



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				
Attainment for: 2017-2018	All pupils (Wooden Hill)	Eligible for PP	Not eligible for PP	All pupils (national)
End of KS2 (15 children)				
% 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%
End of KS1 (5 children)				
% 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%
Y1 phonics Screening (5 children)				
% achieving the standard in phonics-Y1	82%	60%	85%	
% achieving the standard in phonics-Y2	89%	100%	88%	
EYFS GLD (6 children)				
% achieving a Good Level of Development	71%	17%	79%	

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

3. Barriers to future attainment		
In-school barriers		
A.	Gap between achievement of PP and non-PP children in reading, writing and maths.	
B.	Vocabulary gap between PP pupils and non PP children across the school.	
C.	Lack of PP children achieving greater depth in all subjects.	
D.	PP children need to catch up and keep up with their peers.	
E.	The social and emotional needs of some particularly vulnerable PP pupils (including CLA).	
External barriers		
F.	Parental engagement of PP children.	
G.	Persistent absenteeism and lateness of a small group of PP children.	
4. Desired outcomes		
	Desired outcomes	Success criteria
A.	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.	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) (Pupils screened at the beginning and end of Reception- screening materials to be purchased by SENDCo)
C.	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. (Progress of these identified pupils monitored at pupil progress meetings and at data points)
D.	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.	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.

	Same day intervention used effectively to allow PP children to keep up with the current learning.	(PLCs monitored and discussions about identified children at pupil progress meetings)
E.	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)
F.	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)
G.	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

Academic year	2018/19				
Quality of teaching for all					
Desired outcome	Chosen approach and evidence	Actions to achieve desired outcome	Success Criteria	Staff lead	Review
Effective teaching for all: gap between attainment of PP children and non-PP children is reduced	<p>a) Effective CPD</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</i></p>	<ul style="list-style-type: none">A programme of CPD for the academic year 2018-2019 which puts teachers' development needs at the heart of it.Action Research focus -the programme to consist of a series of action research opportunities with teachers taking responsibility for areas of the project.	PP children make accelerated progress so that the gap in attainment is reduced	DHT	<p>Autumn and spring terms-all teachers given opportunities to take part in peer observations. The focus for these was their choice and followed on from priorities identified in PM meetings.</p> <p>The Action Research project for the Autumn term focused on raising the attainment of HA girls in maths and the spring term focused on vocabulary acquisition. Feedback on the projects was very positive- with</p>

	<p><i>around the potential impact of teacher professional development; but the supply of high quality training is limited.</i></p> <p>b) Feedback techniques embedded</p> <p><i>EEF toolkit- Feedback: High impact for very low cost, based on moderate evidence +8 months</i></p> <p>c) Collaborative learning opportunities planned for</p> <p><i>EEF toolkit- Collaborative Learning: Moderate impact for very low cost, based on extensive evidence +5 months.</i></p> <p>d) Focus of English provision in EYFS for PP children</p> <p><i>EEF Attainment Gap Report 2018-There is a 4.3 month gap</i></p>	<ul style="list-style-type: none"> • A CPD programme for support staff planned which is closely linked to the priorities in the SIP. • The school has worked hard over the past two years to shift away from written marking to quality verbal feedback. • Clear policy shared at INSET day • Feedback in all forms -focus for CPD and all monitoring. • Review of the curriculum for 2018-2019, opportunities for extended collaborative learning have been planned for. • Disadvantaged children will need to be supported to access these opportunities and to talk and articulate their thinking clearly. • GLD not achieved largely due to reading and writing skills. • Support for those children who have entered Y1 without the skills required to 		<p>SLT</p> <p>DHT</p> <p>EYFS lead and English subject leaders</p>	<p>teachers changing their practice as well as engaging with research.</p> <p>Feedback policy clear.</p> <p>Curriculum review carried out in Summer 2018. Opportunities for collaborative learning identified. Further CPD carried out on this following Mick Water's training-approaches to collaborative project work. Further training carried out in Spring 2 from Mick Waters and Chris Quigley. Consultation carried out with children, parents, governors and all staff. Curriculum carefully sequenced and 'essential experiences' included</p> <p>Major focus on 'Talk for Writing' planning from writing lead during Autumn and Spring terms. This approach is becoming embedded and children are writing more independently. Focus on the provision for writing in all areas of the setting and on teachers carrying</p>
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	<p><i>at the start of school between disadvantaged children and their classmates; • this more than doubles to 9.5 months by the end of 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>fully access the curriculum- focus of extra PT teacher in first three weeks of term/EB PP intervention.</p> <ul style="list-style-type: none"> Careful monitoring of, and focus on, those PP children who left Nursery working at the expected level. These children must not fall behind and must achieve GLD. Improved provision for communication and language, reading and writing in Reception (see EYFS action plan). Focus on reading being the core purpose of the Reception year. The quality of the provision will be closely monitored by the EYFS lead and subject leaders. 		<p>out guided group sessions with 4/6 children.</p> <p>PT teacher (in first three weeks of Autumn 1) and EB (over Autumn) worked with children who entered Y1 below ARE (focus on PPG). Five children- all made progress to catch up to ARE (or already at ARE) in R,W and M. Two children caught up from below in writing and one in maths</p> <p>Both PP children in Reception achieved GLD.</p> <p>Additional member of staff employed from November 2018 to July 2019 to support early literacy. Focus on reading and phonics in Reception and Y1. All PP children achieved GLD and phonics check.</p> <p>A programme of Speech and Language teaching set up for identified children (carried out by a RSA). An attention and listening group carried out in Summer term.</p>
<p>Barriers to learning identified and efforts made to support children to find strategies to overcome them</p>	<p>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.</p> <p>Our experience of some of our most vulnerable children has shown us that unless we support them with dealing with problems</p>	<ul style="list-style-type: none"> Through discussions between adults and individual children/parents barriers identified. Pupil Profiles set up for all disadvantaged children – to be transferred with them through the school. Pupil progress meeting conversations to focus on barriers as well as gaps in learning. 		<p>The Pupil Profiles have been set up for children in Reception and KS1. Impact not yet known as it will be the accumulated information that will be of use in future.</p> <p>PP lead has used a small allocated amount of money for each child in R and KS1 to begin to have individual meetings with parents to discuss needs. The meetings have focused on what the money (£50) can be spent on to support learning at home but have also been a good way to develop relationships between some</p>

	from home, friendships, self-esteem etc. then they will not learn to the best of their ability.			<p>of the most vulnerable families and school leaders.</p> <p>Pupil Progress meetings used to discuss barriers for individuals.</p>
Confidence of PP children improved	Effective use of pre-teaching to improve the self-confidence of disadvantaged children as they begin a new topic	<ul style="list-style-type: none"> Teachers aware that pre-teaching is a powerful tool for increasing the confidence of disadvantaged children. Teachers share Knowledge Organisers with disadvantaged children at the beginning of a topic. Explicit vocabulary teaching at the beginning of all lessons. Self-confidence work with vulnerable Y6 children – Matthew Syed- You are Awesome 		<p>CPD in Autumn term (co delivered by PP lead and Zoe Livingstone from BFBC). Produced a PP pledge and strategies for closing the gap through quality first teaching- which includes the importance of pre-teaching as a strategy.</p> <p>PE teacher used to cover Y6 teachers to carry out pre-teaching on a Friday afternoon with PP and B1 children.</p> <p>KOs produced at the beginning of a topic for history, geography, RE and science. Teachers still need to prioritise sharing the information in these with disadvantaged children.</p> <p>Evidence of explicit vocabulary teaching is evident in classrooms (on walls/boards) and through monitoring.</p> <p>Successfully carried out the Matthew Syed programme with Y6 children in Spring 1.</p>
Children's voices heard	Pupil Voice used to support teachers to appreciate learning in their classroom from the child's perspective.	<ul style="list-style-type: none"> Baseline interviews with DHT in autumn term to determine children's perspective. Weekly hot chocolate catch up sessions with DHT- small groups of children from each year group to discuss their learning and school experiences. 		<p>Interesting interviews in Autumn 1 which lead to the PP pledge developed by teachers.</p> <p>Catch up sessions have not happened- needs to be prioritised for next year.</p>

£19,708	30% DHT, HLTA cover for CPD,				
ii. Targeted support					
Desired outcome	Chosen approach and evidence	Actions to achieve desired outcome	Success Criteria	Staff lead	Review
Vocabulary gap reduced and oral communication skills improved	<p>a) Whole school focus on vocabulary</p> <p>b) Participation in the Voice 21 oracy project</p> <p>c) Communication and Language approaches used effectively in Early Years</p> <p><i>EEF Attainment Gap report 2018-Early Years education has huge promise in preventing the 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</i></p>	<ul style="list-style-type: none">CPD for staff on teaching vocabulary.Implement PiXL vocabulary package across the school.Knowledge Organisers shared with children and parents before a topic is taught with clear explanation for topic words.Expectation that there is explicit teaching of vocabulary in every lesson every dayWhole class reading used effectively in KS2 to expose children to high quality texts-rich languageParticipation in Voice 21 project which will: <p>Engage critically with the research surrounding good practice in oracy teaching and learning.</p> <p>Apply this learning in their own classrooms using our carefully curated toolkit to establish best practice in their schools.</p> <p>Undertake an Impact Project to hone their understanding of oracy in practice.</p> <p>Evaluate current oracy provision in their schools through observation</p>	Vocabulary gap closed in Reception – evidenced through screening	DHT	<p>DHT/PP lead has attended Voice 21 training. CPD session on 14.1.19. PiXL vocabulary package also shared with staff.</p> <p>Focus on whole class reading from reading lead. CPD on 10.9.18 and 21.1.19. Lesson and planning monitoring and support given for planning.</p> <p>Improved understanding across school of the importance of understanding key vocabulary in all areas of the curriculum and on communication skills.</p> <p>All classes have agreed talk guidelines- displayed. Teachers are planning talk opportunities into learning- monitoring has provided good evidence of this occurring.</p> <p>CPD on 29.3.19 on planning an oracy focused scheme of work (following pilot in Y5 in Spring 2). All year groups used these planning strategies to plan a unit in Summer 1 and shared outcomes during CPD session.</p>

	<i>a high quality and well-rounded grounding in early literacy, language and communication.</i>	<p>and analysis, then use these findings to develop a whole-school action plan.</p> <ul style="list-style-type: none"> Baseline vocabulary screening for Reception children – retest at end of the year (SENDCo to purchase) 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. 			<p>No inexpensive vocabulary test available for purchase. SENDCo continuing to search for alternatives.</p> <p>PiXL vocabulary test for Y1-Y6 carried out in Spring 1 to identify baseline and gaps (through QLA)</p>
£700	Voice 21 project,				
An increased number of PP pupils achieve GD at the end of the year.	<p>a) A2 PiXL code to identify borderline GD children</p> <p>b) CPD focus on challenge for HA children</p>	<ul style="list-style-type: none"> Identify all children with the potential to achieve GD as A2. Focus on children with APS of 18+/ EXC in two subjects. PiXL A2 therapies for HA PP children carried out by class teachers and PP teachers. A2 children focus for pupil progress meetings CPD and monitoring focus on challenge for HA children. 	High achieving PP children attainment in line with non-PP children	SLT	<p>Children identified as A2 as part of the target setting process. Teachers aware of who these children are. At Data 3, no PP children identified from KS1 results as GD not achieving it (3 children in KS2). In addition, 12 PP children identified as A1/A2 in at least 2 areas.</p> <p>Maths planning format changed from Spring 1 to focus on planning for mastery but with a focus on scaffold and challenge.</p> <p>Discussed at Pupil Progress meetings- intervention put in place where appropriate.</p> <p>Continued focus for CPD in summer term.</p>

	<i>EEF Toolkit-Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</i>	PP children to catch up with peers by Data 1. <ul style="list-style-type: none"> KS1 PP teacher (KS leader 1 x day per week)- Focus on reading/writing skills. Follow up carried out daily by GSA each afternoon. 		in Y4 achieved GD- due to focused Y4 teaching. KS1 teaching by EB- phonics and spelling tests demonstrated significant improvements over the time period.
£43,324	2x GSA, Y6 PP teacher, autumn term KS2 PP teacher, KS1 PP teacher 1xday per week			
Effective support for vulnerable pupils and families	<p>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</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 low cost, based on extensive evidence)</i></p>	<ul style="list-style-type: none"> Learning Mentor (LM) to support children to be in class. Groups that respond to the current emotional needs of the children in the school- focus of self-regulation techniques where appropriate. FSA to support the parents of this group of children. Lunch club for PP children who find lunchtimes challenging run by LM and FSA. 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). System of Key Adults for vulnerable children. Forest Schools for identified vulnerable children during summer term to increase confidence. 	All vulnerable children supported to be in class and learning with their peers	<p>LM used flexibly across the school- all children currently in class and accessing full curriculum (one child in N not PP but all others supported are).</p> <p>LM attended training on social stories in order to support this role.</p> <p>FSA ran an anxiety training course in Spring 1/2 for parents-attended by 6 families- very positive feedback</p> <p>Lunch club- clear rules established for Autumn 2 about who can attend and for what reason. Children encouraged to chat whilst eating then to go out in order to socialise with others.</p> <p>Vulnerable children meetings- very important aspect of our provision. This meeting ensures all staff are up-to-date with the needs of individuals and changes can be made swiftly.</p> <p>All vulnerable children have a Key Adult with whom they interact frequently. The Key Adult is named and known by the child and parents.</p> <p>HT and DHT have undertaken a course on Early Childhood Trauma and Attachment Disorder accredited by Brighton University which is</p>

					providing further information about best practice. Forest Schools for the summer term – positive feedback from children, families and staff.
£28,768	80% FSA, 100% Learning Mentor				
iii. Other approaches					
Desired outcome	Chosen approach and evidence	Actions to achieve desired outcome	Success Criteria	Staff lead	Review
Increase parental engagement in school, particularly in EYFS and KS1, so that good habits are established early on in a child's schooling	<div><div>a) Use of Pupil Premium Fund to engage parents in meeting with PP lead</div><div>b) A planned programme of easy to access events across the school</div><div>c) Parents in Reception and KS1 expected to help for one session each term</div></div> <div>EEF Toolkit- Parental engagement Moderate impact for moderate cost, based on moderate evidence +3 months</div>	<div><div>£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.</div><div>Specific events planned for PP parents which are low key and fun.</div><div>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.</div><div>Texts sent to PP families to remind them about school events</div><div>Parenting sessions run by FSA- parents approached and invited to attend.</div><div>Sign-up sheets for Reception and KS1 outside</div></div>	Engagement of PP parents increases to be in line with that of other parents	DHT	<div>Four families have been engaged with by PP Lead- not a quick process but beginning to form more trusting relationships.</div> <div>Reading pyjama party in KS1 was very well attended by all parents. 'Maths Together' sessions also well attended. PP parents attended but only a few to each session- more work needed by PP Lead and class teachers on the relationships needed for them to feel comfortable in school.</div> <div>Parenting sessions planned by FSA but few signed up. Not run. FSA needs to continue to approach targeted parents.</div> <div>Parents invited into Y1 in Autumn 1/2 but very few attended. EYFS teachers reluctant to have parents in- focus for next year.</div>

		<p>doors- work on expectation that all parents volunteer once each term.</p> <ul style="list-style-type: none"> • All sessions/events have feedback forms and feedback acted upon. • Attendance of PP parents monitored by PP lead. 			
<p>All Pupil Premium Children attend school regularly and on time.</p>	<p>a) Clear procedures set up for dealing with PP lateness/absence</p> <p>b) FSA to challenge and support where absence/lateness is an issue</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"> • Formalisation of the procedures for repeated absence and attainment which makes clear the roles and responsibilities of each member of staff. • Clear responsibility of FSA to challenge where there is an issue. • Support put in place for families where required. 			<p>In consultation with key staff, DHT produced flow charts with clear steps to follow and lines of accountability in Autumn 2. FSA has met with families.</p> <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. 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>

Total costs	0400	Teachers	48,365	4,199	7,164	242	59,970		JC30%/SC100%/MG100% to 30.10.18/EB 20%
	0632	Teaching Assistants	44,148	2,017	6,313	221	52,699		To 30/9 also included MS and BD 100%/PO100%/JN +LJ
	3150	Learning Resources					1,000		100%pm
	3230	Catering Consumerables					300		Reading resources
	3355	Ext Prof services - non curr					1,500		Milk
	3434	School ICT resources					600		Forest Schools
	3699	Other Expenses					1,000		Annual hosting
	3727	Educational Visits					1,000	118,069	Misc Trips

Data 1

Year 1 (5)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	3	0	1	2	2
Writing	1	0	4	0	0
Maths	3	0	3	1	1

Year 2 (6)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	3	0	5	0	0
Writing	2	0	5	0	0
Maths	2	0	4	0	0
Year 3 (6)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	2	0	6	0	0
Writing	2	0	4	0	0
Maths	1	0	4	0	0

Year 4 (10)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	7	1	9	0	0
Writing	5	0	7	0	0
Maths	6	1	8	0	0

Year 5 (14)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	7	3	8	2	2
Writing	7	1	12	0	0
Maths	9	1	11	2	2

Year 6 (12)	At ARE	At GD	Expected progress	More than expected progress	Caught up to ARE
Reading	5	2	8	1	0
Writing	1	2	9	1	0
Maths	5	1	9	1	0

The Wooden Hill approach to closing the gap via Quality First Teaching

- Action research approach to improving the **quality of teaching for all**

- Developing **feedback**
- The development of collaborative learning and **oracy**
- Prioritising the critical **development of language and literacy from the Early Years upwards**
- Much more explicit focus on **vocabulary** teaching
- Increased focus on the teaching of **whole class reading**
- Shared understanding of precise **barriers** for disadvantaged pupils via pupil profiles and pupil progress meetings
- Prioritise the use of **pre-teaching** as key strategy for maximising progress and building self-confidence
- Increase the use of **same day interventions**
- Developing the role of classroom teaching in engaging parents.

Wooden Hill Pupil Premium Pledge

We are going to:

- Prioritise listening to our disadvantaged children.
- Work hard on building relationships.
- Ensure that there is a balance between talking times and quiet working times.
- Plan in opportunities to work in a small group with an adult (if they choose).
- Prioritise the needs of our disadvantaged children when working out groupings.
- Foster good relationships with parents.
- Arrange classrooms so that resources are readily available.
- Teach reading and vocabulary explicitly.
- Plan opportunities for discussions that don't happen at home (cultural capital).
- Continue to work on resilience and developing a growth mindset.

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

All PPG children will make at least expected progress in order to achieve ARE at the end of the year	a)	Quality first teaching.	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. <table><tr><td>Y</td><td>R</td><td>W</td><td>M</td><td>GPS</td></tr><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></table> <p>This does not include children who were more than 1 year below ARE at the baseline- SEN (below previous year secure).</p> Expected or more than expected progress in year: (only including children with baseline data) <table><tr><td>Y</td><td>No. PPG</td><td>R</td><td>W</td><td>M</td><td>GPS</td></tr><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></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	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.	PP teacher (100%) £29, 000
	Y	R		W	M	GPS																																																																												
	1	0/2		0/2	0/2																																																																													
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b)	Focused intervention where necessary to catch up to ARE.	There were fewer success in KS1 and lower KS2.	DHT (30%) £19, 000																																																																															
c)	PPG children do not fall further behind	Daily intervention by GSA where necessary has occurred according to need. Needs to be more focused on B1 and PPG children going forward.	GSA x2 £8 000																																																																															
d)	Check in during lesson and marking first of PPG children's work	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).																																																																																
e)	PiXL therapies for all PPG children Pupil Premium teacher	GPS in KS2- consistently fewer children making the expected progress.																																																																																
		Concern about all subject areas in Y5.																																																																																

	<p>f) Pupil Premium teacher employed to work with PP children from across the school on gaps and barriers to learning</p>	<p>No gap between PPG and non-PPG at the end of KS1 and KS2</p> <table border="1"> <tr> <th>KS1</th><th>R</th><th>W</th><th>M</th><th>GPS</th></tr> <tr> <td>Total</td><td>69%</td><td>76%</td><td>76%</td><td>67%</td></tr> <tr> <td>PPG</td><td>40%</td><td>60%</td><td>40%</td><td>40%</td></tr> <tr> <td>Non-PPG</td><td>73%</td><td>77%</td><td>80%</td><td>71%</td></tr> <tr> <td>Gap</td><td>33%</td><td>17%</td><td>40%</td><td>31%</td></tr> </table> <table border="1"> <tr> <th>KS2</th><th>R</th><th>W</th><th>M</th><th>GPS</th></tr> <tr> <td>Total</td><td>67%</td><td>67%</td><td>76%</td><td>67%</td></tr> <tr> <td>PPG</td><td>40%</td><td>53%</td><td>60%</td><td>47%</td></tr> <tr> <td>Non-PPG</td><td>79%</td><td>74%</td><td>76%</td><td>76%</td></tr> <tr> <td>Gap</td><td>39%</td><td>21%</td><td>16%</td><td>29%</td></tr> </table>	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%	<p>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.</p>	
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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
'Most able' PPG children progress in line with non-PPG children and will achieve Greater Depth at the end of the year	<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"> 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>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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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
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.	<p>a) FSA/PP teacher and Learning Mentor to support vulnerable children in school.</p> <p>b) Identify children who are vulnerable but not eligible for PP.</p> <p>c) Establish play therapy and other therapeutic interventions for children who require specific targeted emotional support.</p>	<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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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			
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