



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

Woolden Hill School's Pupil Premium Profile 2016

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Date:	02.11.16

1. Summary information					
School	Woolden Hill Primary School				
Academic Year	2016 - 17	Total PP budget	£39,900	Date of most recent PP Review	December 2015
Total number of pupils	201	Number of pupils eligible for PP	44	Date for next PP Strategy Review	November 2017

2. Current attainment (end of KS2)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at or above ARE in reading, writing & maths (or equivalent)	0%	18%
Progress score in reading (or equivalent)	-2.06	-3.6
Progress score in writing (or equivalent)	4.53	0.96
Progress score in maths (or equivalent)	-5.63	-5.90

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Phonics and speech development
B.	Gap between PP and non-PP pupils in key curriculum areas
C.	Accessing extra-curricular activities to enrich learning experiences
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Phonics scores will increase - measured through phonics screening	Phonics scores will be at least in line with national
B.	Gap between PP pupils and non-PP pupils will close – measured by assessment data (otrack)	Gaps will close
C.	Increased access to enrichment activities – tracked by recording which pupils access these activities	More pp pupils will access activities
D.	Speech and language groups will increase confidence of selected children – monitored and analysed regularly	Speech and language gains

5. Planned expenditure

Academic year

2016 - 2017

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?
Improve maths progress on PP pupils	Mathletics internet based homework system	Support mastery approach to Maths curriculum with regards to targeted maths homework (Mastery: moderate impact for low cost)	Use by teachers to be monitored by Maths lead	CN & LS	June 2016
More PP pupils to take part in activities at lunchtime	Play leader to increase physical activity	Play leader to lead games and target children at lunchtimes to be more active. Tool to provide a range of physical interventions that allow children to develop key physical skills at their own pace.	Monitor Metcalf teachers	SS & CN	June 2016
Total budgeted cost					£5375

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?
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PP pupils will make increased progress	HLTA to deliver intervention	Although Sutton trust shows low impact for high cost, employing TAs at MHPS ensures that children can receive rapid intervention for next lesson in support of mastery curriculum	Focusing on Maths and Writing to fit with school development priorities	CN	June 2016
Children will be more engaged with curriculum	Forest schools programme	Learning observations show that children are more engaged in their learning outside. Continues to support school ethos of ensuring quality first teach as most important element.	Pupil interviews	CN	June 2016
Increased physical abilities	SMART movers intervention (Metcalf sports)	A tool to provide a range of physical interventions that allow children to develop key physical skills at their own pace.	Pre and post assessments	CN	June 2016
Language levels will increase	Speech therapist	Sutton trust: oral language benefits +5 months Role will be to support children as well as up-skill staff working to developing skills	Pre and post assessments, observations	CN	June 2016
Self-esteem and mental wellbeing will increase	Counselling	Improving confidence and esteem Social and emotional learning: moderate impact for moderate cost Maslow's hierarchy of needs - ensure children have basic needs met	Pre and post assessments	CN	June 2016
Total budgeted cost					£24,458
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?
Incidents to be monitored, tracked and reviewed to identify patterns,	CPOMS	Tool to manage and record child protection, behavioural issues, bullying, special educational needs and domestic issues.	CPOMS reports to be monitored	SS & CN	June 2016
PP leader to be developed, staff to improve outcomes for PP pupils	CPD	CDP for PP coordinator to ensure that latest information is planned into monitoring and evaluation	Review of training received, staff meeting minutes from CPD sharing	CN	June 2016
More pupils will access extra curricular activities	Enrichment Fund	Pupils and their parents will have access to an enrichment fund to allow them to access a range of activities	Monitor pupils who access, pupil interviews/questionnaires, parent interviews/questionnaires	CN	June 2016
Total budgeted cost					£12580

6. Review of expenditure				
Previous Academic Year				
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)	Cost
Supports the development of pupils with physical developmental issues (during classes), socialising (lunchtimes), working with lunchtime staff to support children in play. (PP children in Foundation)	Sports Coach (Teacher)	Year 1 child: 2 x 30 mins/wk @ £20 x 34=£680 Lunchtime training = 4x1hr training = £80 (new staff) Year F – lunchtime play 10 sessions x £20	Impact was noticeable for children with gross and fine motor needs. This needs to continue next academic year to build on the progress made this year. Lunchtime activities have reduced incidents of behaviour: continue next year.	Total: £1152 (includes 20% on costs)
Provide high quality intervention to support Maths, Literacy and social/behaviour issues.	HLTA's	SPECIFIC DIRECTED PP intervention support at all year groups.	Intervention files and feedback notes for staff recommending next steps show some gap closing, however this needs to be tight next academic year with some interventions that are evidenced based to rapidly close the gap.	Total - £19223 (includes 20% on costs)
Class Cover for SEN co-ord to observe pupils/identify needs in the classroom for Pupil Premium children WITH SEN	Additional Teaching	Observation notes, pupil progress meetings (termly), (SEN co-ordinator pupil progress meetings with staff where SEN AND PP)	Impact was high as PP children had specific focus in Pupil Progress meetings and therefore next steps were planned carefully for each pupil	2 days cover costs Total - £400

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<p>Supporting pupils during lessons alongside teaching – (am)</p> <p>Supporting pupils during lessons and intervention work (or pre teaching) (pm)</p> <p>Supporting pupils requiring daily reading (increasing frequency and access to reading)</p>	LSA support	<p>Salaries – PP SPECIFIC ADDITIONAL SUPPORT</p> <p>MW – Year 2 – 10hrsx38wksx £7.74ph = £2942</p> <p>MW – Year 4/5 – 10hrsx38wksx £7.74ph = £3529</p> <p>ST – Year 2 – 12hrsx16wksx£8.26ph = £1845</p> <p>DH – Year 3 – 7hrsx30wksx£8.26ph = £633</p> <p>SF – PP priority readers – all years 9hrs x £8.26ph x 20 = £1486</p> <p>Breakfast Club Support (3 PP children) 15mins per day @ £7.99phx36wks= £360</p> <p>JT – Year 5 – 1:1 with FM/CC X 10hrs - £2941</p>	<p>Year 2 – RD, AG, MS, BF, intervention file</p> <p>Year 3 – LB, RG, AL, GP, IS, JO, JO, intervention file</p> <p>Year 5 PB, CC, LC, MG, SK, FM, CP – intervention file</p> <p>Breakfast Club –</p>	Total - £13736 (includes 20% on costs)
<p>1:1 Counselling for 2 pupils with behavioural and social difficulties. 5 sessions (initially) followed by review and further support if required.</p>	Counselling 1:1	<p>£500 per child x 10 sessions</p> <p>Yr 4 – ED</p>	<p>Had a huge impact and the pupil is now much more settled within the classroom therefore this fund is no longer required to support the pupil.</p>	Total = £500
<p>4 mornings per week</p>	Breakfast Club	<p>Based on sept attendance for 5 children</p>	<p>Improved attendance for 2 pupils – enabling parent to work in one case.</p>	Total: £600
<p>Enables children to partake in school trips – thus ensuring that they are developing their social skills and wider contextual experiences.</p>	School trips / journeys	<p>Residential Year 6 CL (yr6) – 1 X £280</p>		Total: £280 (predicted for the year)

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Increase opportunity to develop and access a different curriculum.	Music Lessons	PB, MG, LC, CC, LMB, , IS)		Total: £450 (based on Autumn term cost)
Free school milk offered	Milk	11 children @ KS2 take up the offer		Total: £400
Play specialist to support PP children X 3 recommended by Ed psych to develop social skills through play. 1:1 therapy sessions	Play Therapy	Yr5 x3 children -£500 x 3 = £1500 (actual cost) (Spring 16 + Autumn 15)		Total: £1500 (will be actual cost)
Ensure PP pupils can access a range of clubs Prior to 2014 numbers not available. Role of Sports coach is to identify opportunities for PP and encourage participation. Funding allocated for increasing participation and cost of attending clubs (estimate only)	Funding to ensure that PP children can access after school clubs	All year groups. PAY 50% for SPRING Term	OFFER 50% of cost -	Total: £800 (will be actual cost)

PPR2

<p>To develop tracking of pupils – to include academic progress, SEN data, PP spending and data, Child protection data, behaviour records Access to some or all aspects depending on access rights. ALL staff to access PP data</p>	<p>C POM data base</p>		<p>School did not start to use this until Autumn 2016 due to high changes in staffing. However, the impact is already evident: better tracking of behaviour and welfare of our PP children has helped to identify pupils requiring additional support such as fun and families.</p>	<p>£580 (Actual cost)</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Identification of Pupils

Woolden Hill Primary School will be pro-active in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered quickly and therefore have the best impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed before the January census day to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum and life experiences

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Woolden Hill Primary School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having reached their full potential regardless of their starting points.

Funding arrangements

Pupil Premium funding will be allocated following annual needs analysis which will identify priority groups and individuals. Funding will be used to support academic development and support the social and emotional wellbeing of our Pupil Premium pupils.

As a school, we believe that extra-curricular activities and creative curriculum experiences such as trips, visiting speakers, attendance at Discovery Schools Trust events, musical and sporting experiences and many more experiences help to deepen the learning experience offered to our children and therefore support progress.

For pupils who are eligible for pupil premium funding, the following guidelines are applied to support enrichment experiences such as:

- Educational Trips
- Music lessons (offered through school)
- Before and After School care
- Extra-curricular clubs
- Magazine Subscription/ Summer Reading book pack
- Uniform (once per year)
- Milk/ Fruit to Suit snacks

*Please note: the total amount of funding that could be used towards the cost of enrichment will be **£250** in an academic year. The office staff, in communication with the Pupil Premium Lead, will track individual spending of the enrichment fund. This budget is completely flexible to meet the needs and interests of all our Pupil Premium families.*

For families that find themselves in need of additional support in paying for school related expenses, use of the enrichment fund may be possible with consultation with the Pupil Premium Leader.