

## Pupil Premium Strategy Statement 2018/19

1. Summary Information					
Wodensfield Primary School					
Academic Year	2018/19	Total PP budget	<b>£150,480</b>	Date of internal PPG strategy review	March 2019
Total number of pupils	498 (inc 80 part time nursery children)	Number of pupils eligible for PPG (Pupil Premium Grant) Including 6 post LAC	114 (24.2%)		<b>Impact review – June 2019</b>

2. Current Attainment			
KS2 outcomes 2017-18	Pupils eligible for Pupil Premium (our school)	Pupils not eligible for Pupil Premium (our school)	Pupils not eligible for Pupil Premium (national average)
% achieving ARE or above in reading, writing & maths	38%	64%	70%
% achieving ARE in reading	63%	80%	80%
% achieving ARE in writing	63%	89%	83%
% achieving ARE in mathematics	38%	70%	81%
% achieving ARE in SPaG	50%	80%	82%
% key stage 1-2 progress in reading	2.71	1.09	
% Key stage 1-2 progress in writing	-1.41	0.26	
% Key stage 1-2 progress in maths	-2.33	-2.22	
3. Barriers to future attainment (for pupils eligible for PPG)			
In school barriers (to be addressed in school)			
A.	Quality First teaching. Development of language and phonic skills , particularly on entry into nursery and reception		
B.	Engagement and motivation, in Maths for disadvantaged pupils with a focus on girls and summer born across all key stages		
C.	Development of social and learning behaviour skills		
External barriers (issues which require action outside school, such as low attendance rates)			
D.	Improve parental engagement levels		
E.	Improve attendance for disadvantaged pupils Persistent absence FSM		
4. Desired outcomes		Success criteria	
A.	Quality First teaching To raise standards in speaking and listening from entry to reception, so that pupils are better equipped to access the curriculum and make good progress towards expected standards.	Pupils speaking and listening and Phonic skills to develop at an accelerated rate, enabling them to access the curriculum and make good progress towards the expected standard.	

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B.	To raise standards in and engagement in Maths. To raise achievement and progress in Maths across the school. Development of problem solving and reasoning skills.	Attainment in Maths will improve for targeted pupils. Outcomes for disadvantaged pupils at least in line with National. Pupils able to respond to and find strategies to accurately solve mathematic problems.
C.	Nurture Group to support pupils and their families to develop social and learning behaviours, with a key focus on EYFS cohort. Embedding of school values and expectations- Ready, Respectful, Safe	Pupils to develop skills and strategies to support their learning in a classroom environment. Leading to improved learning behaviours, self -regulation, speaking and listening skills. This will enable pupil premium children to attain the expected standard.
D.	Pupils and families are supported and engagement of some pupil premium families is improved. Further, develop the Family Liaison Officer support for disadvantaged families and increase engagement in school life. With a focus on language, friendship and relationship skills	Engagement of families, with a focus on hard to reach families is improved. This will lead to improved engagement in their child's learning and improved outcomes for children. Measured by teacher assessment and end of key stage assessments.
E.	To reduce the percentage of persistent absenteeism in disadvantaged pupils	Reduction in the percentage of persistent absence for PP children, leading to improve outcomes

Planned Expenditure						
Academic year	2018/19					
Quality of teaching for all						
Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Impact
Quality professional Development for all staff to enhance subject knowledge, raising standards and closing the gap for disadvantaged pupils. <b>£5,000</b>	Funding allocated for professional development for individuals or whole school.	Quality professional development leads to improved learning outcomes for pupils.	Impact Monitoring through work scrutiny, observations and pupil voice. Monitoring of School Improvement priorities.	Deputy/As sistHeadte acher Senior Leadership team	Termly	There has been a significant increase in CPD during the academic year. This has been accessed through the SiF project with a local teaching school and a TRG focusing on Maths (lined to the local Maths hub). Implementation of curriculum and operational improvements have been made during the school year, however impact will be more pertinent in the coming year.

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Collaborative network to raise standards across alliance in Early Years <b>£1000</b>	Early years developing Communication skills	Quality professional development leads to improved learning outcomes for pupils.	Professional development feedback	Early Years Lead		
Talking Partners intervention programme HLTA 3 hours per week £1,800 Assistant HT EAL Lead 1 hour per week £1,500 <b>£3,300</b>	A programme designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. (10 weeks) intervention used a targeted, time-limited with small groups and individuals.	EEF Oral language interventions- moderate impact for very low cost. +5 Reading comprehension strategies, moderate impact for very low cost +5	Entry and exit assessments Report to Governors	EAL Lead Assistant HT	Termly	There has been a shift into more children that are new to the school, with little to no English, requiring support through this programme.  The programme remains a positive for those accessing it. Children make accelerated progress, because of talking partners.
Continue to develop resources and lessons for daily 30 minute Guided Reading CPD £500 Resources £750 SLT time £1500 <b>£2,750</b>	Development of core classroom teaching strategies improving the reading and comprehension capabilities of all pupils. Staff CPD	EEF 5+ months progress. Moderate impact for low cost. Question Level Analysis of 2017 KS2 SAT's identify that inference type questions are an area for improvement at Wodensfield.	Work Scrutiny. Guided Reading Records. NGRT assessment data.	ASSHT A Sharpe (SLT) English (Reading) leads	Termly	Work scrutiny and staff feedback confirms guided reading in KS1 and KS2 better prepares our children in this area of English. The structure and evidence produced in GR, demonstrates our PP children are now better prepared for the demands of this subject area.
Reception reading and comprehension Intervention <b>£2,000</b>	Early Reading and comprehension intervention. Small group teaching three times per week. Induction of new EYFS lead, including attendance to middle leaders course.	EEF reading comprehension strategies moderate impact for very low costs+5	End of EYFSP data Pupil feedback	Reception class teacher And NNEB	Termly	A new EY phase leader and changed staffing has not been as positive as the school would hope.  Due to the slow progress in this area, we will continue to work closely with the LA SIA team.

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<p>PPG Lead (or as directed SLT member) to meet with all class teachers to set and review personalised targets, which will be shared with parents and children. <b>£500</b></p>	<p>Pupil progress meetings Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff DHT to lead intervention meetings to strategise with support staff</p>		<p>Pupils are aware of next steps in learning and expectations. Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.</p>	<p>Deputy/Asst Headteacher Senior Leadership team</p>	<p>Half termly</p>	<p>New termly tracking has been implemented. This has enabled teachers to be more focussed on the 'gaps in learning' PPG children are suffering from. Where addressing these gaps has been most effective (through pre and post teaching/interventions/small group teaching), PPG children have closed the gap to their peers.</p>
<p>PPG Lead to monitor each disadvantaged child and ensure they access an appropriate structured timetable, providing targeted intervention</p>	<p>Timetable Pupil targets Discussions with pupils Book trawl Learning walks Progress meetings</p>		<p>Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.</p>	<p>DHT PPG Lead Class Teachers</p>	<p>Half termly (weekly where necessary)</p>	<p>PP monitoring is taking place. Findings from this monitoring, is used in progress meetings with class teachers and shared with subject leaders.</p>
<p>HT and PPG Lead to meet and monitor effectiveness of intervention and support and implement action plan based on areas for development</p>	<p>Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff. Identify funding for EY disadvantaged children.</p>		<p>Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.</p>	<p>HT DHT Class teacher Support staff</p>	<p>Termly</p>	<p>Data sheets and tracking tables are available, in a format agreed by the SLT. The use of 'live' information, with SIMs Discover has been investigated. This will feature as an action for the 2019/20 action plan.</p>
<p>Total budgeted cost: <b>£14, 550</b></p>						

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B. Engagement and motivation in Maths (and maintain continued improvements in reading) for disadvantaged pupils						
Targeted support	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Impact
Improve parental engagement in Mathematics development and quality access at home. Mathletics £1,800 SLT tracking £,3000 Staff time 1hr x12 p/week (£360 x 34 = <b>£12,240</b> )	Mathletics programme; Celebration and tracking of effort, participation and attainment. Certificates awarded Extra lunchtime sessions for non-access students (PPG children engaged as a priority) Afternoon Maths meetings.	EEF Homework – removing low impact, replaced with increased Parental engagement +3 coupled with Digital technology and learning +4	Entry and exit data outcomes Parental feedback Staff CPD and training Work with TRG White Rose Maths hub (Pinfold Primary). Attendance at Mark Smith's LA Maths sessions, for improving arithmetic and reasoning.	Y1 to Y6 staff	Termly	Improved parental engagement- Improved confidence in Maths (reasoning and rapid recall).  The KS1 project with the Manor Teaching School has positively influenced our communications and engagement with parents.
Implementation of Guided Reading Resources £5,000 Assistant HT 3 days co-ordination time= £3,000 <b>£8,000</b>	School Inset training. Development of vocabulary and comprehension	EEF Feedback- High impact for very low cost +8months	Professional feedback. Work Scrutiny and lesson observations	English Lead teachers and Senior Leadership Team	Termly	Work scrutiny confirms positive start to guided reading in KS1 and KS2. The structure and evidence produced in GR, demonstrates our PP children are now better prepared for the demands of this subject area.
Maintain Every Child a Reader Intervention <b>£12,675</b> CO 15 hrs per week	One to one intervention	EEF one to one tuition- Moderate impact for high cost +5 months	Individual pupil impact data. Continued support once programme completed.	Every Child a Reader lead teacher SENCO	Annually	This has a positive impact on PPG children's progress in reading and in particular in Y1 Phonics.
Better Reading Partners <b>£3,000</b> CO 2hrs per week	Peer lead support	Moderate impact for very low cost +5 months	Monitored by ECAR lead teacher. Pupil progress tracked.	Every Child a reader lead teacher	Termly	Enables cross phase working and developing the confidence of KS1 and 2 children in reading.

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Maths Mates club 45 mins p/week (SMT led) <b>£600</b>	Small group intervention Mentoring More able supporting less able peers (communication)	EEF research indicates 5+ months progress because of reading comprehension strategies.	Professional feedback. Monitoring and work scrutiny	DHT HB (Coaching)	Termly	This has not been tracked as effectively as it could be. The offer for Maths has been expanded to all year groups, for Mathematics access and MTC work.
Total budgeted cost: <b>£36, 515</b>						
<b>C. Development of social and learning behaviour skills</b>						
Targeted support	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Impact
Consistent behaviour expectations throughout school reinforcing a positive school ethos. Privitol Training £3000  Monitoring ASSHT and School Council £ 2,000  <b>£5000</b>	Whole school Inset training Parental involvement	EEF research indicates 3+ months progress as a result of	Behaviour and wellbeing learning monitoring. Observations	DHT - L Gould	Termly	INSET at the start of the academic year has ensured current staff and new starters are providing consistency when dealing with behaviour.  It has helped set the 'Wodensfield Way', secure a positive ethos in school, where adults have consistency, identify best conduct first, and mutual respect is adopted.
Development of Forest area including outdoor learning opportunities- Forest school training £2,000 Garden club KS2 pupils) £2000 ( 1 hour per week) Resources £700 <b>£4,700</b>	Development of team work, co-operation and resilience. Attendance	EEF Moderate impact for moderate cost +3 months	Assistant HT monitoring Pupil Voice questionnaire Attendance and behaviour monitoring	Mr A Fereday  Mrs E Pillinger NNEB	Termly	Working in the outdoors has been very positive for all groups of children.  The strategic plan is to roll this initiative out across EY too. This will be through paired teaching and the RQT in Reception working with the forest school lead.

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Family Liaison Officer <b>£27,683.70</b> KJ	support behaviour for focus pupils, offer family support, bereavement group, liaise with external bodies	EEF Parental involvement Moderate impact for moderate cost +3 months	Monitoring weekly feedback.	SENco Headteacher	Termly	
Nurture Group £10,000 Resources £2,500  <b>£12,500</b>	Group of 5 selected pupils from FS and KS1. Four afternoon sessions per week, focusing on developing positive learning behaviours.	EEF Social and emotional learning Moderate impact for moderate cost +4	Monitoring	Family Liaison Officer SENCo	Annually	Due to high level needs of the Reception cohort, the nurture group dynamic significantly changed this year.
Financial Contribution to enrichment activities £10,000 Rock Steady sessions. 1 pupil per term funded £1,080 Magical Maths and Mad Science Funded places. £1,500 <b>£12,580</b>	Financial contribution to school trips, including residential trip in YR6. Music tuition- Rock Steady sessions.	Deepen learning engagement and attendance.	Targeted pupils Monitored by SBM and SLT Report to Governors	SLT and SBM	Termly	Provision is effectively meeting individual needs. The confidence of PPG and LAC children has developed positively.
Total budgeted cost: <b>£62, 463.70</b>						
<b>D. Improve parental engagement levels</b>						
Targeted support	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	
Parental involvement SLT to co-ordinate 1 day per term £1000 x3 FS, KS1 & KS2 <b>=£3000</b>	Parent workshops and Information sessions organised throughout the school year.	EEF Moderate impact for moderate cost 3+	Parental questionnaires/ feedback. We asked, You said, We did ....	Staff led DHT WW (admin support)	termly	Sessions for Sport England survey arranged. X2 morning with Y6 parents, for secondary application support. E-safety parent workshop arranged for January 2019.

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	FS and KS1 design and technology sessions 3x per year		model used to involve parents in developments			
Nursery home Visits £400 per term Autumn and Spring £800 SSm x10 hours per term £1,735  <b>£2,535</b>	Nursery teacher and support staff to visit families of new to nursery children	Initial contact between home and school takes place in a supportive and environment supporting future involvement and development of positive relationships	Monitoring of Nursery visits. Parental feedback.	Foundation Stage lead	Termly	<p>To be monitored and reported on by the EY phase lead in the next academic year.</p> <p>Best advice will also be taken from the LA SIA team.</p>
Marvellous Me App <b>£1,000</b> per year	Enables all staff to give positive feedback to parents and carers, daily. Also reinforces school priorities; reading, attendance, writing,	Impact on parental engagement, home school communication and raising attainment and attendance.	Monthly analysis from MME app reported to parents and Governors	Whole school	Annually	<p>Central reports on its usage have been useful to identify pockets of lower engagement.</p> <p>Pupils with at least one parent engaged with MarvellousMe (%):  <span style="background-color: green; color: black;">482 (95 %)</span></p> <p>Total family members and carers engaged with MarvellousMe:            504</p>
Total budgeted cost: <b>£6,535</b>						
<b>E. Improve attendance for disadvantaged pupils (FSM) Persistent absence</b>						
Targeted support	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	
Employment of Educational Welfare Officer £5500	½ day per week EWO to monitor attendance, conduct home	Accurate picture of attendance. Home school links developed.	HT monitor, data analysis and termly reports to Full Governing Body	Headteacher School Admin Officer	Termly	EHA in place for pupils causing concern. Improve attendance for target pupils



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Admin support = £2500	visits, liaise with external agencies.	Liaison with external agencies				
Marvellous Me App	See above					
Late Gate monitoring and support offered to improve persistent lateness Admin Support =£2500 Senior leader support 1day per term = £1000	SLT members greet pupils and families at school gates, recording all pupils who arrive after the bell. Letters and meeting for targeted families	Home /school relationships improved. Strengthen links between SLT and parents	Monitoring by SLT Reduction in numbers of pupils late for school	SLT	Termly	Lateness has decreased, but the same families are regularly appearing on the late gate lists. Research and idea generating to reduce this needs to take place.
PPG pupils Intervention programme co-ordination 1 days per week =£20,000	Provision mapping to ensure PPG and SEN support having maximum impact on target pupils.		Monitoring of provision map, pupil progress meetings	SLT – SENCO Class teachers	termly	On the 23/5/19 we held a staff INSET on the use of SIMs, to record groups and intervention tracking. This is to be further rolled out in September 2019, including follow-up INSET
Total budgeted cost: <b>£31,500</b>						
Total Spend for all categories: <b>£151,563.70</b>						

### Staff costings for PPG working

The following table shows the tiered costs for staff working with and for PP children (outside services are costed separately):

Level of support	Who?	Cost (per hour, including on costs)
Tier 1	SLT	£48.98
Tier 2	SMT (Middle leaders)	£37.09
Tier 3	Teacher (main scale)	£28.64
Tier 4	HLTA	£18.74
Tier 5	Learning Support Assistant	£13.23

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### **Nature of Support**

At Wodensfield Primary, we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching
- precision teaching by the class teacher and TAs (to be introduced in the form of Maths meetings and Guided reading groups)
- pupils taught in groups with other pupils who are working at a similar level (including mixed groupings within the class)
- focused support from skilled teaching assistants, both in class and in small groups
- individual tuition, by an experienced teacher or teaching assistant
- intervention strategy support from teaching assistants and teacher (for example: Boosting Reading Potential, Targeted Support for Teaching Inference in Reading, Lego Therapy, Literacy Support, Numeracy Support, EAL support is also being investigated)
- carefully targeted resources known to raise attainment (including the introduction of Mathletics, to increase quality time in improving Mathematical skills)
- personalised support including social and emotional groups, pastoral support for individual pupils and their families, to meet their needs
- supporting parents to fund clubs and trips.

*All interventions are highly targeted over a period of time, according to need and impact tracked.*

### **Monitoring the impact of Pupil Premium Grant**

The headteacher Mrs Walker, and Deputy Headteacher (PPG lead) Mr Gould, have overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing. We know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data.

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Through our termly governor meetings, we report clearly on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact.