

Humber Education Trust



Woodland Primary School

2019-2020



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.

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1. Summary information					
School	Woodland Primary School				
Academic Year	2019-2020	Total PP Budget	£147,840	Date of most recent PP Review	July 2019 External PP review – Nov 2015
Total no. of pupils	206 incl Nurs	Number of pupils eligible for PP	112	Date for next internal review of this strategy	July 2020.

2. Current attainment	Reading			Writing			Maths		
	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2018)	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2018)	All pupils (school)	Pupils eligible for PP (school)	Pupils not eligible for PP (Nat 2018)
% achieving ELG - end of FS2	53%	71%	77%	53%	71%	74%	67%	78%	80%
% achieving EXS - end of Y2	57%	52%	75%	53%	48%	70%	57%	52%	76%
% achieving EXS - end of Y6	70%	73%	73%	80%	87%	78%	80%	87%	79%

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.
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. Attainment gap is narrowed so that an increased number of children, pass the Y1 phonics screening check
C	Maintain high overall attendance and further reduce persistent absence.	<ul style="list-style-type: none"> Attendance to be maintained above 96% for all/disadvantaged pupils. Persistent absence to continue to be below national levels
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 HET Review identifies curriculum as key strength of the school's work.
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



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 0.5 and MA 0.3 release to support T and L)	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	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/MA) £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 0.5 and MA 0.3 release to support T and L)	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	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)					

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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 plus EWB team)	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
	Teacher CPD via HET to further develop the curriculum in line with the new Ofsted framework	Where a curriculum is broad and balanced, children make progress through knowing more and remembering more (Ofsted pilot summary findings)	Subject 'deep dives' as part of HET support and challenge framework	KBr MA	Termly teaching reviews HET reviews Teacher TRGs
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))					

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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>	HK JC	<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					