

Woolden Hill Review of Pupil Premium

What is our ambition for pupils eligible for Pupil Premium?

Initial Short Term Target

- Attendance of PP children improves so that fewer PP children are classed as PA
- Attainment and progress of PP children in year groups is in line with that of non PP children
- Attainment of Greater Depth PP children in year groups is in line with that of Greater Depth non PP children

Long Term Ambition

- Attainment and progress of PP children in year groups is above that of non PP children
- Attainment of Greater Depth PP children in year groups is above that of Greater Depth non PP children
- Attainment and progress of PP children in year groups is above the average of that of Non-PP children nationally
- Attainment and progress of Greater Depth PP children in year groups is above that of Greater Depth Non-PP children nationally
- The use of metacognition to enable students to take ownership of learning and improve attainment
- Attendance of PP children is above 95%
- A tailored approach to the use of PP funding for all pupils

Research into the use of PP funding shows

- Schools have used an average of 18 strategies to support disadvantaged pupils since the Pupil Premium was introduced in 2011. Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies
- The way schools implement their strategies is important. The research identified seven distinct 'building blocks of success' including: an emphasis on achievement for all pupils, addressing the needs of individual pupils, using evidence in decision-making and responsive leadership
- Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement
- Certain school characteristics have a strong relationship with disadvantaged pupils' performance. For example, lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils. Schools in London and the North East had better results for disadvantaged pupils. However, these relationships do not entirely explain the variation in disadvantaged pupils' performance, between otherwise similar schools, demonstrating that schools have meaningful scope to make a difference.

Supporting the attainment of disadvantaged pupils: Articulating success and good practice – DFE November 2015

Research into Greater Depth PP pupils shows us that:

- 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE
- Boys, and particularly PP eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple science or languages

Missing Talent Report – Sutton Trust June 2015

Research into Metacognition and self-regulation

- Metacognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.
- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.
- In the UK, four recent studies indicate that programmes that seek to improve learning to learn skills can effectively improve academic outcomes. A 2014 study, Improving Writing Quality, used a structured programme of writing development based on a self-regulation strategy. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies can be achieved in English schools. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families

Education Endowment Fund March 2018

Pupil Premium Review Form – Woolden Hill Primary School – Pupil Premium Strategy Statement



1. Summary information					
School	Woolden Hill Primary School				
Academic Year	2017 -18	Total PP budget	£52080	Date of most recent PP Review	September 2017
Total number of pupils	201	Number of pupils eligible for PP	41	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%	53%
% making progress in reading	42%	56%
% making progress in writing	41%	84%
% making progress in maths	42%	66%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics and speech development
B.	Reading – Pupils are good at decoding but do not have necessary skills required for comprehension resulting in only 42% of PP pupils achieving the National Standard
C.	Challenge in maths – PP pupils are not accessing challenges or are not being challenged resulting in only 42% of PP pupils achieving the National Standard
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – currently 50% of PP pupils are being monitored as below 95% with 10 PP pupils classes as PA

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Phonics scores will increase, SALT screenings will identify pupil needs	Pupils eligible for PP in year 1 will score in line with National

		Pupils eligible for PP in EYFS, SEND and EAL will be screened for SALT identification and then lead to targeted pathways.
B.	Reading progress will increase in line with National with all PP pupils making at least expected progress. Through the use of Whole Class Guided Reading, termly results will increase as will end of KS results.	Pupils eligible for PP will achieve in line with National for reading, in all year groups – tracked by rising stars, teacher assessments and end of KS tests.
C.	Increased number of PP pupils achieving National standard at the end of key stage tests	Pupils eligible for PP will achieve in line with National for maths, in all year groups – tracked by rising stars, teacher assessments and end of KS tests.
D.	Attendance will increase for PP pupils – school data	Attendance levels for all PP children will increase with all pupils attending at 95%

5. Planned expenditure

Academic year

2017 - 18

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?
Increased awareness of SALT needs	CPD to train staff to be able to assess SALT needs of children	That children who are identified earlier can be targeted for support	All staff to have assessed pupils by set date (November 17) for SALT to being work	LS	June 18
All staff be be able to identify PP pupils and target interventions to allow them to make progress	Staff meetings with PP lead – release time needed to develop meeting grid	That once identified by CT the students can have individualised interventions	Data to be tracked and monitored	CN	June 18
Total budgeted cost					£1000

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?
Increased reading progress	HLTA to deliver RWI intervention	Although Sutton trust shows low impact for high cost, employing TAs at WHPS ensures that children can receive rapid intervention for next lesson in support of mastery curriculum	Focusing on RWI to support reading to fit with school development priorities	EC	June 2018
Increased attendance	CAWs EWO service bought in to work with families to increase the levels of attendance	Evidence suggests that children who attend school regularly are more likely to reach targets	Regular meetings with EWO, monitor the letters sent to parents, attendance monitored weekly of all PA pupils	CN	June 2018
Language levels will increase which will impact on phonics and reading	Speech therapist intervention and training for all staff in order to identify needs of all EYFS, SEND and EAL pupils	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 with SALT	June 2018
Self-esteem and mental wellbeing will increase	Counselling provided by trained worker	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 2018

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
Total budgeted cost					£28,913
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?
Well-being of pupils will increase	Enrichment Fund – parents receive £250 per academic year to spend on a variety of items including uniforms, breakfast club, extra-curricular clubs and trips etc.	This fund has been provided to enable parents and pupils to access extracurricular activities to support wellbeing of both pupils and parents. This was set up following consultation of parents.	The school office have given out payment cards to all families to track spending there is also a tracking grid in the office to track spending. The office regularly email parents to remind them of their funding choices.	CN, MK	June 2018
Improved maths skills of all pupils	Sumdog maths and Mathletics – for use at home	Support mastery approach to Maths curriculum with regards to targeted maths homework (Mastery: moderate impact for low cost)	Set by class teachers weekly and monitored by Maths lead	CN, JJ, LS	June 2018
Total budgeted cost					£14,850

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
Monitor and track pupils behaviour and well-being needs	CPOMS	393 incidents were tracked over the year identifying support for PP pupils and families	Child questionnaires have shown that children feel safer in school and know who to go to for support	£580
ii. Targeted support				
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
Increased levels in reading and writing Improved wellbeing of pupils	HLTA to deliver intervention	Year 3 – 42% ARE (8 pupils) Year 4 – 55% ARE (9 pupils) Year 5 – 33% ARE (6 pupils) Year 6 – 50% ARE (10 pupils)	Child questionnaire shows that wellbeing of pupils who took part in interventions increased dramatically but this did not have an impact on academic data for all pupils	£19233
Increased physical control of specific children	SMART movers intervention (Metcalf sports)	Increased body control of the pupils who attended sessions which resulted in improved concentration in class for some pupils	Child interviews show that the children enjoyed the intervention but limited impact mainly due to attendance of some pupils	£975
Increased phonics skills. Identification of targeted programmes for children with SALT needs	Speech therapist	Worked with 10 pupils from EYFS – year 6 Improved confidence and development in learning	Support from parents has helped a number of pupils to make progress	£2750
Decrease the loss of learning time after lunches for staff dealing with lunch time issues	Play leader at lunchtimes	Lunchtime incidents have decreased since the implementation of the new zoned areas	Child interviews show that pupils prefer the new zoned system and feel safer at lunch	£3,875 (part funded through sports grant)
Increased well-being of targeted vulnerable pupils in order to meet ARE	Counselling	The percentage of pupils reaching ARE combined in end of KS2 tests was 100% with 50% achieving DGS	Child interviews showed an increase in self-esteem and improved enjoyment of school.	£1000

iii. Other approaches				
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
Close the Gap between PP and non PP pupils who are reluctant learners	Forest schools programme	<u>Year 3 Achieving ARE</u> 38% Reading (58% whole cohort) 25% writing (55% whole cohort) 13% maths (42% whole cohort) <u>Year 4 Achieving ARE</u> 67% Reading (73% whole cohort) 67% writing (74% whole cohort) 55% maths (63% whole cohort)	Child questionnaires have shown that the children enjoyed forest schools and were more engaged with learning in school once back in the classroom Gap is closing for Year 4 between PP and Non PP The cost to train a member of staff in Forest School Delivery will be a better use of funds as more children can access the intervention	£500
Increase the wellbeing of both parents and children by providing access to a range of activities	Enrichment fund	91% of PP pupils accessed the Enrichment Fund with an average of £184 per pupil spent	Enrichment Fund was successful, summer school, milk and fruit, magazine subscriptions and reading books were areas that were not accessed	£7560
Increase the knowledge of PP lead and EYFS lead in the development of PP interventions	CDP	Training courses for PP lead and EYFS lead on the development of the enrichment fund	Training to be cascaded to all staff – such as SALT training	£1000
Increase the number of children accessing maths at home for homework	Mathletics	Year 1 – 50% ARE (2 pupils) Year 2 – 71% ARE (7 pupils) Year 3 – 42% ARE (8 pupils) Year 4 – 55% ARE (9 pupils) Year 5 – 33% ARE (6 pupils) Year 6 – 50% ARE (10 pupils)	23% of PP pupils are also on the SEND register and have other agencies involved Not all children accessed the scheme, lunch time club to be run by ICT lead on Monday's	£1500

7. Additional detail

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

Our full strategy document can be found online at: www.aschool.sch.uk

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.