

Woodland Primary School
Pupil Premium for 2017-2018
Allocation - £175,833



Breakdown of PP children (2017-2018)

*correct as of 12.09.17

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL |
|-------------------------------|-----|--------|--------|--------|--------|--------|--------|------------|
| All pupils | 26 | 23 | 29 | 28 | 18 | 18 | 23 | 165 |
| Pupil premium pupils | 8 | 12 | 16 | 17 | 15 | 14 | 18 | 100 |
| % Pupil premium pupils | 30% | 52% | 55% | 60% | 83% | 77% | 78% | 60% |

The pupil premium is allocated to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months (LAC)
- Children whose parents are currently working in the armed forces

The pupil premium is allocated to schools to enable them to raise the attainment of disadvantaged pupils and to close the attainment gap with their peers. It is up to schools to decide how to spend the pupil premium, but they are accountable for how they have used this funding to support pupils from low income families.

Our context:

- Woodland Primary is located in an area of high social deprivation where 62% of our children live in the bottom 1% of most disadvantaged homes nationally. 78% of children are regarded as 'Ever 6' and as a result of this, we receive a significant amount of Pupil Premium funding.
- Whilst we have a high number of children who attract the Pupil Premium we also have a significant proportion who do not, but live in homes which reflect high levels of deprivation. The parents of these children may not fulfil the eligibility criteria as they make a conscious effort to work albeit in very low paid employment rather than claim benefits. A small minority of parents choose not to register their entitlement. As a result some of the support funded by our Pupil Premium will benefit all children.

During 2017-18 Woodland will receive £175,833 Pupil Premium funding. The purpose of this report is to show how we have planned to spend the pupil premium money over the coming year to enable children to overcome any identified barriers. It also enables us to inform parents, carers and governors of the impact it has on pupil achievement.

| Resource | Intended impact |
|--|--|
| Teaching and learning Release of AHT/SLT to provide teaching and learning support for all classes and booster sessions in Y6 (proportional) | <ul style="list-style-type: none"> • % of children meeting EOY ARE in R/W/M/ GPS will be above 75% in all year groups. |
| Staffing 6 teaching assistants employed to raise standards and provide support and same day intervention where necessary for all pupils | <ul style="list-style-type: none"> • The % of all pupils in all year groups attaining reading, writing and maths combined will be 75% |
| Additional interventions One teaching assistant to implement LEXIA intervention | <ul style="list-style-type: none"> • The % of all pupils in all year groups attaining reading EOY ARE will be 75% |
| Additional interventions One teaching assistant to implement Numicon intervention | <ul style="list-style-type: none"> • The % of all pupils in all year groups attaining maths EOY ARE will be 75% |
| Y6 Booster sessions Additional teacher to work in Y6 two afternoons a week from October half term. Additional L4 teaching assistant each morning to support in RWM | <ul style="list-style-type: none"> • The % of all pupils in Y6 attaining reading, writing and maths combined will be 75% |
| EYFS Additional teaching assistant and apprentice in EYFS to reduce staffing ratio to 1:7 (rather than 1:13) | <ul style="list-style-type: none"> • 60% of children to achieve GLD |
| Reading squad Use of two additional teaching assistants to implement reading intervention daily in Y1 | <ul style="list-style-type: none"> • Increase in % of children achieving EOY ARE in Y1 from 63% in 2016-2017 • 70% of children achieving phonics screening check (58% in 2016-2017) |
| Well-being team Targeted emotional and well-being support by specialist team for pupils to encourage improved behaviour and attitudes to learning. | <ul style="list-style-type: none"> • Maintain calm learning environment in all classes • Continued reduction in number of fixed term exclusions (11 2016-2017 vs 86 2015-2016) • Reduced number of isolations for all children. |
| Family links and attendance Daily support and challenge for families re attendance. Rewards and incentives for pupils. | <ul style="list-style-type: none"> • Improving rates of attendance from 94.8% 2016-2017 • Reduction in the number of pupils with persistent absence from 20 children in 2016-2017 |
| Breakfast club Free enhanced breakfast club provided for pupils to encourage them to attend school and be on time. | <ul style="list-style-type: none"> • Reduce number of late marks from 666 (2016-2017) • Children in school and ready to learn |
| Enrichment and enhancement Majority fund a wide range of visits and visitors, extra-curricular clubs, Y5-6 residential and specialist music teaching provision in Y4-6 | <ul style="list-style-type: none"> • No pupils have been disadvantaged from having access to a rich and vibrant curriculum |

The review of the Pupil Premium spending will be carried out July 2018.

Breakdown of PP children (2016-2017) *correct as of 21.07.17

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL |
|------------------------|-----|--------|--------|--------|--------|--------|--------|-------|
| All pupils | 22 | 30 | 25 | 19 | 18 | 22 | 23 | 159 |
| Pupil premium pupils | 12 | 17 | 16 | 17 | 14 | 18 | 21 | 115 |
| % Pupil premium pupils | 54% | 56% | 64% | 89% | 77% | 81% | 91% | 73% |

What impact has this spending had in 2016-2017? *data taken from school SASS pack

| Attendance: | Absence % | | | |
|-------------|------------|---------------|-------|---------------|
| | All Pupils | Pupil Premium | Other | In school gap |
| 2014-2015 | 5.3 | 5.2 | 5.9 | -0.7 |
| 2015-2016 | 4.8 | 4.9 | 4.5 | -0.4 |
| 2016-2017 | 4.9 | 5.0 | 4.5 | -0.5 |

Attendance continues to be a whole school focus, particularly on tackling children arriving late and the levels of persistent absence. Rates of absence and in-school gaps remain similar to the previous year.

| EYFS GLD | All Pupils | Pupil Premium | Other | In school gap |
|----------|------------|---------------|-------|---------------|
| 2015 | 42.9 | 50.0 | 35.7 | -14.3 |
| 2016 | 62.1 | 60.0 | 64.3 | -4.3 |
| 2017 | 59.1 | 50.0 | 70.0 | -20.0 |

Although the in-school gap widened this year, the overall GLD was inline with last year and represents good progress from on-entry data.

| Phonics Screening | Y1 reaching expected standard | | | Y2 reaching expected standard | | |
|-------------------|-------------------------------|---------------|-------|-------------------------------|---------------|-------|
| | All chn | Pupil Premium | Other | All chn | Pupil Premium | Other |
| 2015 | 69 | 64 | 100 | 86 | 80 | 100 |
| 2016 | 70 | 72 | 67 | 88 | 86 | 100 |
| 2017 | 57 | 47 | 69 | 68 | 65 | 67 |

Although the phonics screening outcomes show a drop from previous years, in reality 4 children missed the pass by 1 mark, and had they got that mark, the overall % of children reaching the standard in Y1 would have been 72%

The drop in the outcomes in Y2 relate to the 3 children with EHCP and 6 EAL children. Since the cohort took the phonics screening check in Y1, 3 children at the expected standard have left and 1 new pupil has joined who did not meet the expected standard.

| Key Stage 1 outcomes EXS+ | All chn | Pupil Premium | Other (in school) | In school gap | Other Nationally | Gap to national |
|---------------------------|---------|---------------|-------------------|---------------|------------------|-----------------|
| Reading | 58 | 59 | 56 | +3 | 74 | -16 |
| Writing | 50 | 47 | 56 | -9 | 65 | -15 |
| Maths | 58 | 59 | 56 | +3 | 73 | -15 |
| RWM combined | 42 | 35 | 56 | -21 | 60 | -25 |

This cohort of children left FS2 with 43% achieving a Good Level of development (50% PP / 36% NPP) and therefore there have been good rates of progress, particularly in reading and maths where the PP children outperformed the Non PP children.

| Key Stage 2 outcomes EXS+ | All chn | Pupil Premium | Other (in school) | In school gap | Other Nationally | Gap to national |
|---------------------------|---------|---------------|-------------------|---------------|------------------|-----------------|
| Reading | 56 | 59 | 33 | +26 | 71 | -12 |
| Writing | 60 | 67 | 33 | +34 | 76 | |
| Maths | 44 | 46 | 33 | +13 | 75 | -21 |
| RWM combined | 40 | 41 | 33 | +8 | 61 | -21 |
| GPS | 68 | 59 | 33 | +26 | 77 | -9 |

*based on 25 pupils/ unvalidated data with 2 children still to be disapplied

The overall combined score of 40% shows an improvement of +7% from the previous year. In all areas, the PP children have outperformed the Non PP children.