

The Pupil Premium

This report outlines how our school is planning to spend the Pupil Premium allocation in 2016 – 2017. It also outlines our key principles and reasons for spending the Pupil premium in the way that we do.

Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

School are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to provide these children with access to a variety of enriching experiences as well as focusing upon academic endeavours. It may also be appropriate to provide support to nurture their well-being so that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high quality research and publications e.g. The Sutton Trust, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding. We are also aware of the unique features of our local environment and how the socio-economic factors can influence child competencies.

- ✚ We believe that:
- ✚ All children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- ✚ Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- ✚ Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- ✚ Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- ✚ Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ✚ Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children
- ✚ Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- ✚ Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some our long-term objectives will take more than an academic year to come to fruition.

Our Pupil Premium Funding

Total Number of pupils on role 388

Total number of pupils eligible for PPG 75 + 5 CLA

Amount of PPG received for each pupil £1,320

Amount of PPG received for each pupil (CLA) £1,900

Total amount of PPG received £108,500

Barriers to Learning

- ✚ Below average attainment on entry in English and Maths
- ✚ Attendance below the school average
- ✚ Difficulties with emotional and social development that impacts on social skills and makes it difficult to create and sustain healthy relationships.
- ✚ Parental engagement with homework
- ✚ Access to extra-curricular activities to promote all aspects of development
- ✚ Access to appropriate resources and equipment

Our Targeted Areas

In order to continue to support pupils in receipt of PPG to raise attainment and diminish differences we aim to:

- ✚ Accelerate progress and attainment in English (reading) and mathematics
- ✚ Improve support and partnerships to facilitate better learning
- ✚ Enrich the lives of all children but with a focus on new experiences and opportunities
- ✚ Expand resources to support children's access to the learning opportunities
- ✚ Increase provision for Pupil Premium pupils and their parents beyond the school gate

Nature of Planned Support

2016 - 2017

Record of planned Pupil Premium Grant Spending by item/project

Item /Project / Action	Objectives	Cost	Expected Outcomes <i>It is expected that all projects will have an impact on raising the level of attainment and progress.</i>
Sustain current staffing levels: <ul style="list-style-type: none"> - Retain additional SENDCo hours (0.2) for management of early support and EHCPs matched to need (non-teaching SENDCo – 0.6 fte) - Retain additional staffing (0.6) for the PPG Champion to drive provision for PPG (non-teaching Deputy) - PPG Champion / SENDCo work in tandem to analyze data, assess progress and direct provision - Subject leader for Reading with TLR raises profile and directs strategy 	Increase provision, expand resources and enrich the lives of Pupil Premium pupils. Improve support and partnerships to facilitate better learning Accelerate progress and attainment in English (reading) and mathematics	£7,650.00 £22,950.00 £1,567.80	<ul style="list-style-type: none"> - PP Champion develops excellent understanding of barriers for PP PUPILS and ensures that staff deliver highly effective intervention programmes which raises progress and attainment - Raise levels of attainment and progress for PP Pupils. - SEND/PP receive appropriate support
Provide increased levels of support from specialist services: <ul style="list-style-type: none"> - Access to regular Early Intervention Service, IDS, Educational Psychologist and Speech and Language service - Provide a specialist Teacher and TA - Provide responsive support for SEMH (Social, Emotional and Mental Health) - Weekly support from the school Counsellor to address emotional wellbeing 	Expand resources to support children's access to the learning opportunities	£17,558	<ul style="list-style-type: none"> - Increased confidence and self-esteem for PP PUPILS - Raise levels of attainment and progress for PP Pupils.
Provide additional teaching support (0.1): <ul style="list-style-type: none"> - Target support in maths and English using QFT of PP pupils - Specific attention to pre-teach & post-teach strategies 	Accelerate progress and attainment in English (reading) and mathematic	£3,689	<ul style="list-style-type: none"> - Raise levels of attainment and progress for PP Pupils. - Pupils will have personalized and high quality support from teacher
Improve partnerships between home / school: <ul style="list-style-type: none"> - Employ the service of a Parent Support Advisor - Identify families in need of Early Support - Target resources 	Improve support and partnerships to facilitate better learning	£3,575	<ul style="list-style-type: none"> - Remove barriers to learning in the home environment - PSA attends meeting / offers support to families
Provide Y6 intervention strategies (TA x 26 hours): <ul style="list-style-type: none"> - Identify PP pupils at risk of not securing good progress - Plan focused intervention with clear targets - Provide small group sessions to accelerate learning at their level 	Accelerate progress and attainment in English (reading) and mathematics in Year 6	£12,212	<ul style="list-style-type: none"> - A clear and updated intervention timetable distributed to all teaching and intervention staff - Monitoring of intervention sessions recorded and filed - Changes to interventions and spending made where appropriate

Item /Project / Action	Objectives	Cost	Expected Outcomes <i>It is expected that all projects will have an impact on raising the level of attainment and progress.</i>
Provide additional Mathematics tutoring for less able PP PUPILS: <ul style="list-style-type: none"> - Provide specialist teacher tutoring in areas of weakness in Year 6 - Information to parents etc, letters 	Accelerate progress and attainment in English (reading) and mathematics in Year 6	£300	<ul style="list-style-type: none"> - Raised progress and attainment and reduced barriers for PP PUPILS
Develop increased levels of successful interventions: <ul style="list-style-type: none"> - TA 2 dedicated support for nurture - TA staffing for re-focus room 	Improve support and partnerships to facilitate better learning	Approx £4,700 + £300 resources Approx. £15,500	<ul style="list-style-type: none"> - Raised progress and attainment and reduced barriers for PP PUPILS - With appropriate support children and young people can move forward positively
Provide additional tutoring for Children who are Looked After: <ul style="list-style-type: none"> - Provide specialist teacher tutoring in areas of weakness - Learning shared with parents and staff 	Accelerate progress and attainment in English (reading) and mathematics	£4,000	<ul style="list-style-type: none"> - Raised progress and attainment and reduced barriers for PP PUPILS
Provide additional reading support for Children who are Looked After: <ul style="list-style-type: none"> - Provide reading support for 4 children (Volunteer Reading) - Learning shared with parents and class teachers 	Accelerate progress and attainment in English (reading)	£540	<ul style="list-style-type: none"> - Raised progress and attainment and reduced barriers for PP PUPILS
Support individual pupils purchase of uniforms and other essential school equipment: <ul style="list-style-type: none"> - Provide an 'incentive' sweatshirt or cardigan to new Reception parents upon receipt of the PP application form 	Improve support and partnerships to facilitate better learning	Estimate £150	<ul style="list-style-type: none"> - Raise self- esteem of pupils leading to increased 'positivity' and raised engagement and progress
Increase the opportunity and attendance to extra-curricular activities for PP PUPILS, removing barriers': <ul style="list-style-type: none"> - Increase number of clubs and activities across school - Increase advertising for these 	Enrich the lives of all children but with a focus on new experiences and opportunities	Estimate £500	<ul style="list-style-type: none"> - PP PUPILS attend clubs and activities in increased numbers and experience raised self-esteem and levels of fitness
Fund school trips for PP PUPILS: <ul style="list-style-type: none"> - Partial funding for PP children (Marle Hall & Cornwall / educational visits) - Advertise to parents 	Enrich the lives of all children but with a focus on new experiences and opportunities	Estimate £1500	<ul style="list-style-type: none"> - Increased levels of interest, raised confidence and self-esteem. - Encourage claiming of FSM
Ensure the safety of all children and staff: <ul style="list-style-type: none"> - Provide Positive Handling training for 6 staff 	Expand resources to support children's access to the learning opportunities	£420	<ul style="list-style-type: none"> - Staff understand how best to support children with SEND / SEMH / behavioural difficulties

Item /Project / Action	Objectives	Cost	Expected Outcomes <i>It is expected that all projects will have an impact on raising the level of attainment and progress.</i>
Provide Forest School Experiences: <ul style="list-style-type: none"> - Dedicated teacher 0.2 fte - Target PP children and develop leadership skills, greater confidence and self-belief - Increase the opportunities to develop social skills 	Enrich the lives of all children but with a focus on new experiences and opportunities	£7,377.80	<ul style="list-style-type: none"> - Increased levels of interest, raised confidence and self-esteem.
Ensure the safety of children before and after school: <ul style="list-style-type: none"> - Provide 'free' sessions in OSCAR (Out of School Care and Recreation) - Provide breakfast when required 	Improve support and partnerships to facilitate better learning	Estimate £1,000	<ul style="list-style-type: none"> - Raise self-esteem of pupils leading to increased 'positivity' and raised engagement and progress
System to track, monitor and address Pupil Premium attendance and lateness <ul style="list-style-type: none"> - Call all pupil premium pupils who are not in school - Check reasons for absence - Remind parents of current absence figures in relation to expected level - Challenge poor attendance with ACE officers 	Improve support and partnerships to facilitate better learning	Admin & ACE Team : £1,388	<ul style="list-style-type: none"> - Pupils will attend school more regularly which will impact on their academic achievements positively - Parents will recognise the importance of regular attendance at school - Pupil Premium attendance rates will improve

NB: Whilst many of our focused short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.

Impact Statement – Educational Progress and Attainment

Current Statement:

The school has been judged to be outstanding by senior leaders as a 'best fit' judgment reflecting the very high standards of academic achievement at the school for the last three years. The most recent Raiseonline report 2016 shows pupil progress is ranked in the top 10% of all primary schools nationally by the time the children leave at the end of KS2 which means they are very well prepared for the next stage in their education. Additionally, our on-going monitoring and evaluation of performance and standards confirms that this has been maintained and improved in the key areas identified in the school's learning improvement planning.

The data from statutory tests in 2016 shows that Woodloes pupils in Year 6 have continued to attain standards above the national average, despite there being a very significant increase required to achieve age related expectations in the SATs tests. Pupils have established a 3-year trend of being above the national average at the end of the EYFS and are also above ARE at the end of KS1 following an entry level to the school which is generally typical or slightly below for their age. Furthermore, there has been a significant improvement in the phonics pass rate of 16% to 88% which is well above the national standard for pupils in Year 1 in phonics for 2016.

Key Stage 2

There were 45 children in the cohort of whom 12 were in receipt of PPG (disadvantaged).

Progress

Reading: Woodloes is in the **top 15%** ranked schools for **all pupils** and the **top 10%** for **disadvantaged** pupils.

- 3.12 progress for all children / ranked 14
- 3.87 progress for disadvantaged / ranked 9

Writing: Woodloes is in the **top 10%** ranked schools for **all pupils** and for **disadvantaged** pupils.

- 4.45 progress for all children / ranked 6
- 4.33 progress for disadvantaged / ranked 6

Maths: Woodloes is in the **top 10%** ranked schools for **all pupils** and has a **positive** score for **disadvantaged** pupils.

- 3.86 progress for all children / ranked 7
- 2.29 progress for disadvantaged / ranking not known

Attainment – Expected or Above at KS2 (pages 9 and 10 ROL)

% of disadvantaged children attaining **at or above expected** is above national % for all subjects

- Reading 69% (national 66%)
- Writing 84% (national 74%)
- Maths 78% (national 70%)

For **combined reading, writing and maths** the % of disadvantaged children attaining **at or above expected** is slightly below national non-disadvantaged except for maths which is further below.

- Reading 67% (national non-disadvantaged 71%, national 66%)
- Writing 75% (national non-disadvantaged 79%, national 74%)
- Maths 50% (national non-disadvantaged 75%, national 70%)

Key Stage 1

There were 53 children in the cohort of whom 13 were in receipt of PPG (disadvantaged).

For **disadvantaged** pupils, the school is above the national non-disadvantaged for reading and science. For writing it is below national non-disadvantaged (1 child) and is the same as national non-disadvantaged for maths.

- **Reading** – 85% (78% national non-disadvantaged)
- **Writing** – 62% (70% national non-disadvantaged)
- **Maths** – 77% (77% national non-disadvantaged)
- **Science** – 92% (85% national non-disadvantaged)

Year 1 Phonics

The school results are **above national** for all groups

- All pupils 88% (81% national)
- **Disadvantaged 82% (70% national)**

The next review will be in November 2017 following publication of the test results.