number of pupils	342 + 37 Nursery	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Feb/March 2019

2. Current attainment				
<b>Attainment for: 2017-2018</b>	All pupils (Wooden Hill)	Eligible for PP	Not eligible for PP	All pupils (national)
<b>End of KS2 (15 children)</b>				
% achieving expected standard or above in reading, writing and maths	55%	33%		64%
% achieving expected standard or above in reading	67%	40%	79%	75%
% achieving expected standard or above in GPS	67%	47%	76%	78%
% achieving expected standard or above in writing	67%	53%	74%	78%
% achieving expected standard or above in maths	76%	60%	76%	76%
<b>End of KS1 (5 children)</b>				
% achieving expected standard or above in reading	69%	40%	73%	76%
% achieving expected standard or above in GPS	67%	40%	71%	
% achieving expected standard or above in writing	76%	60%	77%	70%
% achieving expected standard or above in maths	76%	40%	80%	76%
<b>Y1 phonics Screening (5 children)</b>				
% achieving the standard in phonics-Y1	82%	60%	85%	
% achieving the standard in phonics-Y2	89%	100%	88%	
<b>EYFS GLD (6 children)</b>				
% achieving a Good Level of Development	71%	17%	79%	

<b>Progress score at end of KS2</b>	<i>All pupils</i>
<b>Reading</b>	-0.1
<b>Writing</b>	-2.5
<b>Maths</b>	+0.7

<b>3. Barriers to future attainment</b>		
<b>In-school barriers</b>		
<b>A.</b>	Gap between achievement of PP and non-PP children in reading, writing and maths.	
<b>B.</b>	Vocabulary gap between PP pupils and non PP children across the school.	
<b>C.</b>	Lack of PP children achieving greater depth in all subjects.	
<b>D.</b>	PP children need to catch up and keep up with their peers.	
<b>E.</b>	The social and emotional needs of some particularly vulnerable PP pupils (including CLA).	
<b>External barriers</b>		
<b>F.</b>	Parental engagement of PP children.	
<b>G.</b>	Persistent absenteeism and lateness of a small group of PP children.	
<b>4. Desired outcomes</b>		
	<b>Desired outcomes</b>	<b>Success criteria</b>
<b>A.</b>	Effective teaching for all and quality intervention where required	Pupils in all year groups and in all subjects make accelerated progress so that the gap in attainment is closed. PP children (who leave Nursery at the expected level) do not fall back in Reception and achieve GLD.
<b>B.</b>	Reduced vocabulary gap and improved oracy skills- focus on Reception but with improved outcomes in all year groups.	Vocabulary gap closed in Reception. Voice 21 oracy project implemented across the school (launched October 2018) <i>(Pupils screened at the beginning and end of Reception- screening materials to be purchased by SENDCo)</i>
<b>C.</b>	An increased number of PP pupils targeted to achieve GD at the end of the year. Focus on those identified as A2.	All PP pupils identified as A2 achieve GD at data 3. An increased number of PP pupils achieve GD. <i>(Progress of these identified pupils monitored at pupil progress meetings and at data points)</i>
<b>D.</b>	Through gap analysis, effective DTT (diagnose, teach, and test) PP children work at the same level of attainment as non PP children. Barriers to learning identified for individuals and teachers work to overcome these.  Same day intervention used effectively to allow PP children to keep up with the current learning.	QLA analysis used effectively to identify gaps and PLCs completed for B1 children. Interventions in place to ensure that gaps are quickly filled. Barriers to learning GSAs carrying out same day intervention focus on PP children and that these children keep up with the learning in the class. <i>(PLCs monitored and discussions about identified children at pupil progress meetings)</i>

<b>E.</b>	Effective use of FSA and other adults in school to support these very vulnerable children and families so that they are happy and secure and make progress.	All children are in class and make progress. Learning Mentor used effectively to ensure that the most vulnerable children are in class and learning.  (Monitor progress at pupil progress meetings)
<b>F.</b>	Reduce absenteeism and lateness for a group of 12 children (10 families) so that their attendance is in line with all other pupils.	All staff aware of their responsibilities with regard to lateness and absence. All lateness and absence challenged where it is an issue. Reduce the number of persistent absentees so that the attendance of identified children is in line with others. Reduce number of times children are late for school before or after the register is closed.  (Monitor effectiveness of attendance action plans)
<b>G.</b>	Increase parental engagement in school, particularly in EYFS and KS1, so that good habits are established early on in a child's schooling.	Relationship established between PP lead and EYFS/KS1 PP parents through one to one conversations on how to spend allocated funds. Range of events over the year specifically for PP families that are non-threatening and easy to access. Parental attendance at events and helping in school is increased Parents support their child's learning and begin to feel more confident about being in school. Social media used effectively to engage parents. (Monitor attendance of PP children's parents at events)

## 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>				
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen approach and evidence</b>	<b>Actions to achieve desired outcome</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review</b>
<b>Effective teaching for all: gap between attainment of PP children and non-PP children is reduced</b>	<p><b>a) Effective CPD</b></p> <p><i>EEF Attainment Gap Report 2018- What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.</i></p>	<ul style="list-style-type: none"> <li>A programme of CPD for the academic year 2018-2019 which puts teachers' development needs at the heart of it.</li> <li>Action Research focus -the programme to consist of a series of action research opportunities with teachers taking responsibility for areas of the project.</li> <li>A CPD programme for support staff planned which is closely linked to the priorities in the SIP.</li> </ul>	PP children make accelerated progress so that the gap in attainment is reduced	DHT	

	<p><b>b) Feedback techniques embedded</b></p> <p><i>EEF toolkit- Feedback: High impact for very low cost, based on moderate evidence +8 months</i></p>	<ul style="list-style-type: none"> <li>• The school has worked hard over the past two years to shift away from written marking to quality verbal feedback.</li> <li>• Clear policy shared at INSET day</li> <li>• Feedback in all forms -focus for CPD and all monitoring.</li> </ul>		<p><b>SLT</b></p>	
	<p><b>c) Collaborative learning opportunities planned for</b></p> <p><i>EEF toolkit- Collaborative Learning: Moderate impact for very low cost, based on extensive evidence +5 months.</i></p>	<ul style="list-style-type: none"> <li>• Review of the curriculum for 2018-2019, opportunities for extended collaborative learning have been planned for.</li> <li>• Disadvantaged children will need to be supported to access these opportunities and to talk and articulate their thinking clearly.</li> </ul>		<p><b>DHT</b></p>	
	<p><b>d) Focus of English provision in EYFS for PP children</b></p> <p><i>EEF Attainment Gap Report 2018- There is a 4.3 month gap at the start of school between disadvantaged children and their classmates; • this more than doubles to 9.5 months by the end of</i></p>	<ul style="list-style-type: none"> <li>• GLD not achieved largely due to reading and writing skills.</li> <li>• Support for those children who have entered Y1 without the skills required to fully access the curriculum- focus of extra PT teacher in first three weeks of term/EB PP intervention.</li> <li>• Careful monitoring of, and focus on, those PP children</li> </ul>		<p><b>EYFS lead and English subject leaders</b></p>	

	<p><i>primary school; and • then more than doubles again, to 19.3 months, by the end of secondary school</i></p> <p><i>Bold Beginnings 2017- All primary schools should make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception year.</i></p> <p>In 2017-2018 5 of the 6 PP pupils in Reception did not achieve GLD.</p>	<p>who left Nursery working at the expected level. These children must not fall behind and must achieve GLD.</p> <ul style="list-style-type: none"> <li>• Improved provision for communication and language, reading and writing in Reception (see EYFS action plan).</li> <li>• Focus on reading being the core purpose of the Reception year.</li> <li>• The quality of the provision will be closely monitored by the EYFS lead and subject leaders.</li> </ul>			
<p><b>Barriers to learning identified and efforts made to support children to find strategies to overcome them</b></p>	<p><b>a) The attainment gap will not be closed if children's barriers to learning are not identified and they are supported to find ways to overcome them.</b></p> <p>Our experience of some of our most vulnerable children has shown us that unless we support them with dealing with problems from home, friendships, self-esteem etc. then they will not learn to the best of their ability.</p>	<ul style="list-style-type: none"> <li>• Through discussions between adults and individual children/parents barriers identified.</li> <li>• Pupil Profiles set up for all disadvantaged children – to be transferred with them through the school.</li> <li>• Pupil progress meeting conversations to focus on barriers as well as gaps in learning.</li> </ul>			
<p><b>Confidence of PP children improved</b></p>	<p><b>Effective use of pre-teaching to improve the self-confidence of disadvantaged children as they begin a new topic</b></p>	<ul style="list-style-type: none"> <li>• Teachers aware that pre-teaching is a powerful tool for increasing the confidence of disadvantaged children.</li> <li>• Teachers share Knowledge Organisers with disadvantaged</li> </ul>			

		<p>children at the beginning of a topic.</p> <ul style="list-style-type: none"> <li>• Explicit vocabulary teaching at the beginning of all lessons.</li> <li>• Self-confidence work with vulnerable Y6 children – Matthew Syed- You are Awesome</li> </ul>			
<b>Children's voices heard</b>	<b>Pupil Voice used to support teachers to appreciate learning in their classroom from the child's perspective.</b>	<ul style="list-style-type: none"> <li>• Baseline interviews with DHT in autumn term to determine children's perspective.</li> <li>• Weekly hot chocolate catch up sessions with DHT- small groups of children from each year group to discuss their learning and school experiences.</li> </ul>			
<b>£19,708</b>	<b>30% DHT, HLTA cover for CPD,</b>				
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen approach and evidence</b>	<b>Actions to achieve desired outcome</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review</b>
<b>Vocabulary gap reduced and oral communication skills improved</b>	<p>a) <b>Whole school focus on vocabulary</b></p> <p>b) <b>Participation in the Voice 21 oracy project</b></p> <p>c) <b>Communication and Language approaches used effectively in Early Years</b></p> <p><i>EEF Attainment Gap report 2018- Early Years education has huge promise in preventing the</i></p>	<ul style="list-style-type: none"> <li>• CPD for staff on teaching vocabulary.</li> <li>• Implement PiXL vocabulary package across the school.</li> <li>• Knowledge Organisers shared with children and parents before a topic is taught with clear explanation for topic words.</li> <li>• Expectation that there is explicit teaching of vocabulary in every lesson every day</li> <li>• Whole class reading used effectively in KS2 to expose</li> </ul>	<b>Vocabulary gap closed in Reception – evidenced through screening</b>	DHT	

	<p><i>attainment gap becoming entrenched before children start school. Areas with potential include communication and language approaches.</i></p> <p><i>Vocabulary size at the age of 5 years is the strongest predictor of academic success. (Beimiller 2003)</i></p> <p><i>EEF Preparing for Literacy 2018- It offers early years professionals seven practical evidence-based recommendations to provide every child—but particularly those from disadvantaged homes—with a high quality and well-rounded grounding in early literacy, language and communication.</i></p>	<p>children to high quality texts-rich language</p> <ul style="list-style-type: none"> <li>• Participation in Voice 21 project which will:</li> </ul> <p>Engage critically with the research surrounding good practice in oracy teaching and learning. Apply this learning in their own classrooms using our carefully curated toolkit to establish best practice in their schools. Undertake an Impact Project to hone their understanding of oracy in practice. Evaluate current oracy provision in their schools through observation and analysis, then use these findings to develop a whole-school action plan.</p> <ul style="list-style-type: none"> <li>• Baseline vocabulary screening for Reception children – retest at end of the year (SENDCo to purchase)</li> <li>• Implement the recommendations of the EEF’s Preparing for Literacy report in EYFS- focus on the development of communication and language and on early reading.</li> </ul>			
<p><b>£700</b></p>	<p><b>Voice 21 project,</b></p>				



<p><b>An increased number of PP pupils achieve GD at the end of the year.</b></p>	<p><b>a) A2 PiXL code to identify borderline GD children</b></p> <p><b>b) CPD focus on challenge for HA children</b></p>	<ul style="list-style-type: none"> <li>• Identify all children with the potential to achieve GD as A2.</li> <li>• Focus on children with APS of 18+/- EXC in two subjects.</li> <li>• PiXL A2 therapies for HA PP children carried out by class teachers and PP teachers.</li> <li>• A2 children focus for pupil progress meetings</li> <li>• CPD and monitoring focus on challenge for HA children.</li> </ul>	<p><b>High achieving PP children attainment in line with non-PP children</b></p>	<p>SLT</p>	
<p><b>Gaps in learning identified and quickly filled.</b></p>	<p><b>a) Targeted same day intervention</b></p> <p><b>b) Gaps in learning for individuals identified and analysed- focus on catch up to ARE</b></p>	<ul style="list-style-type: none"> <li>• 'Whole Class Feedback Form' used to identify groups/individuals who require immediate intervention to keep up with the learning of the class.</li> <li>• GSAs used effectively to support PP children to keep up-gaps identified and filled-monitor time spent with PP children.</li> <li>• Half termly pupil progress meetings with focus on PP pupils' progress.</li> <li>• PiXL PLCs completed for all B1 children.</li> <li>• All teachers analyse QLA following test period.</li> <li>• PiXL training for staff at KS meetings in autumn term.</li> <li>• PiXL therapies carried out for Y2 and Y6 (Y2 EB, Y6 JC)</li> </ul>	<p><b>Interventions put in place quickly so that all children keep up and the gap between PP children and non-PP children diminishes</b></p>	<p>DHT</p>	

	<p><b>c) PP teachers used effectively to fill gaps for individuals and groups</b></p> <p><i>EEF Toolkit-Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</i></p>	<ul style="list-style-type: none"> <li>• PP teacher to work with all Y6 PP children. Flexibility to use time to modify teaching to address needs.</li> <li>• KS2 PP teacher in autumn term to focus on writing Y3 and maths Y5- flexible support to enable targeted PP children to catch up with peers by Data 1.</li> <li>• KS1 PP teacher (KS leader 1 x day per week)- Focus on reading/writing skills. Follow up carried out daily by GSA each afternoon.</li> </ul>			
<p><b>£43,324</b></p>	<p><b>2x GSA, Y6 PP teacher, autumn term KS2 PP teacher, KS1 PP teacher 1xday per week</b></p>				
<p><b>Effective support for vulnerable pupils and families</b></p>	<p><b>a) Deploy members of staff whose principle role is to support the emotional needs of identified children so that they can learn in class with their peers</b></p> <p><i>We currently have a significant number of CLA children who can be very emotionally vulnerable. In addition, there are a small number of other disadvantaged children whose emotional needs prevent them from achieving as highly as they could.</i></p> <p><i>EEF Toolkit- Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very</i></p>	<ul style="list-style-type: none"> <li>• Learning Mentor to support children to be in class.</li> <li>• Groups that respond to the current emotional needs of the children in the school- focus of self-regulation techniques where appropriate.</li> <li>• FSA to support the parents of this group of children.</li> <li>• Lunch club for PP children who find lunchtimes challenging run by LM and FSA.</li> <li>• Half termly information sharing meetings between all staff involved with our most vulnerable children to discuss current needs and update provision (Team Around the Child approach).</li> </ul>	<p><b>All vulnerable children supported to be in class and learning with their peers</b></p>		

	<i>low cost, based on extensive evidence)</i>	<ul style="list-style-type: none"> <li>• System of Key Adults for vulnerable children.</li> <li>• Forest Schools for identified vulnerable children during summer term to increase confidence.</li> </ul>			
<b>£28,768</b>	<b>80% FSA, 80% Learning Mentor</b>				
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen approach and evidence</b>	<b>Actions to achieve desired outcome</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review</b>
<b>Increase parental engagement in school, particularly in EYFS and KS1, so that good habits are established early on in a child's schooling</b>	<p>a) <b>Use of Pupil Premium Fund to engage parents in meeting with PP lead</b></p> <p>b) <b>A planned programme of easy to access events across the school</b></p> <p>c) <b>Parents in Reception and KS1 expected to help for one session each term</b></p> <p><i>EEF Toolkit- Parental engagement Moderate impact for moderate cost, based on moderate evidence +3 months</i></p>	<ul style="list-style-type: none"> <li>• £50 fund for all EYFS and KS1 PP children- parents must meet individually with PP lead to access it. Fund spent on educational resources for home.</li> <li>• Specific events planned for PP parents which are low key and fun.</li> <li>• 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.</li> <li>• Texts sent to PP families to remind them about school events</li> <li>• Parenting sessions run by FSA- parents approached and invited to attend.</li> <li>• Sign-up sheets for Reception and KS1 outside doors- work</li> </ul>	<b>Engagement of PP parents increases to be in line with that of other parents</b>	<b>DHT</b>	

		<p>on expectation that all parents volunteer once each term.</p> <ul style="list-style-type: none"> <li>All sessions/events have feedback forms and feedback acted upon.</li> <li>Attendance of PP parents monitored by PP lead.</li> </ul>								
<p><b>All Pupil Premium Children attend school regularly and on time.</b></p>	<p><b>a) Clear procedures set up for dealing with PP lateness/absence</b></p> <p><b>b) FSA to challenge and support where absence/lateness is an issue</b></p> <p><i>The Link Between Absence and Attainment at KS2 and KS4 (DFE report 2016) - in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</i></p>	<ul style="list-style-type: none"> <li>Fomalisation of the procedures for repeated absence and attainment which makes clear the roles and responsibilities of each member of staff.</li> <li>Clear responsibility of FSA to challenge where there is an issue.</li> <li>Support put in place for families where required.</li> </ul>								
<b>Total costs</b>										
	0400	Teachers	48,365	4,199	7,164	242	<b>59,970</b>		JC30%/SC100%/MG100% to 30.10.18/EB 20%	
	0632	Teaching Assistants	44,148	2,017	6,313	221	<b>52,699</b>		To 30/9 also included MS and BD 100%/PO100%/JN +LJ 100%pm	
	3150	Learning Resources					<b>1,000</b>		Reading resources	
	3230	Catering Consumerables					<b>300</b>		Milk	
	3355	Ext Prof services - non curr					<b>1,500</b>		Forest Schools	
	3434	School ICT resources					<b>600</b>		Annual hosting	
	3699	Other Expenses					<b>1,000</b>		Misc	
	3727	Educational Visits					<b>1,000</b>	<b>118,069</b>	Trips	

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017-2018</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<p>All PPG children will make at least expected progress in order to achieve ARE at the end of the year</p>	<p>a) Quality first teaching.</p> <p>b) Focused intervention where necessary to catch up to ARE.</p> <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 Pupil Premium teacher</p>	<p><b>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.</b></p> <table border="1" data-bbox="674 209 1227 416"> <thead> <tr> <th>Y</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0/2</td> <td>0/2</td> <td>0/2</td> <td></td> </tr> <tr> <td>2</td> <td>0/2</td> <td>1/3</td> <td>1/2</td> <td></td> </tr> <tr> <td>3</td> <td>1/3</td> <td>0/4</td> <td>0/3</td> <td>0/3</td> </tr> <tr> <td>4</td> <td>1/2</td> <td>2/4</td> <td>2/5</td> <td>1/5</td> </tr> <tr> <td>5</td> <td>3/4</td> <td>0/2</td> <td>1/6</td> <td>0/2</td> </tr> <tr> <td>6</td> <td>1/4</td> <td>6/9</td> <td>3/6</td> <td>3/8</td> </tr> </tbody> </table> <p>This does not include children who were more than 1 year below ARE at the baseline- SEN (below previous year secure).</p> <p><b>Expected or more than expected progress in year: (only including children with baseline data)</b></p> <table border="1" data-bbox="674 635 1227 874"> <thead> <tr> <th>Y</th> <th>No. PPG</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>4</td> <td>4</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>6</td> <td>3</td> <td>4</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>10</td> <td>9</td> <td>9</td> <td>8</td> <td>7</td> </tr> <tr> <td>4</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>7</td> </tr> <tr> <td>5</td> <td>10</td> <td>8</td> <td>4</td> <td>6</td> <td>9</td> </tr> <tr> <td>6</td> <td>14</td> <td>12</td> <td>14</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	Y	R	W	M	GPS	1	0/2	0/2	0/2		2	0/2	1/3	1/2		3	1/3	0/4	0/3	0/3	4	1/2	2/4	2/5	1/5	5	3/4	0/2	1/6	0/2	6	1/4	6/9	3/6	3/8	Y	No. PPG	R	W	M	GPS	1	5	4	4	3		2	6	3	4	3		3	10	9	9	8	7	4	10	10	10	10	7	5	10	8	4	6	9	6	14	12	14	13	13	<p>Mixed picture across the school and across subjects. Some very notable successes e.g. 3 of the 4 B1 PPG children in Y5 caught up to ARE in reading, 6 of the 9 B1 PPG children in Y6 caught up to ARE in writing and 3 out of the 6 in maths.</p> <p>There were fewer success in KS1 and lower KS2.</p> <p>Daily intervention by GSA where necessary has occurred according to need. Needs to be more focused on B1 and PPG children going forward.</p> <p>No consistent picture across year groups or subjects. Concern about maths in KS1 (2 children not made expected progress in Y1 and 3 in Y2). Concern about reading in Y2 (3 out of 6 not made expected progress).</p> <p>GPS in KS2- consistently fewer children making the expected progress.</p> <p>Concern about all subject areas in Y5.</p>	<p>PP teacher (100%) £29, 000</p> <p>DHT (30%) £19, 000</p> <p>GSA x2 £8 000</p>
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f) Pupil Premium teacher employed to work with PP children from across the school on gaps and barriers to learning

**No gap between PPG and non-PPG at the end of KS1 and KS2**

KS1	R	W	M	GPS
Total	69%	76%	76%	67%
PPG	40%	60%	40%	40%
Non-PPG	73%	77%	80%	71%
Gap	33%	17%	40%	31%

KS2	R	W	M	GPS
Total	67%	67%	76%	67%
PPG	40%	53%	60%	47%
Non-PPG	79%	74%	76%	76%
Gap	39%	21%	16%	29%

There continues to be a gap at the end of both KS. The largest gap at KS1 was maths but this was the smallest at KS2. The largest gap at KS2 was in reading. The gap at both KS is very cohort driven as it does not demonstrate a trend over time in any subject.

**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>'Most able' PPG children progress in line with non-PPG children and will achieve Greater Depth at the end of the year</p>	<p>a) Using DFE methodology, identify most able children across the school.</p> <p>b) Monitoring of progress compared to progress of others with the same starting points.</p> <p>c) Y6 PIXI therapies for higher achieving PPG children and extension maths group.</p>	<p>In Y1, Y2, Y3 and Y5, no PPG children identified as most able (APS of more than 18 or EXC in two areas). In Y4 and Y6 a total of 4 identified.</p> <p>Of these 4 PPG children, all achieved GD in writing, 3 in reading and only 1 in maths.</p> <p>In addition: Y6- 1 PPG child not identified as HA achieved GDS in maths. Y5- 1 PPG child not identified as HA achieved GDS in writing. Y4- 3 PPG children not identified as HA achieved GDS in reading. Y3 - 1 PPG child not identified as HA achieved GDS in reading. Y3- 1 PPG child not identified as HA achieved GDS in maths.</p>	<p>Children identified as Most Able have made less progress to achieve GD in maths.</p> <p>Not enough PPG children are achieving GD in all subjects.</p>	



<p>All children eligible for PPG will achieve the expected level in the Y1 phonics screening</p>	<ul style="list-style-type: none"> <li>a) AHT and class teachers to carefully monitor the progress of this group of children.</li> <li>b) AHT interrogate the 2017 data to identify key areas of weakness for the cohort and for PPG group.</li> <li>c) Intervention groups for PPG children in Y1.</li> <li>d) Early intervention strategies in EYFS to support reading. Daily reading with a teacher of all PPG children. Targeted intervention.</li> <li>e) EYFS staff to explicitly teach words when working with children.</li> </ul>	<p>Y1 phonics screening – 37/45= 82%</p> <p>PPG- 3/5 = 60%</p> <p>One PPG child arrived mid-year (SEN and LAC)</p>	<p>Targeted intervention was successful.</p>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	<ul style="list-style-type: none"> <li>a) FSA/PP teacher and Learning Mentor to support vulnerable children in school.</li> <li>b) Identify children who are vulnerable but not eligible for PP.</li> <li>c) Establish play therapy and other therapeutic interventions for children who require specific targeted emotional support.</li> </ul>	<p>A significant number of CLA children came to WH during the academic year. Their emotional needs were significant and it became necessary to appoint an extra member of staff to support them on a temporary basis.</p> <p>Play therapy was used in the autumn and spring terms and Forest schools in the summer term to support the emotional wellbeing of identified children.</p>	<p>Forest Schools was very much enjoyed by the children who attended. Teachers reported that they returned happier and more confident after their sessions and very much looked forward to them during the week. This will be continued in the summer term next year.</p> <p>Aim of LM is to support children to be in class. This has been generally successful with several children no longer requiring support. This role needs to continue to be very adaptable to the situation on a weekly basis as children's needs change.</p>	<p>FSA (50%) £9, 000 Learning mentor (100%) £11, 000 Nurture support worker £725 Play therapy and Forest Schools</p>

<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>	<p>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.</p> <p>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.</p> <p>c) School to offer a homework club with computer access for those who struggle to complete work at home.</p>	<p>In the autumn term, we ran a series of sessions where parents were invited in to work alongside their children carrying out practical maths, reading and phonics activities. A small number of PPG parents did attend these sessions with their children but these were generally parents who would have also attended more traditional workshops.</p> <p>Expectations for reading were made clear and teachers were encouraged to tackle non-reading with parents at parent consultations. A number of PPG parents continue to not support their child with reading at home.</p> <p>A homework club has been run for KS2 children with access to computers. 14 of the 20 regular attendees were PPG.</p>		
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<p>The capacity of families in difficult circumstances to parent well will be increased through the support offered by the Family Support Advisor</p>	<p>a) FSA to support vulnerable families</p>			
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