



The Woodlands Community Primary School Pupil Premium Strategy Statement 2018-19

1. Summary Information

School	The Woodlands Community Primary School				
Academic Year	2018-19	Total PP budget	£76,888 (£2943 contingency)	Date of most recent PP review	April 2018
Total number of pupils	306	Number of pupils eligible for PP	68 (23%) 59 pupils (Jan 19)	Date for next internal review of this strategy	April 2019

2. Current attainment

	Spring 2018		Summer 2018		Autumn 2018	
	PP	Non PP	PP	Non PP	PP	Non PP
% achieving or exceeding age-related expectations in Reading	67%	82%	67%	84%	79%	86%
% achieving or exceeding age-related expectations in Writing	60%	86%	57%	79%	60%	76%
% achieving or exceeding age-related expectations in Maths	80%	93%	70%	84%	72%	82%
% making expected or accelerated progress in Reading	73%	78%	81%	78%	91%	90%
% making expected or accelerated progress in Writing	65%	78%	89%	69%	86%	68%
% making expected or accelerated progress in Maths	69%	76%	86%	72%	86%	79%

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	Lack of self-confidence and independent learning skills
B	Concentration and focus
C	Reading and comprehension skills
External barriers (issues which also require action out of school, such as low attendance rates)	
A	Limited or inconsistent home learning support
B	Financial difficulties within the home environment
C	Attendance

4. Desired outcomes

Desired outcomes and how they will be measured	Success Criteria
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A	To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.	<p>Pupil data shows that of the pupils in receipt of PP funding:</p> <ul style="list-style-type: none"> All pupils make at expected or accelerated progress from their individual starting points The majority of pupils reach or exceed age-related expectations.
B	To diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding and those of their peers.	Differences between the attainment of PP and Non-PP pupils have been diminished through PP making accelerated progress.
C	To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences.	PP pupils receive quality first teaching in line with their peers. PP pupils have access to additional provision including small group teaching and subsidised/fully-funded activities to broaden experience within and outside the curriculum.

5. Planned Expenditure 2018-19

i) Quality Teaching and Learning for All

Desired outcome	Chosen action / approach	Evidence / Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	Forest Schools	Exposure to outdoor learning allows for curricular skills to be applied in context and additional opportunities for new skill and confidence development, including team work and communication skills.	<ul style="list-style-type: none"> Regular reviews of impact including data analysis and pupil voice Staff CPD and regular updates. 	Forest School Lead	Termly
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.	Deputy Head release time	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for PP-eligible pupils.	<ul style="list-style-type: none"> Regular reviews of impact including data analysis and pupil voice Staff CPD through team planning, team-teaching and observations of best practice. 	DH	Termly



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To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.	SENDCO release time	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.	<ul style="list-style-type: none"> Regular reviews of impact including data analysis and pupil voice Staff CPD through team planning, team-teaching and observations of best practice. 	SENDCO	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	Sports Coaching	Access to specialist coaching will help to develop talents and skills in sports, boosting confidence and encourage transferrable skills, including practice and perseverance. Up-skilling of the staff to enable them to deliver high-quality PE to all pupils.	<ul style="list-style-type: none"> Regular reviews of impact Pupil voice 	PE Subject Leader	Termly
Total budgeted cost					£14,800
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?
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	G and T events	All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning	<ul style="list-style-type: none"> Pupil voice Staff members to participate in the events so the skills learned can be reinforced in every-day learning. 	SLT	Termly
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> Improve reading. Increase confidence. Build a love of reading. 	1:1 / small group Support for reading	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> Use of assessments and data to establish groups and their specific targets from gap analysis. Regular reviews of impact including data analysis and pupil voice. 	Teaching Staff	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>



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<p>To enable pupils to :</p> <ul style="list-style-type: none"> • Receive targeted support based upon their specific area of need. • Develop a range of core skills. • Increase their passion for learning and grow in confidence. 	<p>1:1 / Small group support for core learning skills in English and Maths</p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<ul style="list-style-type: none"> • Use of assessments and data to establish groups and their specific targets from gap analysis. • Regular reviews of impact including data analysis and pupil voice. 	<p>Teaching Staff</p>	<p>Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i></p>
<p>To build identified pupils' communication, social and emotional skills through collaborative learning and problem-solving activities.</p>	<p>Lego Therapy</p>	<p>Pupils benefit from different learning styles and environments to flourish; Lego therapy has multi-layered learning, communication and social/emotional benefits.</p>	<ul style="list-style-type: none"> • Regular reviews of impact • Pupil Voice 	<p>HSL</p>	<p>Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i></p>
<p>To enable pupils to :</p> <ul style="list-style-type: none"> • Receive targeted support based upon their specific area of need. • Develop a range of core skills. • Develop a love for learning and grow in confidence. 	<p>EYFS – core skills</p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<ul style="list-style-type: none"> • Use of assessments and data to establish groups and their specific targets from gap analysis. • Regular reviews of impact including data analysis and pupil voice. 	<p>AH</p>	<p>Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i></p>
<p>To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.</p>	<p>First Class Maths provision</p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<ul style="list-style-type: none"> • Pupils selected using data and assessments. • Gap analysis completed prior to starting the scheme so targeted support will have maximum impact. • Regular reviews of impact including data analysis. 	<p>TA</p>	<p>Half-termly <i>(Impact of Accelerate Group).</i></p>
Total budgeted cost					£17,695
iii) Other Approaches					



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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?
<p>To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:</p> <ul style="list-style-type: none"> • Forging strong links between home and school. • Providing support for parents. • Facilitating opportunities for PP-eligible pupils to develop core academic and social skills. 	Home-School Link Worker	Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.	<ul style="list-style-type: none"> • Ensure the high profile of the HSL worker with parents and carers. • Ensure pupils in receipt of PP and their families have access to HSL worker support and services. • Regular reviews of impact of support and interventions provided. 	HSL	Termly
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	Nurture	Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.	<ul style="list-style-type: none"> • Regular reviews of impact of support and interventions provided. • Ensure the positive play sessions are focused and progressive. 	SENDCO / DH	Half-termly <i>(Impact of Nurture and Positive Play Groups).</i>
To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.	Breakfast Club	All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers.	<ul style="list-style-type: none"> • Monitor breakfast club numbers/attendance regularly. • Ensure it is well-publicised and those who require it can access it. 	Breakfast Club Manager	Termly
To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.	Subsidised Educational Visits	The cost of school trips could prohibit pupils from low-income households from	<ul style="list-style-type: none"> • Continue good practice of arranging high-quality educational 	HT/DH	Termly



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		attending. By subsidising the costs, all pupils can access educational visits.	visits which reinforce learning, ensuring all pupils can participate in full.		
To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	Subsidised Y6 Residential	The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none"> Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full. 	HT	Annually
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	Wow reading achievements	Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly. 	English Subject Leader	Termly
To broaden pupils' cultural experiences through learning to play a musical instrument.	Subsidised Music tuition	The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	<ul style="list-style-type: none"> Continue good practice. Pupil Voice. 	Music Subject Leader	Annually
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	Y6 Revision Guides	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none"> Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs. 	DH	Annually
Total budgeted cost					£ 41,450

Review of Expenditure from 2017-18

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To develop curriculum engagement and enhance pupils' holistic	Forest Schools	All pupils, including those eligible for Pupil Premium funding, access outdoor learning on a regular basis.	This approach is embedded in the ethos of the school and will be continued due to its wholly positive effects on all pupils.



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development through outdoor learning activities.		Pupil voice indicates that this is an extremely popular curriculum provision which engages all pupils in different aspects of learning.	
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.	Deputy Head release time	Coaching and skill development of staff, as well as monitoring of impact, has led to improved staff confidence and effectiveness in making provision for PP-eligible pupil. Summer data indicates that in Years 1, 2, 5, and 6 – the large majority of pupils are working at or above ARE in R, W, SP and M, including many PP pupils. Pupil Premium outcomes: R: 67% W: 57% M: 70%	Further impact on PP Writing outcomes is a focus for 2018-19 and ways to further engage PP writers must be developed further.
To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.	SENDCO release time	Coaching and skill development of staff, as well as monitoring of impact, has led to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN. SEN Learning Plans have been developed to address the primary need and these have been implemented effectively. SEN 'small steps' are being tracked more effectively by teachers to measure individual SEN pupil progress as a result of the SENDCO's support and intervention.	This now needs to be extended and embedded during 2018-19.



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To allow pupils in receipt of PP funding to access extra-curricular opportunities.	Sports Coaching	<p>Access to specialist coaching has allowed different pupils (including PP pupils) to develop talents and skills in sports, boosting confidence and encouraging transferrable skills, including practice and perseverance. Up-skilling of the staff to enable them to deliver high-quality PE to all pupils.</p> <p>Pupil Premium pupils are given preference when applying to attend clubs. External clubs are subsidised by the school to allow greater access for those in receipt of PP.</p> <p>The quality of teaching of PE has improved as a result of coaching, allowing for further engagement.</p>	Engagement with clubs is growing steadily. Range of clubs to be reviewed and varied for 2018-19.
			Total cost: £14,800 (of 2017-18 budget)
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	G and T events	<p>All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning.</p> <p>Pupil voice indicates that the G and T pupils attending these events find them positive and engaging and welcome the opportunity to deepen and extend their skills. PP pupils attend these events with their non-PP peers ensuring there is no gap in provision for our most able pupils.</p>	The approach will continue as it has had a positive impact on the confidence of the most able pupils and the depth of provision.



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		In most KS2 classes, more than 90% of HPA pupils were continuing to work at GDS in Summer 2018 in R, W and M.	
<p>To increase reading skill development, by providing the opportunity to:</p> <ul style="list-style-type: none"> • Improve reading. • Increase confidence. • Build a love of reading. 	1:1 / small group Support for reading	<p>Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p><u>PP Reading data: Summer 2018:</u> Y1, 2, 5 and 6 are 88% ARE or above. PP / Non PP gaps have narrowed in all year groups.</p>	Focus on improving PP reading attainment in Y3/4 during 2018-19, through continuing and refining the approach.
<p>To enable pupils to :</p> <ul style="list-style-type: none"> • Receive targeted support based upon their specific area of need. • Develop a range of core skills. • Increase their passion for learning and grow in confidence. 	1:1 / Small group support for core learning skills in English and Maths	<p>Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p><u>PP Maths data: Summer 2018</u> 70% of PP pupils working at ARE or above across the school.</p>	Accelerate progress for the remaining 30% of pupils so they reach ARE in 2018-19, by continuing to refine QFT and support teachers to make effective provision for T and L of PP pupils and the remainder of the cohort.
<p>To build identified pupils' communication, social and emotional skills through collaborative learning and problem-solving activities.</p>	Lego Therapy	<p>Pupils benefit from different learning styles and environments to flourish; Lego therapy has multi-layered learning, communication and social/emotional benefits.</p> <p>The intended impact (above) has been achieved – the provision is successful as it is popular and engaging.</p>	The provision will be continued and extended in 2018-19 as a lunchtime targeted provision.



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<p>To enable pupils to :</p> <ul style="list-style-type: none"> • Receive targeted support based upon their specific area of need. • Develop a range of core skills. • Develop a love for learning and grow in confidence. 	<p>EYFS – core skills</p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching</p> <p>From very low starting points, the Reception cohort made accelerated progress to reach national levels of GLD.</p>	<p>The provision will continue in 2018-19 in order to replicate the accelerated progress and extend into Y1 to narrow the boy/girl progress gap (which includes 1 PP boy working below ELG)</p>
<p>To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.</p>	<p>First Class Maths provision</p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p>This targeted provision enabled all participating pupils to make ‘small steps’ progress, narrowing gaps towards ARE.</p>	<p>Although successful, precision teaching will run in place of First Class Maths in order to meet identified needs as they arise for key pupils across the curriculum.</p>
<p>Total Cost: £35,580 (of 2017-18 budget)</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:</p> <ul style="list-style-type: none"> • Forging strong links between home and school. • Providing support for parents. • Facilitating opportunities for PP-eligible pupils to develop core academic and social skills. 	<p>Home-School Link Worker</p>	<p>Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.</p> <p>The HSL provision has been invaluable for supporting vulnerable pupils, including PP pupils, and many more parents are engaged with the school and are receiving support alongside the</p>	<p>Due to the success of the role and the ever-growing need, the approach will continue and be extended in 2018-19.</p>



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		provision their children receive in school.	
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	Nurture	<p>Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.</p> <p>All pupils attending nurture, including PP pupils, benefit from accessing the provision and have grown socially and emotionally through their participation.</p>	The provision will continue into 2018-19 to provide the necessary environment for our focus pupils to express their needs and learn strategies to manage their feelings and emotions.
<p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>	Breakfast Club	<p>All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers.</p> <p>By its nature and the level of need in our school, this provision is having its intended impact and will continue.</p>	The provision will continue in 2018-19 as it is part of the school's ethos and a large proportion of pupils including PP pupils use the provision regularly / daily.
<p>To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.</p>	Subsidised Educational Visits	<p>The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.</p> <p>All pupils regardless of their household's income can access school trips and enhance their learning as a result of this provision.</p>	The provision will continue in 2018-19 as it is part of the school's ethos and our PP pupils depend on this in order to have the same learning experiences as their peers.
<p>To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.</p>	Subsidised Y6 Residential	<p>The cost of school trips could prohibit pupils from low-income households from attending. By</p>	The provision will continue in 2018-19 as it is part of the school's ethos and our PP pupils depend on this in order to have the same learning experiences as their peers.



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		subsidising the costs, all pupils can access educational visits.	
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	Wow reading achievements	<p>Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.</p> <p>Pupils are motivated by our rewards policy and strive to achieve them</p>	The provision will continue in 2018-19 as it is part of the school's ethos and behaviour for learning policy.
To broaden pupils' cultural experiences through learning to play a musical instrument.	Subsidised Music tuition	The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	The provision will be reviewed for 2018-19 as declining numbers of pupils are currently partaking in the music lessons.
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	Y6 Revision Guides	<p>Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.</p> <p>It is vital that all pupils have the same learning opportunity to prepare for the national tests and therefore providing resources to all has met the intended outcome.</p>	The provision will continue in 2018-19 as it is part of the school's ethos and our PP pupils depend on this in order to have the same learning experiences as their peers.
			Total cost: £34,873 (of 2017-18 budget)