

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	2018 - 19	Total PP budget	£54380	Date of most recent PP Review	August 2018
Total number of pupils	196	Number of pupils eligible for PP	34	Date for next internal review of this strategy	August 2019

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	29%	63%
% making progress in reading	57%	75%
% making progress in writing	43%	78%
% making progress in maths	43%	76%

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%
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5. Planned expenditure

Academic year	2018 - 19
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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 number of PPG pupils passing phonics screening	Use of RWINc Phonics scheme including Get Writing in EYFS and Year 1	Evidence from the EEF suggests that Teaching phonics is more effective on average than other approaches to early reading. In the academic year 2017-18 33% PPG passed the phonics screening	Pupils will be regularly assessed to monitor phonics levels, support from RWInc support days to monitor implementation Tracking of phonics levels half termly	LS, JJ and ER	July 2019
Increased number of PPG pupils meeting National standards in RWM by identifying and closing gaps	PPG lead to work with all staff members to target interventions directly DSAT training for support staff to lead interventions	That once identified by CT the students can have individualised interventions The numbers of PPG pupils achieving RWM combined for their year group in 2017/18 was below that of non PPG pupils bar year 3	Data to be tracked and monitored Termly - pupil progress meeting to be held with Lead and all staff to monitor and track pupils Interventions to be led by trained support staff working on DSAT training scheme	CN	July 2019
Increased number of PPG children achieving Age Related standards in Mathematics	Maths TRG to support staff to implement mastery and challenge in all parts of the lesson	Evidence from EEF suggests that on average, mastery learning approaches are effective, leading to an additional five months' progress. In the academic year 2017-18 50% of PPG pupils met the standard compared to 76% nationally	Maths planning and lessons to be monitored by Maths Lead and SLT Books to be monitored for mastery and challenge PPG children to be focus of Learning walks	SS & CN	July 2019
Total budgeted cost					£7530

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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Increased reading progress	Support staff to deliver RWI and other reading interventions	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	CN	July 2019
Increased attendance	CAWs EWO service bought in to work with families to increase the levels of attendance Monitoring through CPOMS	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 Class teachers to use CPOMS to monitor attendance and liaise with	CN	July 2019
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	July 2019
Self-esteem and mental wellbeing will increase	Counselling provided by trained worker ELSA support for targeted children CPOMS used to track and refer pupils to ELSA	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 by trained counsellors Referrals made to ELSA via CPOMS and all work recorded here	CN & SS	July 2019
Total budgeted cost					£28,000
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?
Increased pupil Wellbeing and engagement in extracurricular activities	Enrichment Fund – parents able to identify where they will spend fund (trips, clubs etc) Rock Steady sessions to target pupils who are unmotivated.	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 to use payment cards to track spending and record on a tracking grid to track spending. The office will regularly email parents to remind them of their funding choices.	CN, MK	July 2019
Improved maths skills of all pupils	Sumdog maths used for homework Timestables Rockstars	Support mastery approach to Maths curriculum with regards to targeted maths homework (Mastery: moderate impact for low cost) There is extensive evidence of positive effects across age groups and for most areas of the curriculum. (EEF) The number of children achieving expected levels was 40% in 2016-17 with the average score of 97 and a progress score of -4.6	Set by class teachers weekly and monitored by Maths lead Challenges set weekly for whole school Assessment grids to be used for KS2 for timetables scores to monitor improvement Use of termly assessment to monitor	CN, JJ, LS	July 2019

Increased reading comprehension skills	Accelerated Reader Read Theory	There indications that computer-based tutoring approaches can be successful in improving reading comprehension particularly when they focus on the development of strategies and self-questioning skills. (EEF) The number of children achieving expected levels was 40% in 2016-17 with the average score of 98 and a progress score of -4.3	Used weekly by all KS2 teachers and by year 2 teaches once children reach purple book banding Monitoring through the half termly tests on AR reader Monitoring improvement through the use of termly tests (Rising Stars or SATS etc)	CN and DC	July 2019
Total budgeted cost					£18,850

6. Review of expenditure					
Previous Academic Year		2017 - 2018			
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	
Increased awareness of SALT needs for PPG pupils and speedy interventions implemented	Training from SALT to all staff to deliver SALT assessments and target interventions	All pupils in EYFS were assessed along with all EAL and SEND children. Targeted children then attended SALT groups with support staff who had been trained by SALT team	Assessing all pupils in EYFS and those with SEND allowed targeted interventions to be put into place for PPG children in EYFS, Year 1 and Year 2 leading to all children making progress. This approach will be continued next year but will alter. Targeted intervention staff will be attending a DSAT course to deliver interventions	£4500	
All staff to be able to identify PPG pupils and target interventions to allow them to make progress	CPD for all staff Meetings half termly from Summer 2018 PPG progress grids developed	All staff are now able to say who the PPG pupils are in their class. Interventions were carried out for identified pupils Only pupils in year 3 were able to close the gap between PPG and non PPG pupils	The PPG progress meetings were valuable for staff and supported intervention planning but due to the start time (summer) had limited impact. This strategy will continue but will be started in the autumn term using data from previous academic year to target interventions. Support staff are to commence a training course to deliver interventions delivered by DSAT and will achieve a qualification to NVQ level 3	£2600	
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 reading progress	HLTA and LSA to deliver Reading interventions based on RWInc and daily reading comprehension activities	The LSA who complement the reading comprehension activities with 7 pupils (3 PPG and 4 non-PPG) was able to show progress for all children in book banding. All 3 PPG children made progress but did not close the gap between national. HLTA interventions were impacted by the change to timetable to support behaviour for PPG pupils in a class as a one to one support	The reading group worked well and all pupils made progress, however the PPG group size was small and due to attendance issues children were not able to close the gap. The use of the HLTA as one to one support cut down the intervention times which led to a lack of progress across KS2. However when sessions did run the children were able to make progress. This approach will be changed in the next academic year to use more support staff for interventions and they will be trained by DSAT	£31,328
Increased attendance for PPG pupils	CAWs EWO service bought in to work with families to increase the levels of attendance	There were regular meetings with EWO at the start of the academic year to monitor attendance, letters sent to parents, and the school monitored the attendance of all PA pupils weekly. Increased costings of the EWO were an issue. 20 pupils have received letters regarding attendance. This has resulted in an improvement for 57% of these pupils with 1 pupil increasing to above 95%. 12 children increased attendance following EWO intervention, 3 children stayed at the same level of attendance and 5 children had a decrease in attendance, they received second letters and one moved to legal planning	Due to the increases in the attendance of some targeted families we will be continuing this method of intervention however we are now using the Local authority EWO to support the school, due to increased costings of the previous EWO The school will be supporting families at the initial stages of attendance and poor attendance will be targeted more quickly. Holiday fines will be implemented as this causes attendance issues.	£3410
Self-esteem and mental wellbeing will increase	Counselling provided by trained worker	Of the 6 pupils that were worked with they did show an improvement in their self esteem, for some of the pupils attendance increases were observed.	Self -esteem increases were noted for all children, however the number of children able to be seen was limited. We have a trained ELSA who will be continuing to support the mental wellbeing of pupils and the school are implementing a new PSHE scheme to support pupils. Due to costings counselling will not be provided.	£1710
Wellbeing, attendance and behaviour needs of all PPG pupils to be identified and addressed speedily	CPOMS to monitor pupils and support the delivery of targeted support	CPOMS allowed PPG pupils to be monitored (along with non-PPG pupils) for behaviour, attendance and wellbeing. This resulted in timely interventions being available for those in need such as EWO, ELSA or Family support	The use of CPOMS by many members of staff has led to speedy support for PPG pupils in a number of areas Support staff are using the system less frequently than teaching staff so training will be given in the autumn term to ensure all staff use the system effectively	£645
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

Well-being of pupils will increase and number of PPG pupils attending extracurricular events will increase	Enrichment Fund – parents receive £250 per academic year to spend on a variety of items including uniforms, breakfast	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 emails parents to remind them of their funding choices.	£13,230
Improved maths skills of all pupils	Sumdog maths and Mathletics – for use at home	The number of PPG pupils accessing Sumdog was more than 20% higher than those accessing Mathletics. Those children who accessed it have made progress on the system but this is not shown in the maths levels at the end of KS assessments	The high costing of mathletics and the low uptake of the system require the school to look at a different approach for homework. The higher uptake of sumdog and its ability to be used a classroom tool mean that this system will be carried on and mathletics will be replaced by timetables rockstars	£971

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 (all paid for then funding available for choices below)
- 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 **£185** 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.