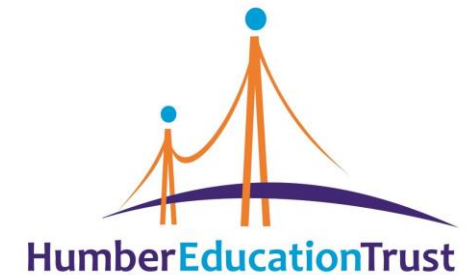


Humber Education Trust



Woodland Primary School

2018-2019



What is Pupil Premium additional funding?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- children who are looked after by the local authority
- children whose parents are currently serving in the armed forces.

Woodland Primary School
Pupil Premium Strategy
2018-2019



1. Summary information					
School	Woodland Primary School				
Academic Year	2018-2019	Total PP Budget	£176,227	Date of most recent PP Review	July 2018 External PP review – Nov 2015
Total no. of pupils	188 incl Nurs	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Termly - December 2018, April 2019, July 2019.

2. Current attainment	Reading			Writing			Maths		
	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2017)	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2017)	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2017)
% achieving ELG - end of FS2	52%	60%	46%	52%	60%	47%	72%	70%	73%
% achieving EXS - end of Y2	59%	56%	62%	52%	38%	69%	59%	50%	69%
% achieving EXS - end of Y6	86%	84%	100%	73%	67%	100%	82%	78%	100%

3. Barriers to future attainment (for pupils eligible for PP)		Priority			
Where high represents a significant impact on future attainment		Likely to affect <u>most</u> pupils (81%-100%)	Likely to affect the <u>majority</u> of pupils (51%-79%)	Likely to affect a <u>minority</u> of pupils (21-49%)	Likely to affect a <u>few</u> pupils (0%-20%)
A.	Poor language acquisition	✓			
B.	Low starting points / attainment gaps	✓			
C.	Low attendance			✓	
D.	Equality of opportunity	✓			
E.	Personal, social and emotional factors including emotional wellbeing (EWB / PSE)			✓	



4. Desired Outcomes			
Desired outcomes and how they will be measured		Success criteria	
A	Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS2.	<ul style="list-style-type: none"> Outcomes at least match those seen nationally by the end of Key Stage 2. 	<p>Key Stage 2 headline outcomes:</p> <p>All children Reading EXS+ 70% (National – 73%) Writing EXS+ 80% (National – 78%) GPS EXS+ 80% (National – 79%) Maths EXS+ 80% (National – 78%) Combined EXS+ 70% (National – 65%)</p> <p>Disadvantaged children Reading EXS+ 73% (National – 73%) Writing EXS+ 87% (National – 78%) GPS EXS+ 87% (National – 79%) Maths EXS+ 87% (National – 78%) Combined EXS+ 60% (National – 65%)</p>
B	Narrow the gap for outcomes for all pupils at KS1 and specifically for disadvantaged pupils so they are closer to national expectations at the end of KS1.	<ul style="list-style-type: none"> Attainment gap is narrowed so that children are attaining closer to those seen nationally by the end of Key Stage 1. 	<p>Key Stage 1 headline outcomes:</p> <p>All children Reading EXS+ 57% (National – 75%) Writing EXS+ 53% (National – 70%) Maths EXS+ 57% (National – 76%)</p> <p>Disadvantaged children Reading EXS+ 52% (National – 75%) Writing EXS+ 48% (National – 70%) Maths EXS+ 52% (National – 76%)</p>
C	Improve overall attendance and further reduce persistent absence.	<ul style="list-style-type: none"> Attendance to increase above 96% for all/disadvantaged pupils. Persistent absence to reduce from 9.2% to below 8%. 	<p>Overall attendance 96.2% (National 17 95.8%) Disadvantaged attendance 96.5%</p> <p>Persistent absence 7.65% (National 17 8.7%) Disadvantaged persistent absence 1.6%</p>
D	Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.	<ul style="list-style-type: none"> Outcomes at least match those seen nationally by the end of Key Stage 2. Internal work scrutiny identifies improvements from previous year in all areas 	<ul style="list-style-type: none"> See above 100% teaching is judged to be good or better

E	Provide timely support to raise aspirations and ensure PSHE does not impact on academic achievement.	<ul style="list-style-type: none">• Behaviour to be consistently outstanding for the majority of pupils• Range of strategies in place for pupils 'at the top of the triangle' to reduce impact of SEMH issues on own/ others learning	<ul style="list-style-type: none">• HET review judged behaviour and safety to be outstanding• Reduction in number of pupils taken out of lessons for cool down periods
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5. Planned expenditure (i)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
(A) Outcomes and progress for all pupils and specifically for disadvantaged pupils are above national expectations at the end of KS2.	100% of children in KS2 are taught by good or outstanding teachers. (HK 0.4 release to support T and L in KS2)	Quality first teaching has the greatest impact on pupil progress.	High quality staff CPD including INSET, personalised CPD programme and TRGs Access to NQT/RQT HET CPD programme (2/4 teachers) Monitoring schedule Teaching Reviews Appraisal process Staff release for support/CPD as needed	KBr and HK	Termly teaching reviews Termly data analysis and progress meetings Appraisal meetings
	100% of KS2 classes are well supported by well-trained teaching assistants (Additional TAs – AH full time, DSh 0.6, AWi 0.4)	Where TAs are well trained, they have a positive impact on progress (EEF)	Monitoring schedule incl TRGs and feedback to all adults Teaching and Learning reviews Regular TA meetings TA CPD programme (HET and within school)	KBr and HK	Termly progress meetings and data analysis Termly review of quality of teaching and learning provision
Total budgeted cost: £23,000 (HK) £43,800 (TAs) £3000 (CPD)					
(B) Narrow the gap for outcomes for all pupils at KS1 and specifically for disadvantaged pupils so they are closer to national expectations at the end of KS1.	100% of children in KS1 are taught by good or outstanding teachers. (HK 0.2 release to support T and L in KS1)	Quality first teaching has the greatest impact on pupil progress.	High quality staff CPD including INSET, personalised CPD programme and TRGs Access to NQT/RQT HET CPD programme (1/2 teachers) Monitoring schedule Teaching Reviews Appraisal process Staff release for support/CPD as needed	KBr and HK	Termly teaching reviews Termly data analysis and progress meetings Appraisal meetings
	100% of KS1 classes are well supported by well-trained teaching assistants (Additional TAs RW 0.4, VJ 0.5, JR 0.5)	Where TAs are well trained, they have a positive impact on progress (EEF)	Monitoring schedule incl TRGs and feedback to all adults Teaching and Learning reviews Regular TA meetings TA CPD programme (HET and within school)	KBr and HK	Termly progress meetings and data analysis Termly review of quality of teaching and learning provision
Total budgeted cost: £11,600 (HK) £20,400 (TAs) £2000 (CPD)					



Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
(C) Improve overall attendance and further reduce persistent absence.	Full time attendance officer and PT deputy safeguarding officer, work within EWB team to support and work with targeted pupils and vulnerable families. (DB full time, AWi 0.4 plus EWB)	Dedicated members of staff working with PA and poor attenders will improve home-school relationships and enable personalised support and targeted challenge for specific families. A 'link' within EWB team to CP / wider safeguarding concerns will ensure a joined up approach to tackling poor attendance and PA.	Daily attendance support for all families Weekly attendance monitoring Monthly 'whole team' attendance tracking meetings Link to whole school attendance incentives	KBr and DB	Weekly class attendance reviews Weekly attendance (and behaviour) assemblies Regular attendance meetings with parents including action plans as needed. Termly attendance analysis including close review of vulnerable groups. Appraisal of EWB team targets
	Free breakfast club for all disadvantaged pupils. (4 x TAs daily plus food, kitchen staff, resources)	Encourage 100% of pupils to attend breakfast club so they are on time and ready for school each day	Monthly monitoring of attendance at Breakfast Club	JC	
	Range of attendance incentives implemented incl attendance ££ linked to %, 96+% attendance prizes termly plus certificates, most improved attendance awards etc	Raise the profile of good attendance and celebrate pupils with improving attendance in school	Weekly and monthly attendance tracking Pupil voice and implement actions as a result. Plan/do review cycle.	KBr and DB	
Total budgeted cost: £31,200 (Team) £16,800 (Breakfast Club) £8000 (Incentives)					
(D) Ensure the curriculum is broad, balanced and provides rich opportunities to broaden horizons for children.	Provide funding to ensure that cost is not a barrier to accessing rich and varied experiences in and out of school	Access to an 'outstanding' curriculum broadens horizons and develops the whole child.	Ensure trips and experiences link well to the curriculum Seek pupil voice in relation to the curriculum In-house /HET monitoring (incl Reviews) to assess curriculum provision	KBr and MA	Ongoing learning walks Monitoring of books at least half termly Observations/ SL reports termly as appropriate
Total budgeted cost: £12,000 (this includes minimum 50% towards all visits (£5000), top up funding for Y5-6 residential (£2600) and 100% cost of in-school experiences (£3000))					

Woodland Primary School
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2018-2019



Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
(E) Provide timely support to raise aspirations and ensure personal development, behaviour and welfare does not impact on academic achievement.	<p>Majority funding for EWB Lead.</p> <p>Wider EWB team to offer a range of support for children incl ELSA, POWER, Attachment support.</p> <p>Overstaff lunchtimes so there is a low pupil:staff ratio.</p> <p>Majority fund CPOMs</p>	<p>Without support, behaviour is consistently outstanding for the majority of pupils.</p> <p>Range of strategies in place for pupils 'at the top of the triangle' to reduce impact of SEMH issues on own/ others learning</p> <p>In-house data shows rising % of children with 'wellbeing' needs that need addressing so they don't impact on teaching and learning.</p>	<p>Half termly behaviour audits and pupil voice</p> <p>Analyse CPOMs other data</p> <p>Entry/exit 'data' for interventions (may be qualitative and not quantitative) including Outcome Star</p> <p>Outcomes of additional professional involvement</p>		<p>Ongoing daily through overview of CPOMs</p> <p>Termly within HT report to Governors</p>
Total budgeted cost: £46000 (Majority JC plus TA time for ELSA/POWER/Seeing Red/ CPD / additional lunchtime staff)					
TOTAL £213,700					



Allocation	Success Criteria	Final review of impact																												
<p>Teaching and learning support Release of AHT/SLT to provide teaching and learning support for all classes and booster sessions in Y6 (proportional) 6 teaching assistants employed to raise standards and provide support and same day intervention where necessary for all pupils</p>	<p>% of children meeting EOY ARE in R/W/M/ GPS will be above 75% in all year groups.</p>	<table border="1"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading % EXS +</td> <td>57%</td> <td>59%</td> <td>63%</td> <td>68%</td> <td>62%</td> <td>86%</td> </tr> <tr> <td>Writing % EXS +</td> <td>50%</td> <td>52%</td> <td>59%</td> <td>63%</td> <td>53%</td> <td>73%</td> </tr> <tr> <td>Maths % EXS +</td> <td>64%</td> <td>59%</td> <td>56%</td> <td>68%</td> <td>57%</td> <td>82%</td> </tr> </tbody> </table>		Y1	Y2	Y3	Y4	Y5	Y6	Reading % EXS +	57%	59%	63%	68%	62%	86%	Writing % EXS +	50%	52%	59%	63%	53%	73%	Maths % EXS +	64%	59%	56%	68%	57%	82%
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<p>Additional interventions One teaching assistant to implement LEXIA intervention / One teaching assistant to implement Numicon intervention</p>	<p>Children make accelerated progress from their starting points. Increased % children achieving EOY ARE</p>																													
<p>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</p>	<p>The % of all pupils in Y6 attaining reading, writing and maths combined will be in line with national outcomes</p>	<p>RWM combined = 73% which is +9% on National outcomes of 64%</p>																												
<p>EYFS Additional teaching assistant and apprentice in EYFS to reduce staffing ratio to 1:7 (rather than 1:13)</p>	<p>60% of children to achieve GLD</p>	<p>Almost all pupils made rapid progress from their starting points in specific areas of learning although outcomes remain lower than national.</p>																												
<p>Reading squad Use of two additional teaching assistants to implement reading intervention daily in Y1</p>	<p>Increase in % of children achieving EOY ARE in Y1 from 63% in 2016-2017 70% of children achieving phonics check (58% in 2016-2017)</p>	<p>Phonics outcome Y1 62% This outcome remains lower than NA but shows an increase + 6% from the previous academic year.</p>																												
<p>Well-being team Targeted emotional and well-being support by specialist team for pupils to encourage improved behaviour and attitudes to learning</p>	<p>Maintain calm learning environment in all classes Continued reduction in number of fixed term exclusions (11 2016-2017 vs 86 2015-2016)</p>	<p>Outcomes of in-house and external reviews show that behaviour in almost all children is outstanding. Increase in FTE from (11) in 16-17 to (30) in 17-18. These incidents relate to 3 children with significant SEMH special needs.</p>																												

Allocation	Success Criteria	Final review of impact												
<p>Family links and attendance Daily support and challenge for families re attendance. Rewards and incentives for pupils.</p>	<p>Improving rates of attendance from 94.8% 2016-2017 Reduction in the number of pupils with persistent absence from 20 children in 2016-2017</p>	<p>Overall attendance at a 4 year high: 95.6% PA reduced to 9.2% Gap narrowed to NA for attendance overall and PA.</p>												
<p>Breakfast club Free enhanced breakfast club provided for pupils to encourage them to attend school and be on time.</p>	<p>Free enhanced breakfast club provided for pupils to encourage them to attend school and be on time. Reduce number of late marks from 666 (2016-2017) Children in school and ready to learn</p>	<table border="1" data-bbox="1312 384 2018 512"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Late before reg</td> <td>687</td> <td>636</td> <td>-51</td> </tr> <tr> <td>Late after reg</td> <td>89</td> <td>69</td> <td>-20</td> </tr> </tbody> </table>		2016-2017	2017-2018	Difference	Late before reg	687	636	-51	Late after reg	89	69	-20
	2016-2017	2017-2018	Difference											
Late before reg	687	636	-51											
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<p>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</p>	<p>No pupils have been disadvantaged from having access to a rich and vibrant curriculum</p>	<p>All children attended at least two visits during the year. 28/42 children attended Residential (increase on year previous) at a cost of £40pp</p>												