

Woodcote Primary School - Pupil premium strategy statement

1. Summary information					
School	Woodcote Primary School				
Academic Year	2017-2018	Total PPG budget	£135,132	Date of most recent PP Review	25/01/2016
Total number of pupils	734	Number of pupils eligible for PP	99 (13% vs 30% nationally)	Date for next internal review of this strategy	Termly

2. Current attainment	Pupils achieving the Expected Standard			Pupils achieving the Higher Standard		
2018 End of KS2 SATs (14 pupils)	<i>Pupils eligible for PPG (Woodcote)</i>	<i>Pupils eligible for PPG (national average) Data from Perspective Lite</i>	<i>Pupils not eligible for PPG (national average) Data from Perspective Lite</i>	<i>Pupils eligible for PPG (Woodcote)</i>	<i>Pupils eligible for PPG (national average) Data from Perspective Lite</i>	<i>Pupils not eligible for PPG (national average) Data from Perspective Lite</i>
Reading, writing and maths	31%	51%	70%	0%	4%	12%
Reading	50%	64%	80%	6%	18%	33%
Writing	75%	67%	83%	6%	11%	24%
GPS	56%	67%	67%	13%	24%	39%
Maths	44%	64%	81%	6%	14%	28%
2018 End of KS1 SATs (8 pupils)	Pupils achieving the Expected Standard			Pupils achieving the Higher Standard		
Reading, writing and maths	88%	48%	68%	0%	5%	13%
Reading	88%	63%	79%	13%	13%	28%
Writing	88%	55%	74%	25%	7%	17%
Maths	88%	63%	80%	0%	11%	24%

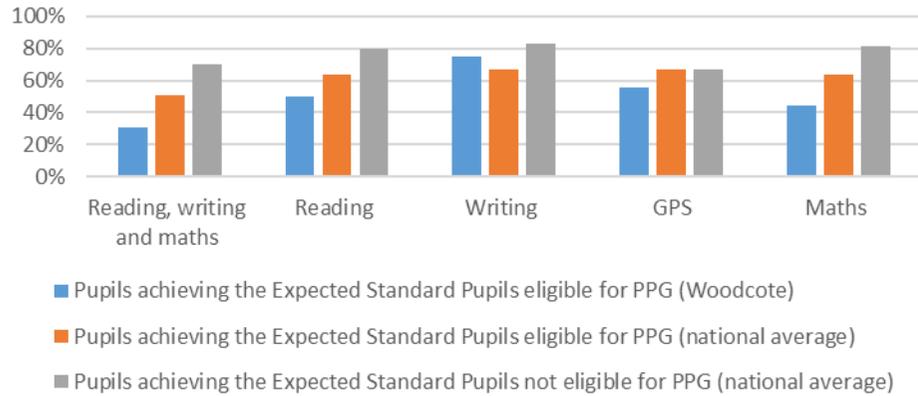
Pupil Premium has played a major role in improving our lives and also had a lot of impact on my son's educational attainment.

Year 4 parent

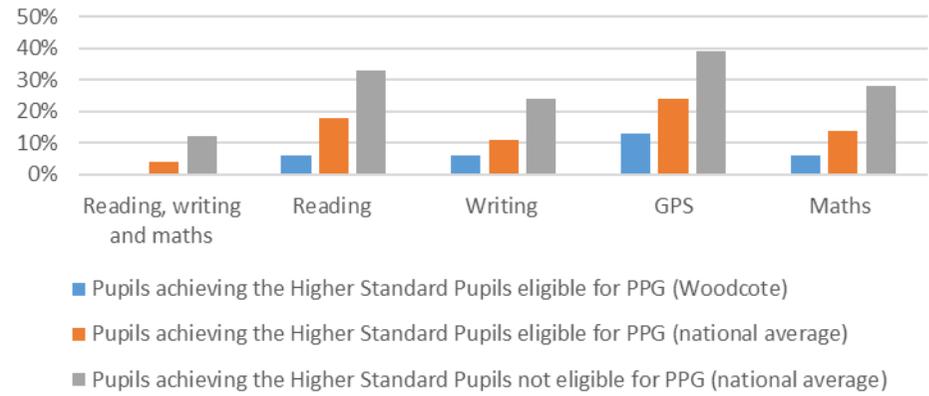
My after school booster group helps me a lot with my comprehension. I really enjoy going each week.

Year 5 pupil

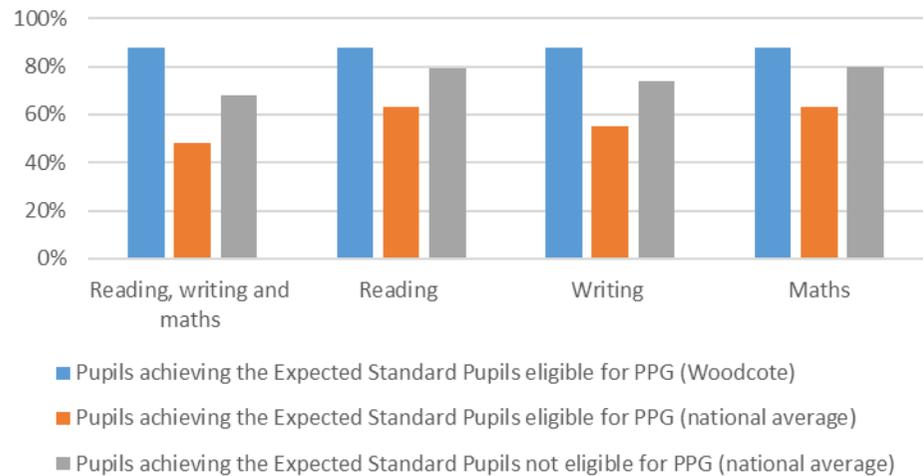
KS2 SATs 2018 Expected Standard



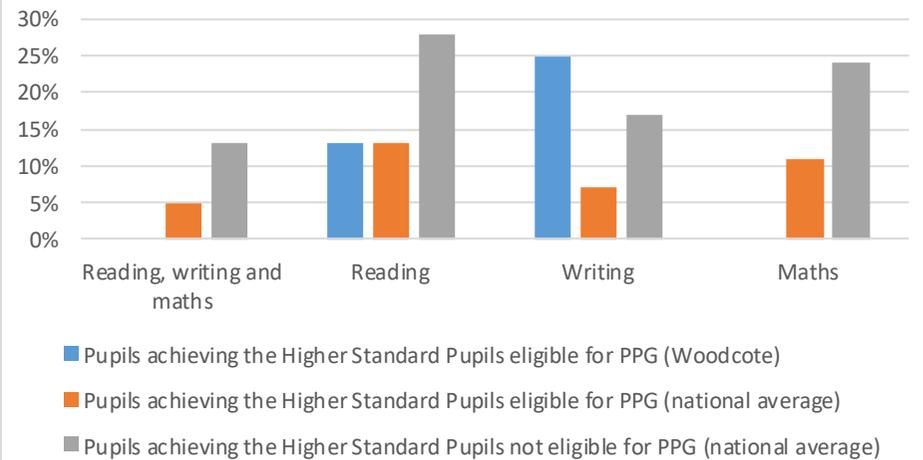
KS2 SATs 2018 Higher Standard



KS1 SATs 2018 Expected Standard



KS1 SATs 2018 Higher Standard



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Number skills to continue to be developed, targeted in EYFS and KS1, in order to improve Maths skills as highlighted in the children's low results in pupils attaining the expected and higher standard at the end of 2017 in KS1
B.	Self Esteem and Self Efficacy for PPG children was seen to be less than that of their non PPG peers through pupil surveys and discussions
C.	End of KS2 reading results continue to be lower than national non PPG in 2018. Focus for this year is to ensure that PPG results for 2019 are close to or in line with national.
D.	Improved Vocabulary Skills to support reading and writing developments, targeted in EYFS, KS1 and KS2, in order to improve reading and writing skills as highlighted in the PPG review.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance of PPG/FSM pupils remains the lowest of the vulnerable groups at 92.6 and 91.6 respectively. Attendance of the whole school for 2017-2018 was 96.2%
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Maths skills for PPG children in EYFS and KS1	Improved Maths results for end of KS1 and smaller gaps for PPG children in standardised tests.
B.	Increased self-esteem and self-efficacy for chn in KS2	More positive responses from pupil surveys and a better understanding of how the learning in School impacts on these emotions.
C.	Improved reading skills for PPG children across KS2	Improved Reading results for end of KS1 and KS2, and smaller gaps for PPG children in standardised tests.
D.	Improved Vocabulary Skills	Improved Reading and Writing results for end of KS1 and KS2, and smaller gaps for PPG children in standardised tests.
E.	Improved attendance for PPG/FSM children	Attendance for PPG/FSM children is at least 96%

Attendance 2017-2018

Woodcote	96.2%
National	96.0%
Croydon	96.0%

Woodcote PPG	92.6%
National PPG	91.7%
Croydon PPG	91.7%

In my view Woodcote Primary school use my little girl's pupil premium in the best possible way to enhance her learning by letting her attend after-school clubs, and providing additional, small group or one-to-one teaching, to compliment what is being taught in the classroom

Year 5 parent

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to achieve improved self-esteem and self-efficacy	<p>Purchase and implementation of 3D PSHE</p> <p>Purchase and Implementation of Votes for Schools</p>	<p>3D PSHE develops fully-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to help fulfil the statutory responsibility to support pupils' SMSC education, focusing on Health and Wellbeing, Relationships and Living in the Wider World.</p> <p>3D PSHE prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.</p> <p>Votes for Schools is delivered through weekly assemblies with a curriculum that provides clear evidence of SMSC, British values and Prevent delivery.</p>	<p>Two of the senior leaders support the facilitators and will oversee the program. Care will be taken to review the program regularly and make adjustments as necessary to ensure that it is maximising impact.</p> <p>Delivered by HoS and DHoS in weekly assemblies. Resources adapted and reviewed before delivery. Presentations shared with families via website/weekly memo.</p>	<p>NC/CC</p> <p>CB</p>	<p>Termly</p> <p>Termly</p>
Continue Teacher conferencing for all pupils	Releasing teachers each week to allow them quality time to conference with children and feedback on learning and progress	EEF Teaching and Learning Toolkit reports that feedback gives high impact for low cost.	Implement in Years 6, 5, 4, and Year 2 once staff are available. Plan to provide in all year groups once budget/staffing allows.	NC/CC	Termly
Improved Reading skills	Staff training to cover the impact that reading has on life choices/opportunities as adults and how to promote reading skills in the classroom	Reading assessment data and in class work has identified the need for further focus on developing a range of comprehension skills, stamina for reading and the quality of the texts used.	An initial 1 year TLR position appointed to with the focus on developing quality reading learning across the whole school.	MB/CC/JG	Termly

Improved Maths Skills	Staff training to cover the impact that Maths has on life choices/opportunities as adults and how to promote maths skills in the classroom				
Improved Vocabulary Skills	Staff training to cover the impact that Vocabulary has on life choices/opportunities as adults and how to promote Vocabulary understanding in the classroom	Research shows that certain groups of children start school with limited language skills and this affects their whole school career and their outcomes. We want to give all children an equal chance to attain in school and to reach their ambitions in adult life. Oracy is a key factor in this.			
Total budgeted cost					£5,700
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to feel happy and ready to learn when they are in school.	Place2Be Mental Health First Aiders	See Research article <i>The Place2Be: Measuring the effectiveness of a primary school-based therapeutic intervention in England and Scotland</i> which surmises: Children's social and emotional behaviour, as perceived by their teachers and parents, was improved following therapeutic intervention with The Place2Be. These findings have important implications for service providers looking to commission projects for the benefit of their local community.	Fortnightly meetings with Place2Be to ensure regular communication. Daily summaries of work carried out by place2Be. Bi-annual review meetings with cluster manager. Impact data collected pre and post intervention from pupils, parents and class teachers.	NC	6 monthly
Teachers delivering interventions	Conferencing, assembly times and after school interventions to be run by teachers instead of	The subject and knowledge and expertise of teachers to be used to diminish the differences for pupils eligible for PPG	Termly data collections. Regular catch ups with staff delivering the interventions.	NC	Termly
Continue to achieve improved self-esteem and self-efficacy	Children's Champions	Staff volunteer to work with identified children on a 1:1 basis. These focused times are used to discuss areas of worry, targets and how this child may tackle things. The session			
Total budgeted cost					£28,725

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance	Collaborative work with WPA (our Education Welfare Service) to monitor, promote and recognise the attendance and punctuality of children.	Attendance at school is a key indicator in pupil's attainment and progress	Fortnightly catch ups between EWO and Attendance Officer, termly catch ups with AHT.	NC	Termly
Total budgeted cost					£10,000

I've been doing Lexia for about 2 months now. It really helps me learn my vowels and my spellings and then in class, I know extra stuff.

Year 3 pupil

I love Place2Be. I like going because we do lots of fun activities. It helps me when I've got problems that I want to talk about. There is always someone to talk to and make me feel happy again.

Year 6 pupil

6. Review of expenditure		
Previous Academic Year		2016-2017
Desired outcome	Chosen action/approach	Impact:
Improved Literacy skills	Lexia	Lexia continues to have a positive impact on children's reading and spelling ages. The reading ladder points were just shy of 2 pts in years 3 and 5 but were still very close to 2 points (1.9 in both year groups). All groups made accelerated progress against reading and spelling ages.
	Additional Guided Reading	Reading support through additional guided reading sessions or 1:1 reading has not had the desired impact. Only a small number of children were able to show accelerated progress. This intervention will be revised for the next academic year as it also showed a lack of progress in the spring term.
	GPS Booster	GPS groups were successful in increasing the number of children working at expected and also successful in closing the spelling ages for the children.
	Fine Motor Skills Gourp	Fine Motor sills has shown an improvement I handwriting for many children and half of the children accessing fine motor skills have now been removed from the intervention as they no longer require it – their handwriting has improved.
	Beanstalk Readers	Beanstalk Readers have shown some progress but not as much as we would have liked. Over the summer term there have been issues with the attendance of the Beanstalk agents and this has been raised with the Beanstalk organiser who is addressing the issue ready for an improvement in September.
	Phonics Groups	Phonics groups had good impact for some children in the groups but we would have liked to see a higher number of children from the groups passing the screener.
Improved outcomes for maths	Maths Intervention	Maths support based on the maths mastery taught in class has shown accelerated progress in all year groups with the exception of year 5. The number of children working at expected in year 5 is a concern and this will be addressed by the AHT for Inclusion and the AHT for KS2 in September with focused booster sessions being run on a week basis to improve the children's skills. One child in particular is having a very difficult time accessing and engaging in the curriculum due to changes in his home life. The drop in his maths age gap was enough to bring down the average for the whole group of 13 children. The ad hoc nature f these groups continues to be successful.
	EMW Maths (pre-teaching before school)	EMW Maths re-teaching has proved really successful and the data reflects this. Teachers of those children have also commented at how much more engaged the children are in the maths lessons. A great way to boost confidence and contributions in the maths lessons.
	Mathematics Mastery	Progress and attainment have improved. Consistency of teaching has improved. Pupil talk, confidence and enjoyment has increased. Better understanding of key vocabulary. Children are retaining learning at a deeper level. A more cohesive and cumulative curriculum. Teacher confidence and subject knowledge is more secure. Continual professional development opportunities for staff. Access to latest research and guidance.
Improved mental health and emotional wellbeing	Place2Be	Place2Be doesn't directly impact the children progress but we hope to see the effects of better emotional wellbeing improving their ability and readiness to access teaching and learning. Most of the children accessing Place2Be are scheduled for 3 terms of support and have currently had one term. The data for the support that the children have had so far, shows positive changes in the children's emotional or social presentation.

