



# Woodlands Community Primary School

## Pupil Premium Policy

### Aims

At Woodlands, we have high expectations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential through a combination of quality first teaching and timely intervention. We value the individuality of our pupils and aim to support and nurture all.

Our Key objectives are:

1. Our primary aim is to increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.
2. To narrow the gap in progress and attainment between our Pupil Premium children and their peers.
3. To ensure the children, who are in receipt of Pupil Premium, are provided with a broad and balanced experience at the school

### Background

The Pupil Premium was introduced in 2011 to raise the attainment of disadvantaged children and young people. The government believes that this is the best way to address the existing underlying inequalities between disadvantaged pupils and their peers.

Pupils are classed as disadvantaged if they have been eligible for and claiming free school meals (FSM) at any time in the last six years (Ever 6) or if they are aged between five and 15 and have been looked after for more than six months continuously.

They have provided a fixed amount of money for schools (per child) based on the number of pupils registered for Pupil Premium over a rolling six year period. At Woodlands, we will be using the indicator of those eligible for Pupil Premium, as well as identified vulnerable groups, as our target children to 'close the gap' regarding attainment.

## **Context**

Common barriers for Pupil Premium children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues
- There may also be complex family situations that prevent children from flourishing

The challenges are varied and there is no “one size fits all”.

## **Key Principles**

By following the principles below, we believe we can maximise the impact of our Pupil Premium spending:

### ***Building Belief***

We will provide a culture where:

- We believe in ALL children
- Staff support children and offer support to them and their parents
- Children overcome barriers because the right provision is in place

### ***Improving Quality 1<sup>st</sup> Teaching***

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved. Our senior management team and curriculum leaders will:

- Set high expectations
- Address issues and strengthen teaching profiles
- Ensure consistent implementation of ‘non-negotiables’ – marking and feedback, behaviour policy
- Share good practice within the school and draw on expertise
- Provide relevant CPD where required
- Improve assessment through joint levelling and moderation
- Links with cluster schools

### ***Analysis of data***

We ensure that:

- All staff are involved in the analysis of data and are aware of the strengths and weaknesses across the school
- The needs of each phase are identified and individual children's needs are considered

### ***Identification of Pupils***

We ensure that:

- ALL teaching staff are involved with analysing data and identifying pupils
- ALL staff are aware of who the Pupil Premium and disadvantaged children are
- ALL Pupil Premium children benefit from the funding – not just those under-performers
- Underachievement at all levels is targeted not just under performers
- Children's individual needs are considered carefully so that the correct areas are targeted

### ***Individualising support***

Intervention is a natural part of daily school life and there is no stigma attached to being in an intervention. In our school, everyone needs something to realise their full potential.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identify their barriers to learning
- Ensuring additional support staff and teachers communicate regularly
- Using well trained staff to provide facilitate high quality interventions
- Matching support staff to the correct phase and the correct needs of individuals
- Developing home-school links and providing support for parents so that they can be involved in helping their child
- Considering a 'keep up not catch up' ethos to build strengths and confidence in the children

## **Monitoring and Evaluation**

We will ensure that:

- Children are mapped across the year so that interventions are clearly structured according to the data needs
- A wide range of data is sourced and used to monitor the progress of the children. This is through: achievement data, pupils' work, observations, learning walks, case studies and pupil voice
- Evidence data is collected termly so that impact can be measured
- Staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback is given to the children and parents through data reports and parents evenings
- Interventions are adapted or changed if they are not having enough impact
- The head teacher maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

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Approved by Headteacher September 2019

Review date : September 2020

## Reporting

When reporting about Pupil Premium we will include:

- Information about the schools context
- An overview of spending
- A summary of the Pupil Premium Grant
- Objectives for the year – reasons why
- Nature of support and allocation – Learning, Social, emotional and behavioural issues, Enrichment, Family links and support
- An overview of spending
- Performance of disadvantage children compared to the cohort

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

## Appendix: Woodlands Primary School – Pupil Premium 2017-18



Pupils on roll	
Total pupils on roll	305 pupils (April 2017)

Pupil Premium Grant (PPG) received for disadvantaged children		
Number of pupils eligible for PPG	66 pupils (22%)	
Amount received for FSM / Ever 6	57 pupils	£1320
Amount received for LAC	1 pupil	£1200
Amount received for AFC	2 pupils	£1900
Amount received for ISC	6 pupils	£300
Total PPG received	£85,980	

Overall Focus
Our primary aims are:
<ul style="list-style-type: none"> <li>To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.</li> <li>To diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding and those of their peers.</li> <li>To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences.</li> </ul>

Contingency Fund	£2927
Funds have been allocated to a contingency budget to allow for additional spending throughout the year. This will enable us to have immediate impact and cater effectively for the needs of the pupils eligible for pupil premium funding. The additional spending may take the form of support, additional resources or additional staffing costs.	

Proposed Spending of PPG for the financial year beginning April 2017:				
Year Group	Item	Budget	Objective	Desired Outcome

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Whole School	Home-School Link Worker	£19950	<p>To facilitate the nurture and guidance of pupils in receipt of pupil premium through:</p> <ul style="list-style-type: none"> <li>• Forging strong links between home and school.</li> <li>• Providing support for parents.</li> <li>• Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> <li>•</li> </ul>	Pupils in receipt of PP are provided with a platform upon which to develop academically and holistically.
Whole School	Nurture / Play Worker	£4500	<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>	Pupils develop confidence and resilience and participate in a range of school activities.
Whole School	Breakfast Club provision	£2000	To provide pupils with the opportunity to have breakfast at school, socialise with other pupils and take part in a range of activities.	Pupils have a positive and enjoyable start to their day at school, equipping them for effective learning.
Whole School	Targeted 1:1 support and small group intervention to develop <u>reading</u> skills.	£10000	<p>To increase reading skill development, by providing the opportunity to:</p> <ul style="list-style-type: none"> <li>• Improve reading.</li> <li>• Increase confidence.</li> <li>• Build a love of learning.</li> </ul>	Accelerated progress, a narrowed gap between their attainment and that of their peers.
Whole School	Simply Gifted and Talented challenge events	£415	To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	More able learners achieve the greater depth standard by being provided with these opportunities.
Whole School	Subsidising of the cost of school trips	£1000	To allow pupils the opportunity to learn in a variety of other contexts.	PP pupils have the same curriculum enrichment opportunities as their peers.
Whole School	Lego Therapy	£2730	To build identified pupils' communication, social and emotional skills through collaborative learning and problem-solving activities.	Pupils are more confident and resilient learners, understanding and communicating

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				their emotions effectively.
<b>Whole School</b>	<b>Forest Schools provision</b>	<b>£4000</b>	To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	Pupils are engaged, develop confidence and communication skills through participation in these activities.
<b>Whole School</b>	<b>Deputy Head release time</b>	<b>£4800</b>	To ensure the effective monitoring of provision for Pupil Premium-eligible pupils including: data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.	Provision for pupils in receipt of PP is carefully monitored – learning is maximised; progress and attainment increase.
<b>Whole School</b>	<b>SENDCO release time</b>	<b>£5000</b>	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.	Pupils in vulnerable groups receive high-quality provision matched effectively to their specific needs, resulting in diminished differences the progress and attainment of these groups and their peers.
<b>Whole School</b>	<b>Sports Coaching and extra-curricular clubs</b>	<b>£1000</b>	To allow pupils in receipt of PP funding to access extra-curricular opportunities.	All pupils regardless of background are able to learn a range of sporting skills through specialist coaching opportunities.
<b>Whole School</b>	<b>WOW Reading Achievements</b>	<b>£423</b>	To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	Pupils enjoy reading, make accelerated progress and reach or exceed age-related expectations for Reading.
<b>KS2</b>	<b>1:1 Music lessons with specialist teacher</b>	<b>£2000</b>	To broaden pupils' cultural experiences through learning to play a musical instrument.	PP pupils have the same opportunities as their peers to receive specialist music tuition.
<b>EYFS</b>	<b>Targeted 1:1 support and small group intervention to develop a range of core learning skills.</b>	<b>£3000</b>	To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> </ul>	Accelerated progress towards meeting the Early Learning Goals; a narrowed gap between their

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			<ul style="list-style-type: none"> <li>• Develop a range of core skills.</li> <li>• Increase their passion for learning and grow in confidence.</li> </ul>	attainment and that of their peers.
EYFS	Ten Town learning resource	£155	To enable all pupils in Reception to develop their number skills.	An increase in the number of PP Reception pupils achieving or exceeding the Early Learning Goal.
Year 1/2	Targeted 1:1 support and small group intervention for English and Maths to develop a range of core learning skills.	£4200	To enable pupils' skills in Phonics, Reading, Writing and Maths to be further developed.	Accelerated progress and increased attainment.
Y 1/2	Targeted 1:1 support and small group intervention to develop a range of core learning skills.	£2400	To enable pupils to : <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills.</li> <li>• Increase their passion for learning and grow in confidence.</li> </ul>	Accelerated progress towards meeting or exceeding age-related expectations; a narrowed gap between their attainment and that of their peers.
Y 3/4	Targeted 1:1 support and small group intervention to develop a range of core learning skills.	£2400	To enable pupils to: <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills</li> <li>• Increase their passion for learning and grow in confidence</li> </ul>	Accelerated progress towards meeting or exceeding age-related expectations; a narrowed gap between their attainment and that of their peers.
Y 5/6	Targeted 1:1 support and small group intervention to develop a range of core learning skills.	£2400	To enable pupils to: <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills.</li> <li>• Increase their passion for learning and grow in confidence.</li> </ul>	Accelerated progress towards meeting or exceeding age-related expectations; a narrowed gap between their attainment and that of their peers.
Y 3/4/5	1 <sup>st</sup> Class Maths	£2880	To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.	PP pupils make accelerated progress towards ARE and narrow gaps between their attainment and that of their peers.
Y 3/4/5	Project X Code	£2800	To equip pupils with greater access to their learning across the	PP pupils make accelerated progress towards

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			curriculum through practice of reading skills in an engaging format.	ARE and narrow gaps between their attainment and that of their peers.
<b>Y6</b>	<b>Residential Experience</b>	<b>£4500</b>	To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	PP pupils have the opportunity to extend their experience, build confidence and develop a range of life-skills
<b>Y6</b>	<b>Revision guides for KS2 SATs tests</b>	<b>£500</b>	To support children with their understanding of the curriculum and support their revision and test preparation process independently.	To increase the number of PP pupils meeting or exceeding age-related expectations.



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engage confidently in all aspects of school life.		confidence and wellbeing continue to be addressed through these valuable sessions.	social needs of the most vulnerable pupils.
To provide additional provision and support on when on the playground and break-times.			
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.	<b>Breakfast Club</b>	Uptake of the breakfast club continues to be strong, particularly amongst pupils eligible for PP funding.	This essential school provision will continue throughout the 2019-20 academic year; pupils are given a calm, enjoyable start to the day which supports wellbeing and learning.
To allow all pupils the opportunity to learn in a variety of other contexts.	<b>Subsidised Educational Visits</b>	All pupils access educational visits, enhance their learning and enrich their experiences.	This provision will continue, due to its positive impact on the most vulnerable pupils.
To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	<b>Subsidised Y6 Residential</b>	All pupils in Y6 have been able to access this important experience, prior to their transition to secondary school, without any financial barriers.	This provision will continue, due to its positive impact on the most vulnerable pupils.
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	<b>Wow reading achievements</b>	Raising attainment and progress in Reading continues to be a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	This provision will continue into 2019-20, in order to ensure children continue to be motivated to read regularly.
		Summer Data (2019): Attainment in Reading is 75% or above in all year groups Attainment has increased since Summer 2018 in Years 3, 4, 5, as a result of its high-profile status and incentives to read, such as this.	
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	The opportunity to learn to play a musical instrument continues to provide cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	This provision continues to be available in 2019-20, in order to allow for the afore-mentioned cultural enrichment for all pupils, particularly those who may not be able to access this due to a financial barrier.
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, are accessible to all pupils regardless of their financial background, allowing all pupils to have the same support in preparing for their KS2 SATs.	The school will continue in the next academic year to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.
			<b>Total cost: £34,873 (of 2018-19 budget)</b>

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and grow in confidence.	<b>Maths</b>	PP Writing data: Summer 2019 Ranging from 52% ARE (Y4) to 88% (Y1).	
To provide emotional support to identified pupils.	<b>HOPE Project</b>	PP Maths data: Summer 2019 Ranging from 54% (Y6) to 78% (Y3). Feedback from staff and pupils indicates that this project is beneficial to the most vulnerable pupils within the school, including those in receipt of PP funding. Pupils are provided with the setting to receive specific support to meet their emotional needs.	The provision will continue into 2019-20; it embedded into school ethos and an integral part of the drive to support pupils' mental wellbeing.
To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Develop a love for learning and grow in confidence.</li> </ul>	<b>EYFS – core skills</b>	Additional and regular 1:1/small group support focusing on specific targets continues to have a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.  Summer Reception Data (2019): GLD – 75% Reading (80%), Writing (78%), Maths (80%) - all above national figures. The 1 PP pupil in Reception achieved EXC ELG.	The provision will continue in 2019-20 academic year in order to replicate the accelerated progress made during 2018-19.
To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.	<b>Precision Teaching (Maths)</b>	Pupils receiving precision teaching for Maths (in particular PP and SEN pupils) have made further progress in Maths through regular practice and mastering incrementally of some basic skills.	The provision will continue in 2019-20 in order to meet the learning needs of our vulnerable group pupils.
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Total Cost: £ (of 2018-19 budget)</b>  <b>Lessons learned</b> (and whether you will continue with this approach)
To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through: <ul style="list-style-type: none"> <li>Forging strong links between home and school.</li> <li>Providing support for parents.</li> <li>Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>	<b>Home-School Link Worker</b>	The Home School Link worker has been invaluable in liaising with parents, engaging with harder-to-reach families and creating opportunities in school for support, such as Community Café and an 'open-door' approach to parents in need of support. Many -but not all - of these families are of pupils who are in receipt of PP. Persistent absence has significantly decreased during the course of this academic year.	The work of the Home School Link Worker will continue and further develop in the 2019-20 academic year.
To equip pupils with the social and emotional skills and the confidence to	<b>Nurture</b>	Pupils' social and emotional barriers to learning continue to be addressed through 1:1 and group nurture sessions; pupil	This will continue into 2019-20, as a part of a whole-school drive to meet the emotional and



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		allowing for further engagement.																					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Total cost: £ (of 2018-19 budget) 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.	<b>G and T events</b>	<p>Pupil voice indicates that the G and T pupils attending these events continue to find them positive and engaging and welcome the opportunity to deepen and extend their skills.</p> <p>PP pupils continue attend these regular events with their non-PP peers ensuring there is no gap in provision for our most able pupils.</p> <p>Summer Data 2019: % HPA pupils working at GDS:</p> <table border="1"> <thead> <tr> <th></th><th>R</th><th>W</th><th>M</th></tr> </thead> <tbody> <tr> <td>Y3</td><td>100</td><td>91</td><td>82</td></tr> <tr> <td>Y4</td><td>100</td><td>86</td><td>67</td></tr> <tr> <td>Y5</td><td>100</td><td>100</td><td>100</td></tr> <tr> <td>Y6</td><td>76</td><td>78</td><td>61</td></tr> </tbody> </table>		R	W	M	Y3	100	91	82	Y4	100	86	67	Y5	100	100	100	Y6	76	78	61	<p>The approach will continue into 2019-20 as it has had a positive impact on the confidence of the most able pupils and the depth of provision.</p>
	R	W	M																				
Y3	100	91	82																				
Y4	100	86	67																				
Y5	100	100	100																				
Y6	76	78	61																				
<p>To increase reading skill development, by providing the opportunity to:</p> <ul style="list-style-type: none"> <li>Improve reading.</li> <li>Increase confidence.</li> <li>Build a love of reading.</li> </ul>	<b>1.1 / small group Support for reading</b>	<p>Additional and regular 1.1/small group support focusing on specific targets is continuing to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p>PP Reading data, Summer 2019: Y1-Y4: 80-89% ARE or above. Y5-Y6: 70-77% ARE or above.</p> <p>PP/Non PP gaps have narrowed in Years 2 and 4.</p>	<p>This will continue into 2019-20 with a focus on increasing PP attainment in Reading, particularly in Year 6.</p>																				
<p>To enable pupils to:</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Increase their passion for learning</li> </ul>	<b>1.1 / Small group support for core learning skills in English and</b>	<p>Additional and regular 1.1/small group support focusing on specific targets is continuing to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<p>This provision is to be refined and continued in 2019-20 to raise PP Writing attainment (in Years 5 and 6 in particular) and PP Maths attainment in Y5.</p>																				



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		Pupil voice indicates that this is an extremely popular curriculum provision which engages all pupils in different aspects of learning and it is evident that learning in this way draws out skills and attributes in pupils beyond those displayed in the classroom context.	due to its wholly positive effects on all pupils.
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.	<b>Deputy Head release time</b>	Embedding of Best Practice Development has led to improved staff confidence and effectiveness in making provision for all pupils, but particularly those from vulnerable groups.  PP outcomes (Summer 2019): Pupil Premium outcomes: R: 76% ↑ W: 65% ↑ M: 55%  The percentage of PP-eligible pupils working at or above ARE has increased in R and W since Summer 2018.	Writing continues to be an area for development, particularly in Years 4 and 5. DH to teach a target group of Year 5 pupils in English in 2019-20 to accelerate attainment and continue to utilise release time for developing staff and improving pupil outcomes.
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.	<b>SENDCO release time</b>	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 reviewed and improved to ensure targets are SMART and addressing the core needs of the SEN pupils. SEN provision has been reviewed and altered so it meets the needs of SEN pupils more comprehensively.	Maximising SEN provision and utilising resources effectively continues to be an ongoing SEN priority, therefore this will continue into 2019-20.
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	<b>Sports Coaching</b>	Access to specialist coaching for a further year has allowed different pupils (including PP pupils) to develop talents and skills in a variety of sports, boosting confidence and encouraging transferable skills, including practice and perseverance. The rolling programme of up-skilling teaching staff members has enabled them to deliver high-quality PE to all pupils.  Pupil Premium pupils continue to be given preference when applying to attend clubs and uptake is positive. External clubs are subsidised by the school to allow greater access for those in receipt of PP.  The quality of teaching of PE has improved as a result of coaching.	Engagement with clubs is continuing to increase. The range of clubs provided has been extended and the school continues to work with the specialist sports provider to offer a variety of activities to enrich the pupils and extend opportunities to those who may otherwise not be able to access this.



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variety of other contexts.		income households from attending. By subsidising the costs, all pupils can access educational visits.	quality educational 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.	<b>Subsidised Y6 Residential</b>	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"> <li>Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.</li> </ul>	<b>HT</b>	<b>Annually</b>
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	<b>Wow reading achievements</b>	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"> <li>Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly.</li> </ul>	<b>English Subject Leader</b>	<b>Termly</b>
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	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"> <li>Continue good practice. Pupil Voice.</li> </ul>	<b>Music Subject leader</b>	<b>Annually</b>
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none"> <li>Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.</li> </ul>	<b>DH</b>	<b>Annually</b>
<b>Total budgeted cost</b>					<b>£ 41, 450</b>

### Review of Expenditure from 2018-19

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	<b>Forest Schools</b>	All pupils, including those eligible for Pupil Premium funding, access outdoor learning on a regular basis, in regular year-group and whole school forest days and through Forest School club.	This approach is already embedded in the ethos of the school and is being continually evolved to make it even more effective. It will be continued

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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?
<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"> <li>• Forging strong links between home and school.</li> <li>• Providing support for parents.</li> <li>• Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>	<p><b>Home-School Link Worker</b></p>	<p>Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.</p>	<ul style="list-style-type: none"> <li>• Ensure the high profile of the HSL worker with parents and carers.</li> <li>• Ensure pupils in receipt of PP and their families have access to HSL worker support and services.</li> <li>• Regular reviews of impact of support and interventions provided.</li> </ul>	<p><b>HSL</b></p>	<p><b>Termly</b></p>
<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>	<p><b>Nurture</b></p>	<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>	<ul style="list-style-type: none"> <li>• Regular reviews of impact of support and interventions provided.</li> <li>• Ensure the positive play sessions are focused and progressive.</li> </ul>	<p><b>SENDCO / DH</b></p>	<p><b>Half-termly</b> (<i>Impact of Nurture and Positive Play Groups</i>).</p>
<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>	<p><b>Breakfast Club</b></p>	<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>	<ul style="list-style-type: none"> <li>• Monitor breakfast club numbers/attendance regularly.</li> <li>• Ensure it is well-publicised and those who require it can access it.</li> </ul>	<p><b>Breakfast Club Manager</b></p>	<p><b>Termly</b></p>
<p>To allow <u>all</u> pupils the opportunity to learn in a</p>	<p><b>Subsidised Educational Visits</b></p>	<p>The cost of school trips could prohibit pupils from low-</p>	<ul style="list-style-type: none"> <li>• Continue good practice of arranging high-</li> </ul>	<p><b>HT/DH</b></p>	<p><b>Termly</b></p>



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<ul style="list-style-type: none"> <li>To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Increase their passion for learning and grow in confidence.</li> </ul> </li> </ul>	<b>1:1 / Small group support for core learning skills in English and Maths</b>	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"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> (Impact of Accelerate Groups and in-class provision)
To provide emotional support to identified pupils.	<b>HOPE Project</b>	Identified pupils receive 1:1 support tailored to their emotional needs and as a result are happier, and have an improved self-esteem and confidence.	<ul style="list-style-type: none"> <li>Regular reviews of impact</li> <li>Pupil Voice</li> </ul>	<b>HSL</b>	<b>Half-termly</b> (Impact of Accelerate Groups and in-class provision)
To enable pupils to : <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Develop a love for learning and grow in confidence.</li> </ul>	<b>EYFS – core skills</b>	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.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>AH</b>	<b>Half-termly</b> (Impact of Accelerate Groups and in-class provision)
To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.	<b>Precision Teaching (Maths)</b>	Additional and regular 1:1 support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Pupils selected using data and assessments working on specific, incremental targets.</li> <li>Gap analysis completed prior to starting the scheme so targeted support will have maximum impact.</li> <li>Regular reviews of impact including data analysis.</li> </ul>	<b>TA</b>	<b>Half-termly</b> (Impact of Accelerate Group).
<b>Total budgeted cost</b>					<b>£16,220</b>



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provision, extra-curricular opportunities.					
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.	<b>SENDCO release time</b>	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"> <li>Regular reviews of impact including data analysis and pupil voice.</li> <li>Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>SENDCO</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	<b>Sports Coaching</b>	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"> <li>Regular reviews of impact</li> <li>Pupil voice</li> </ul>	<b>PE Subject Leader</b>	<b>Termly</b>
<b>Total budgeted cost</b>					<b>£14,800</b>
<b>ii) Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	<b>G and T events</b>	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"> <li>Pupil voice</li> <li>Staff members to participate in the events so the skills learned can be reinforced in every-day learning.</li> </ul>	<b>SLT</b>	<b>Termly</b>
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> <li>improve reading.</li> <li>increase confidence.</li> <li>Build a love of reading.</li> </ul>	<b>1:1 / small group Support for reading</b>	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"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>



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4. Desired outcomes		Desired outcomes and how they will be measured	Success Criteria
A	To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.		Pupil data shows that of the pupils in receipt of PP funding: <ul style="list-style-type: none"> <li>All pupils make at expected or accelerated progress from their individual starting points</li> <li>The majority of pupils reach or exceed age-related expectations.</li> </ul>
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 2019-20					
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"><li>Regular reviews of impact including data analysis and pupil voice</li><li>Staff CPD and regular updates.</li></ul>	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	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"><li>Regular reviews of impact including data analysis and pupil voice</li><li>Staff CPD through team planning, team-teaching and observations of best practice.</li></ul>	DH	Termly



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1. Summary Information				
School	The Woodlands Community Primary School			
Academic Year	2019-20	Total PP budget	£75,420 (£2950 contingency)	Date of most recent PP review April 2019
Total number of pupils	303	Number of pupils eligible for PP	66 (22%) 66 pupils (May 19)	Date for next internal review of this strategy April 2020

2. Current attainment						
	Spring 2019		Summer 2019		Autumn 2019	
	PP	Non PP	PP	Non PP	PP	Non PP
% achieving or exceeding age-related expectations in Reading	64%	84%*	76%	88%*		
% achieving or exceeding age-related expectations in Writing	59%	76%*	65%	74%*		
% achieving or exceeding age-related expectations in Maths	76%	84%*	65%	81%*		
Average of Non-PP % across years 1-6						
% of PP pupils making expected or accelerated progress in Reading	82%		76%			
% of PP pupils making expected or accelerated progress in Writing	82%		65%			
% of PP pupils making expected or accelerated progress in Maths	80%		65%			

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