

Woodhouse Community Primary School

Pupil Premium Strategy Statement 2019 – 2020

Pupil Premium Lead: Rachael Smith

Pupil Premium Governor: Kelly Phillips

1. Rationale

At Woodhouse Community Primary School, we sit within a large council estate where low income and high unemployment prevails. 73% of pupils (PP Eligible June 2019) are ranked as living within the 10% Most Deprived, with all pupils falling within the Top 30% Most Deprived in England (IDACI, 2015). The majority of pupils live in wards where well below average numbers of parents have engaged in higher education and this impacts upon levels of literacy and numeracy skills, and often parental support at home. We believe that our practice is developed to ensure the individual needs of all of our pupils are met, including social and emotional. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and narrow the gap between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
120	Per Pupil: £1,320	Per Pupil: £1,320	Per Pupil £1,700*/ £2,300	Per Pupil £300

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
13	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

4. 2019 – Disadvantaged pupils outcomes

EYFS – 24 pupils (16 FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
63%	62%	75%	-13%	-19%				
<u>KS1</u> Y2 – 25 pupils (16 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	75%	79%	-4%	-16%	13%	29%	-16%	-14%
Writing	50%	73%	-23%	-18%	13%	18%	-5%	-10%
Maths	63%	79%	-16%	-16%	6%	25%	-19%	-12%
<u>KS2</u> Y6 - 30 pupils (26 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			

	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	69%	78%	-9%	-16%	8%	31%	-23%	-14%
Writing	81%	83%	-2%	-15%	15%	24%	-9%	-13%
Maths	77%	83%	-6%	-15%	12%	31%	-19%	-15%
GPS								
RWM combined	62%	71%	-9%	-20%	4%	12%	-8%	-11%

6. 2018 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	-1.5	0.3	-1.8	-0.9
Writing	0.3	0.3	0	-0.8
Maths	0.3	0.3	0	-1.0

7. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up .	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019. High quality provision both indoors and outdoors help supports PP children meet ARE.
B	Emotional resilience/wellbeing of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils’ learning desire and good behaviours.
C	The gaps in reading attainment are not closed fast enough by the end of Key Stage 2 for disadvantaged children. This can be seen in weaker reading ability and comprehension skills, particularly in Key Stage 2 Children do not read widely or frequently enough, with weak stamina and a limited vocabulary.	End of KS2 data to be closer to/ in line with national and improved for PP in reading compared to last academic year.
D	The gap in writing attainment for disadvantaged children at the end of Key Stage 1 is significant: the proportion of disadvantaged children achieving expected standard is significantly lower than other pupils. Children have limited experiences, do not have experience of rich texts at home and a limited vocabulary.	End of KS1 writing data (achieving expected standard) to show a diminished gap compared to other pupils. PP children in Y3- achieving ARE shows gap narrowed.
E	The proportion of disadvantaged children who achieve higher standard in Reading and Maths is significantly lower than that of other pupils.	End of KS2 R and M data shows diminished gap of disadvantaged children achieving Higher standard in reading and maths compared to other pupils.
F	The range of opportunities/ aspirations and ambitions for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access similar cultural capital/ with similar aspirations as their academic peers which will raise their self-esteem, confidence, academic progress and through these first-hand experiences, apply their skills for the new learning across the curriculum.

8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

Barriers		Desired Outcomes
G	Low attendance rates and poor punctuality for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA. Reduce the amount of 'late' marks achieved by the targeted group of children.
H	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.
I	Children have very limited cultural capital. Many of our children do not leave the housing estate and have limited experience of the wider world which has a negative impact upon their ability to draw from their own experiences to write creatively.	Linked to Objective F

9. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Improved outcomes for Pupil Premium pupils within Early Years	Additional TA staff (=1 Apprentice) to support EYFS / 2 year old / rising 3's pupils, targeting communication/ language.	+1 judgement from EEF, showing this has some effectiveness but at a cost. Early years interventions shown to be worth +5 from EEF.	£10,679	62% PP children achieved GLD compared to 63% in the cohort and 75% national other.	Autumn term data shows a targeted 73% of children in Reception overall to achieve ELG. Our Autumn data showed 41% of the PP children on track to achieve GLD but with a target set of 65% of PP children to achieve ELG by the end of the year. Specific children were highlighted and provision and adult support put into place to specifically target children for the Spring Term.
		Speech and language focus/provision delivered by Support staff previously trained (BLAST)	Studies of communication and language approaches consistently show positive benefits for young children's learning.			Data for Spring term was collated just prior to lockdown and showed that 64% of the PP children were on track to achieve GLD. Reading/communication continued to be a big focus for our Early Years children during lockdown, with home learning set around key audio stories and paper copies of ditty books loaned out.
						Member of additional staff continued to work and support the EYFS team and their provision.

B	Improve emotional resilience and wellbeing for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours.	Stepping Up Together Programme for Y6 Connecting with children/SEMH programmes and Nurture to support children	Collaborative learning EEF judges this approach to be +5, moderate impact for low cost.	£500		Autumn term data showed none of the PP children in Year 6 reaching step 4 or 5 on Behaviour tracker taking part in the Stepping up Together programme. Behaviour data shows a much improved settled picture for that cohort of children, with no children from Year 6 accessing the Restart provision. (previous year-4 PP boys FTE)
			Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as <u>Mastery learning</u> or <u>Digital technology</u> . Collaborative learning appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.	£1000		Spring Term lesson monitoring commented positively on children's attitudes and learning behaviours within the classroom: this is a strength noticed throughout the school (Gov visit to confirm this see Jan monitoring of Reading /Literacy) 12 PP children accessing Nurture group based on need. Staff accessed training using Inspire project- focusing upon mindfulness and relaxation. These have proven to be effective in improving coping strategies and resilience.
			EEF judgement on Social and Emotional learning is +4, moderate impact for moderate cost. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.			During lockdown, staff were directed to specific courses to improve understanding of Adverse Child Experiences and supporting Children's mental health. We also accessed Bereavement training provided by Butterwick, allowing staff to support children experiencing issues in the classroom more effectively in preparation for full return in Autumn 2020.

C	End of KS2 data to be closer to/ in line with national and improved for PP in reading compared to last academic year.	Year 6 class to be halved and taught by 2 teachers , am, 5 days per week (12 in one group, 17 in higher)	EEF judges reducing class size to be +3 and previous 3 years doing this has resulted in improving results at end of Key Stage 2. Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.	Cost: £11,822	69% of PP children achieved EXS for Reading compared to 73% nationally.	Intervention analysis and tracking from shows that in Y6, PP children are making progress and are benefiting from the smaller class size to allow more tailored teaching and high quality feedback. Progress continues to be closely tracked and monitored. Spring term data (based on previous SAT paper and teacher assessment) showed that 80% of our Y6 PP children were on track to achieve EXS in reading. Due to March lockdown, this data for Summer term and tests were not completed.	
		Staffing for interventions / support of small groups within the classroom (Quality First teaching)	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.	25% cost for all TAs and learning support assistants £110,402			Intervention analysis across school by SENCO and Reading tracking shows that PPG children overall across school are making progress and benefitting from approaches such as smaller RWI groupings. Where certain children have been highlighted as not making the desirable progress, SENCO meets and supports TA/ puts actions in place to help ensure progress is made. This is reviewed regularly (at least half-termly where progress is slower). Intervention data for whole school spring term was not completed due to closure which meant that progress could not be fully evidenced through assessment. Discussions with class teachers, lesson visits in the Spring term and work scrutiny showed that the vast majority of PPG children were making progress in line with expectations. Where PPG pupils were not, it was due to SEND and SENCO involvement in place to help identify strategies/ support from wider agencies.
		Accelerated Reading Programme and training for staff.	EEF judges programme to be promising (+3)	£2500			

		<p>Further investment in ICT Software / APPs to support R/W/M</p> <p>ICT Hardware Upgrading Yr3 whiteboard</p> <p>)</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	<p>£1000</p> <p>£4200</p>		<p>Due to March lockdown, these interventions were not completed.</p> <p>Investment in Times Tables Rock Stars, Testbase, Spelling Shed, Oxford Owl and Grammarsaurus software/APPs allows for consistency of approach in school. Spelling shed in particular provides staff and pupils with a clear framework to support the teaching of spelling and engages children. Spelling data and progress to be analysed in more depth over the coming year to see the impact this has.</p> <p>Due to closure, spelling data was not completed across Spring and summer terms. However the cost outlay to apps and software continued and children had home access to these platforms during the closure into the summer.</p> <p>Due to an issue with the Y2 board that was not fixable, this cost went to replace the Y2 board, allowing the Y2 class to access digital provision in the classroom (Accelerated Reader, Oxford Owl, WHite Rose) in order to support and enhance provision. Therefore the Y3 board will be replaced in the next cycle.</p>
D	<p>End of KS1 writing data (achieving expected standard) to show a diminished gap compared to other pupils.</p>	<p>Staffing for interventions / support</p> <p>Supporting the broad and balanced</p>	<p>Where TAs support individual pupils or small groups, on average show moderate positive benefits.</p> <p>High performing schools subsidise trips and extra-curricular activities for</p>	<p>As above</p> <p>£4000</p>	<p>Current gap for PP in writing at end of Key Stage 1 -23%</p>	<p>Autumn targets and data shows that 65% (12/18) of PPG children in Y2 are on track to achieve expected standard by the end of the year, therefore diminishing the gap from the previous year.</p> <p>Spring term data was not fully collated due to early school closure, however upon discussion with the class teacher and support team and</p>

		<p>curriculum Curriculum (Peer Kids/ Maths Puzzle Days/ Science Magic Shows/ Planetarium) Poets / Author/ artist visits/ Arstmark visits</p> <p>Vocabulary and communication/la nguage training for whole staff (training day)</p> <p>Feedback and moderation in Writing training for all staff</p>	disadvantaged pupils (DfE Supporting the attainment of Disadvantaged pupils august 2018)			<p>from scrutiny and lesson visits,11 out of the 12 were still on track to achieve EXs, with one having extra intervention to support progress. Writing training from Marie Rudd was due to commence Summer term but has been postponed for now. Autumn term and the vast majority of Spring term visits went ahead, subsidised to support PPG children, to enhance experiences to write effectively. Due to lockdown KS1 data was not required nor submitted.</p>
E	End of KS2 R and M data shows diminished gap of disadvantaged children achieving Higher standard in reading and maths compared to other pupils.	<p>Subsidised theatre trips/author visits theatre companies in school</p> <p>Challenge for More able pupils training</p>	High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils (DfE Supporting the attainment of Disadvantaged pupils august 2018)	£2500	Gap for PP children at HS R: -23% M: -19%	<p>Autumn target setting was for 5 of the 25 PPG children in Y6 to achieve HS in R and M (20%) Autumn data collection showed that all 5 were on track in Maths with 4 of them on track in Reading (1 not due to poor attendance). This therefore would ensure diminished gap. Spring term data was collated in Y6 as previous SAT assessments had been done. In discussion and analysis of the data, it showed that all 5 were now on track to achieve HS in R and M. This was confirmed through Spring term visits and scrutiny.</p> <p>Writing training/challenge with Marie scheduled for Spring term 2, now postponed.</p>

F	Pupils eligible for PP access similar cultural capital/ with similar aspirations as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences, apply their skills for the new learning across the curriculum.	OPAL / Forest Schools development (planting / fencing/ SLA in outdoor learning across school/	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	£1500		OPAL equipment (tyres, barrels etC) purchased, weekly training and meetings for lunchtime supervisors to promote play effectively and a continued reduction in lunchtime incidents was recorded (see CPOMs data/ Restart data) meaning children ready and engaged more fully for afternoon sessions. Due to early closures, the planting and improvement of the SUD garden was unable to take place in the summer term as planned.
		Inspire Family Learning Healthy Eating (weekly x2 hour sessions with		£1500		Inspire Family learning sessions focused upon targeted PPG children and their families across KS1 and KS2. This has had a positive impact upon specific children's engagement and self-esteem. The cost was fully met through the Autumn Term. Due to lockdown, these sessions did not take place during Summer term
		Supporting the broad and balanced curriculum Curriculum (Peer Kids/ Maths Puzzle Days/ Science Magic Shows/ Planetarium) Poets / Author/ artist visits/ Arstmark visits	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.	As above		
	Upper KS2 2 Residential to Robin Wood(team building/ resilience)			£1820		Robinwood residential took place in Spring term (February) . As a result of this trip key values and skills such as communication, resilience and self-esteem have improved, key areas to encourage and develop positive learning attitudes.
				£1400		

		Lower KS 2 1 night residential (Linked to Geography Fieldwork on Rivers; team-building, self-esteem)				Due to Spring closure the summer residential for Y3 was unable to take place this year.
G	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA. Reduce the amount of 'late' marks achieved by the targeted group of children.	Attendance and punctuality rewards/ trips etc Behaviour awards		£750	2018/2019 showed PA at 15% Ave weekly minutes lost due to lateness- Summer term 2019: 200 minutes	Autumn term and including Spring 1 data comparisons showed that overall persistent absence for this period was 12.18% (number of PP children 16). This was a decrease for the same period in 2018/19 of 24.87% (30 PP children) and 2017/18 20.29% (36 PP children) Certificates, rewards, raffles were used and championed throughout this period. Due to closures further data was not available for analysis.
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	The Power of Reading resources Parental Engagement through holding Reading workshops for every year group	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement	£300 £300 to cover cost of books/resources for events (£50 per year group)		Due to lockdown, Spring and summer reading workshops did not go ahead as planned. Virtual storytime was provided through class Dojo during lockdown. Reading workshop for EYFS went ahead in Autumn term- well attended (over 80% of parents and carers) Lockdown learning focused upon key stories to support and promote reading. As a result when this group of children came back in June, gaps in reading were not as large as anticipated.

10. Budget Summary

Desired Outcome		Cost
A	Improved outcomes for Pupil Premium pupils within Early Years	£10,679
B	Improve emotional resilience and wellbeing for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours	£1500
C	End of KS2 data to be closer to/ in line with national and improved for PP in reading compared to last academic year.	£119,924
D	End of KS1 writing data (achieving expected standard) to show a diminished gap compared to other pupils.	£4000

E	End of KS2 R and M data shows diminished gap of disadvantaged children achieving Higher standard in reading and maths compared to other pupils.	£2500
F	Pupils eligible for PP access similar cultural capital/ with similar aspirations as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences, apply their skills for the new learning across the curriculum.	£6220
G	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA. Reduce the amount of 'late' marks achieved by the targeted group of children.	£750
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£600
Total Budget Spent		£146,173

Additional Funding Supporting Provision

Notional SEND funding - £543

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Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor:			
Pupil Premium Review at Finance Governors	Autumn:	Spring:	Summer:
Autumn Summary Pupil premium strategy was shared with finance governors in the autumn term. Discussed the desired outcomes which would continue from the previous academic year and explained the new desired outcomes in line with the needs of the children in school. This was done in an overview sheet with a review of the previous years (see meeting minutes)			

Spring Summary

Full strategy was shared with governors, including evidence and breakdown in costings. Governors asked what EEF was and it was explained about it being evidence-based research into best ways to ensure value for money when spending Pupil Premium. It was noted that gap between disadvantaged children in KS2 was narrowing and that was justification in putting spending and support into the other areas where gaps were larger.

Summer Summary

A general update was provided to governors about additional costs and spending due to Covid 19 and lockdown regulations. This was accepted and agreed (see Summer Term gov meeting minutes)

Review Date

July 2020.