



Pupil Premium Strategy Statement | 2019-2022

Date of Publication:	5 th November 2019
It was approved by the Woodhall Primary School Local Governing Body on:	Thursday 5 th December 2019

Pupil Premium Strategy Statement | 2019-2022

Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy | A tiered approach

At Woodhall Primary School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

- 1. Teaching** | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.
- 2. Targeted academic support** | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.
- 3. Wider strategies** | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Woodhall Primary School | 3 Tiered Approach

- Success for All approach to literacy
- Co-operative learning approach to develop excellent behaviours for learning
- Explicit vocabulary instruction across the curriculum
- Research based professional development opportunities for all teaching staff
- Programmed 'core team' meetings to focus on pupil progress and next steps
- Tailored mentoring and coaching for all trainees, newly qualified and early career teachers
- NPQ courses available for all senior and middle leaders
- Voice 21 approach to develop oracy skills

1. Teaching

- Targeted Success for All and Maths Mastery interventions
- Booster sessions for KS2 children in English and maths
- Focussed phonics booster sessions for KS1 children
- Individualised curricular for specific children
- Specialist provision for children who have suffered early childhood trauma

2. Targeted academic support

- Free daily breakfast club for disadvantaged children
- Whole school Thrive Approach
- Subsidised trips and visitors
- Scrapstore Playpod to encourage creative play across age ranges, abilities and genders
- Emotional Literacy Support Assistant for all children needing emotional, mental health support
- Free after-school clubs
- Woodhall Workouts
- Beanstalk Reading Volunteers

3. Wider strategies

Contextual Information | Basics

Pupils in school	408
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£159,472
Academic year or years covered by statement	2019-22
Publish date	November 2019
Review date	November 2020
Pupil premium lead	Mr Matthew Fuller
Governor lead	Mrs Becky Poynter

Contextual Information | Barriers

'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland, Unity Schools Partnership

- **Speech, language and communication skills are poor on entry** | we are helping children through early identification and intervention including the use of WellComm and Success for All's Tutoring with Alphie.
- **Historic variability in the quality of teaching and subsequent under-achievement** | we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning.
- **Enthusiasm for, and achievement in, writing** | we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular, purposeful writing opportunities.
- **Persistent absence/ lateness** | we are working with children and families so children are routinely in school and on time.
- **Impact of family circumstances on children's ability to focus on learning** | our pastoral support team responds quickly and effectively when needs arise.

TOGETHER WE PLANT DREAMS AND NURTURE SUCCESS

Contextual Information | Key Stage 2 Outcomes

Disadvantaged pupil progress scores | 2017 to 2019

	2017	2018	2019
Reading	-2.40 (-0.70)	-0.10 (-0.60)	0.03 (n/a)
Writing	-0.10 (-0.40)	-1.50 (-0.40)	-0.09 (n/a)
Maths	-0.50 (-0.60)	-0.40 (-1.30)	-1.19 (n/a)

Disadvantaged pupil performance overview | 2017 to 2019

	2017	2018	2019
Meeting expected standard at KS2	45% (48%)	42% (51%)	54% (51%)
Achieving high standard at KS2	5% (4%)	0% (4%)	0% (5%)

NB: figures in brackets denote the national average

Pupil Premium Strategy | Aims

Priority	Desired outcome
1) Improve oracy through the use of the Voice 21 Oracy Framework	<ul style="list-style-type: none"> Children understand what effective communication looks like and are able to communicate effectively in different situations.
2) Reduce early literacy deficit through the effective use of SfA Tutoring Programmes	<ul style="list-style-type: none"> Children are equipped with the words, oracy and communication skills needed to flourish in school
Projected spending	£ 9,500

Quality of Education | Teaching priorities for current academic year

Area	Target	Target date
Phonics Screening Check	Raise the percentage of pupil premium Year 1 children achieving the PSC to that of the national average for 'All Pupils' (82% in 2019).	July 2020
KS1 Reading, Writing and Maths – Expected Standard	Reduce the achievement gap between pupil premium and non-pupil premium children to less than 10%.	July 2020
KS2 Combined – Expected Standard (EXS)	Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to that of the national average for 'All Pupils' (65% in 2019).	July 2020
KS2 Greater Depth Standard (GDS)	Increase the percentage of pupil premium Year 6 children achieving Combined GDS to that of the 2019 Trust average (3.9%).	July 2020
KS2 Maths Progress	Achieve average KS2 Mathematics progress score (0).	July 2020

Quality of Education | Targeted academic support for current academic year

Priority	Desired outcome
1) Improve oracy through the use of the Voice 21 Oracy Framework	<ul style="list-style-type: none"> ○ Children understand what effective communication looks like and are able to communicate effectively in different situations.
2) Refine use of assessment to impact upon learning and outcomes.	<ul style="list-style-type: none"> ○ Lessons are well-constructed and well-taught, which leads to good results; ○ Daily pre & post interventions/ support provided; ○ Children know more, remember more and are able to do more.
Projected spending	£ 35,000

Personal Development, Behaviour & Attitudes | Wider strategies for current academic year

Priority	Desired outcome
1) Working effectively with parents/carers to support children's learning.	<ul style="list-style-type: none"> ○ Positive reading habits are developed and maintained both at school and at home; ○ Parents/ Carers have high academic aspirations and expectations for their children.
2) Support children who may have struggled with difficult life events to help them re-engage with life and learning ARC	<ul style="list-style-type: none"> ○ Children are happy, confident and who are open and ready to learn; ○ Building and maintaining relationship remain high on the school agenda.
Projected spending	£ 93,630

Monitoring and Implementation | Challenges and mitigation actions

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff to allow for professional development.	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring materials for developing language acquisition are made available in a timely manner.	Maintain an active involvement in the Apex Project to ensure availability of materials is pushed through.
Wider strategies	Avoiding an influx of children who's needs are not being effectively met in neighbouring/ Trust schools.	Establish clear criteria, and use the principles of ethical leadership to ensure decisions are made with integrity & justice.

Review | Last year's aims and identified outcomes

Aims	Outcomes
Rapidly close gaps in learning of boys and disadvantaged children.	<ul style="list-style-type: none"> ○ School achieved its best set of academic results ever; ○ Attainment gaps remain between pupil premium and non-pupil premium children at the end of KS2; ○ The percentage of pupil premium children achieving GDS lags behind Trust and National averages.
Create a curriculum that enthuses children and enables them to flourish and make progress.	<ul style="list-style-type: none"> ○ Curriculum is becoming well sequenced, broad, balanced and engaging, which allows children to make exceptional progress; ○ Approaches to teaching and learning are consistent across the school and are having a positive impact on learning over time; ○ Children are enthused by their learning and talk passionately about what they have learnt.
Create an environment that supports children and staff to thrive.	<ul style="list-style-type: none"> ○ Children are becoming more adept at reflecting on and evaluating their learning; ○ Vulnerable learners are being actively incorporated into learning activities, although more work is needed to ensure this is fully embedded; ○ Behaviour is excellent, with children able to self-regulate and make decisions on how to act and learn best; ○ Further playground development has supported and encouraged children's play; ○ Improvements in attendance have been maintained at national averages.
Develop a highly effective EYFS team that provides children with a foundation for later success.	<ul style="list-style-type: none"> ○ The teaching of reading is now a core purpose within EYFS; ○ Opportunities to write are frequent, well-resourced and focussed on the fundamentals; ○ Barriers to learning are being identified early and interventions closely monitored and evaluated; ○ Greater use of the outdoor area is still needed to support children's learning across the curriculum.