

Woodlands Primary School: Pupil premium strategy statement 2016-17

1. Summary information					
School	Woodlands Primary School				
Academic Year	2016-17	Total PP budget	£64,346	Date of most recent PP Review	February 2017
Total number of pupils	647	Number of pupils eligible for PP	73	Date for next internal review of this strategy	July 2017

Current attainment and progress: KS2 2016												
	Reading			Writing			Maths			Combined		
	Disadvantaged School	Other School	Other National	Disadvantaged School	Other School	Other National	Disadvantaged School	Other School	Other National	Disadvantaged School	Other School	Other National
Attainment	43%	73%	71%	71%	74%	79%	79%	84%	75%	43%	61%	60%
Average scaled score	102.2	104.4	103.8	n/a	n/a	n/a	101.4	105.5	104.1	n/a	n/a	n/a
Progress	-0.28	0.38	0.33	-1.63	-0.51	0.12	0.37	1.43	0.24	n/a	n/a	n/a

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Limited comprehension skills and vocabulary. In year school tracking data shows attainment gaps in reading and writing between pupils eligible for PP and others across the school.
B.	Gaps in basic mathematical understanding including place value and key arithmetic skills in year 6 PP children. In year school tracking data shows that year 6 maths attainment for pupils eligible for PP is significantly less than other pupils – 55% at ARE compared to 89%.
C.	PP children demonstrating lower self-esteem and confidence in themselves as learners
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Communication and engagement between the school and PP parents

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3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap in attainment in reading and writing is significantly narrowed across the school	Internal school tracking data shows that the % of pupils at ARE and above for PP is within 5% of others for reading and writing. November 2016-17 Pupil Premium (whole school) Others Reading - 65.8% at ARE Reading - 79.7% at ARE Writing – 60.3% at ARE Writing – 76.7% at ARE
B.	Year 6 maths attainment for PP children meets challenging teacher predictions	79% of PP children achieve Expected in Maths which would be in line with previous years' attainment
C.	PP children are more positive about themselves as learners and show a determination to achieve their full potential	Following teaching of growth mindset principles in class and in assemblies, the children have developed their self-confidence as learners. This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.
D.	Communication and engagement between the school and PP parents has improved	Strategies for engaging and communicating with parents have improved. Pastoral support manager has liaised with key families and built up stronger links with the school. Opportunities for key families to engage with the school on specific occasions are offered.

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4. Planned expenditure					
Academic year		2016-17			
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?
A: The gap in attainment in reading and writing is significantly narrowed across the school.	CLPE training	Positive feedback from other local schools who have used this training and planning effectively and over a period of time.	Teachers across both key stages to undertake training and disseminate good practice. Those attending course to feedback to their year group teams and the staff as a whole. Available planning to be shared with relevant year groups and trialled.	Julia Howe, Kelly Powell, Melissa Pope and Antoinette Gosling	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Target Cards developed for reading and writing	Evidence* shows that feedback is the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. The target cards allow the pupils to see where they currently are as learners and where their areas for development are.	Target cards to match new curriculum and have a strong impact on pupil outcomes. Pupil voice interviews to establish whether or not the target cards are being fully utilised by the children. Book scans will reveal whether or not the target cards have aided progress.	Libby Newsome	End of 2016-17 academic year

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<p>A: The gap in attainment in reading and writing is significantly narrowed across the school.</p>	<p>Teachers aware of latest research evidence on what impacts writing progress</p>	<p>Utilising evidence-based research with keep staff abreast of the latest thinking with regards to the teaching of writing.</p>	<p>Staff CPD session to unpick research and decide how to use findings in classroom practice. Analysis of the impact of this will be through lesson observations and book scans which will demonstrate how well the techniques have been adopted and will also indicate the impact on</p>	<p>Libby Newsome</p>	<p>End of 2016-17 academic year</p>
<p>B: Year 6 maths attainment for PP children meets challenging teacher predictions</p>	<p>Training for staff on mastery learning in maths and bar-modelling</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.*</p>	<p>Research project by member of the Maths Team. INSET led by teacher involved. Follow-up meetings to share good practice. Book looks, plan scans and lesson observations will reveal the extent to which staff have taken on board the concepts of mastery learning.</p>	<p>Louise Cameron</p>	<p>Throughout the year</p>
<p>B: Year 6 maths attainment for PP children meets challenging teacher predictions</p>	<p>Additional maths teacher allowing for 4 groups in the year group</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 month's additional progress for pupils, on average.*</p>	<p>Groups to be organised at the outset of the academic year so that our PP children are prioritised in terms of their placing which will be done according to their learning needs. This will be reviewed throughout the year if movement between groups is required.</p>	<p>Mark Burns</p>	<p>End of 2016-17 academic year</p>

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<p>C: PP children are more positive about themselves as learners and show a determination to achieve their full potential</p>	<p>Whole school introduction of principles of Growth Mindset beginning early in Autumn term</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.*</p>	<p>This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.</p>	<p>Mark Burns</p>	<p>End of 2016-17 academic year</p>
<p>Quality teaching for all budgeted cost</p>					<p>£14,800</p>

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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?
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Regular reading comprehension time with TAs	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.*	45% of PP children being listened to read and questioned for understanding by a TA. Consistent communication between TAs and teachers regarding the children's reading progress. Careful record-keeping to track strengths and areas	Julia Howe	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	English based interventions and support groups	Significant proportion of PP children are receiving additional support for one or more areas of English. All interventions are being evaluated for impact over the course of the year.	73% of PP children accessing an English based intervention in some form. These interventions are all tracked carefully using entry and exit data which assess impact.	Belinda Brown	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Lexia	Feedback from other local schools indicates strong correlation between good reading and spelling results and the use of Lexia.	This year, one year group (year 4) will use Lexia in intensive periods and all children will access it. In year 5 and 6, Lexia will be used to target children with particularly issues with	Libby Newsome, Katharine Ridger and Kelly Powell	End of 2016-17 academic year
B: Year 6 maths attainment for PP children meets challenging teacher predictions	After and before school revision sessions with teachers in small groups or 1:1	Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.*	Staff taking the session are fully briefed on the pupils and high-quality resources are provided.	Kelly Powell / Mark Burns	Upon receipt of SATs results 2017

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<p>B: Year 6 maths attainment for PP children meets challenging teacher predictions</p>	<p>Maths group support with teachers</p>	<p>As above.*</p>	<p>8 PP children receiving 1:1 and 1:2 support from a qualified teacher. This also includes one receiving support to achieve high score. Staff leading the sessions communicate with group teachers regularly about the needs and progress of the learners to ensure the sessions remain impactful.</p>	<p>Kelly Powell / Mark Burns</p>	<p>Upon receipt of SATs results 2017</p>
<p>D: Communication and engagement between the school and PP parents has improved</p>	<p>Review of attendance data</p>	<p>Attendance for our PP children was a key issue and we needed to ensure it was high to allow our pupils to access the quality first teaching and targeted support we had in place.</p>	<p>Weekly review meeting between Inclusion manager and pastoral support manager. Any direct pastoral support or link building that needs to occur can follow directly from this.</p>	<p>Rita Tarrant-Blick</p>	<p>Ongoing</p>
<p>Targeted support budget cost</p>					<p>£43,599</p>

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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?
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Review of reading policy and overall approach	To ensure our practice reflects the highest standards and the latest best guidance and pedagogical strategies.	The review will focus on the teaching of reading and encouraging a love of reading in our pupils. SLT to engage in self-review of the teaching of reading throughout the year with learning walks and other monitoring to aid the evaluation process.	Julia Howe and Emma Challis	Evaluation throughout the year and strategy set in place for September 2017
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Review of resources for reading across the school	We want to foster a love of reading in our pupils and this will only be done if our resources and materials engage and interest our children.	Formulation of a long-term resource plan to ensure excellent resources available for guided reading, in book corners and for shared reading. Ensure enough resources for all levels of reader. Through regular communication with pupils and teachers to assess whole school attitudes to reading and the resources available in the school.	Julia Howe and Emma Challis	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Develop systems to ensure all children are using the libraries effectively	Further to the point above, alongside class book corners, our library is the focal point for our books and reading resources. It needs to engage, interest and excite pupils to support our aims.	All classes given dedicated library slot in their timetables. Usage is monitored at regular points throughout the year.	Vicki Dobney	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Review formal interventions and reorganise across the school to maximise effectiveness	In order to be as impactful as we possibly can be with our support of pupils, the interventions we utilise should be reviewed for effectiveness as a resource. Those which do not show impact should be withdrawn in favour of the interventions which demonstrate high impact.	Establish interventions in place across the school. Establish clear leads for each intervention. Establish who the interventions are aimed at. Consider timing of interventions (including before and after school). Consider length of interventions and	Rita Tarrant-Blick and Belinda Brown.	Ongoing

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			their effectiveness. Ensure pupils are moved in and out of interventions with precision and speed. (RWI, Toe by Toe, RM Maths, Lexia etc.)		
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Develop Speech and Language Provision across the school	Key barrier to learning identified is the poor language skills of some of our PP children. Accurately timed and delivered speech and language therapy can help address this issue.	Audit provision across the school. Build in regular S&L provision meetings with staff responsible for delivering. Ensure children with S&L provision are having their needs met by classroom provision that follows from specialist help. Determine necessity of S&L provider on a weekly basis.	Belinda Brown	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Establish a system of target setting for each group in core subjects	Identification of prior attainment in EYFS and at KS1 and linking KS2 attainment targets to these will ensure our teachers recognise the potential of all our pupils and add value to their progress in their time with us.	Ensure that KS1 results are used accurately to make predictions for KS2 attainment. Build in room for adding value.	Mark Burns	End of 2016-17 academic year
A: The gap in attainment in reading and writing is significantly narrowed across the school.	Pupil Progress Reviews redesigned	The school has to ensure that the progress of all pupils is tracked carefully so that any pupil making slow progress is identified and additional support is put in place and that this can then be reviewed at a later time. The existing system enables class teachers to identify concerns but this currently lacks coordination with provision mapping.	Three times a year, PPRs to be held in year group teams following analysis of data. Year group to establish need and coordinate resources appropriately.	Mark Burns	End of 2016-17 academic year
C: PP children are more positive about themselves as learners and show a determination to achieve their full potential	INSET day to introduce Growth Mindset theories to staff.	To ensure the concept of growth mindset is truly embraced in the school, staff training will ensure that its messages are communicated clearly.	Following presentation on the concepts of growth mindset, all staff to partake in discussion on ideas for implementation across the school.	Mark Burns	End of 2016-17 academic year

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C: PP children are more positive about themselves as learners and show a determination to achieve their full potential	Assemblies promoting concept of growth mindset	As one of the means of communicating its messages to the children, assemblies will give SLT the opportunity to share and explain the concepts to the whole school body.	Ensure that growth mindset assemblies are spread throughout the year at both key stages and focus on a range of different aspects.	Mark Burns	End of 2016-17 academic year
C: PP children are more positive about themselves as learners and show a determination to achieve their full potential	Growth Mindset display in classrooms and around the school	The ideas and messages of growth mindset must be visual for the pupils in the school and this should be present in classrooms and other shared areas.	Whole school display to reflect the principles of Growth Mindset. All classes to display characteristics of Growth Mindset.	Mark Burns	End of 2016-17 academic year
C: PP children are more positive about themselves as learners and show a determination to achieve their full potential	Engaging parents with philosophy of Growth Mindset to echo key messages	Parents can have a positive impact on the dissemination of ideas through sharing and echoing the messages on growth mindset which the children hear in school at home.	Presentation offered to parents to introduce the theories of growth mindset together with suggestions on how best to reinforce them at home.	Mark Burns	End of 2016-17 academic year
C: PP children are more positive about themselves as learners and show a determination to achieve their full potential	Extra-curricular opportunities provided	Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.	Class teachers reminded that clubs can be offered to PP children and paid for. Analysis of club attendance should show wide engagement from PP children.	Mark Burns	End of 2016-17 academic year
D: Communication and engagement between the school and PP parents has improved	Ensuring all parents partake in consultations	Being able to provide updates on progress and targets for all pupils is an essential aspect of engaging parents and improving pupil performance. When the school missing out on these opportunities, it	Remind teachers before and after each parent consultation that they should contact any parents who did not make or missed appointments.	Mary Priestley	End of 2016-17 academic year

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		impairs our objectives to engage with and communicate successfully with all parents.			
D: Communication and engagement between the school and PP parents has improved	Breakfast and holiday clubs	By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.	Breakfast club and holiday clubs to be targeted on PP families.	Sarah Hardcastle	End of 2016-17 academic year
D: Communication and engagement between the school and PP parents has improved	Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families	Parental involvement is consistently associated with pupils' success at school.*	The performance management of our Pastoral Support Manager will focus on clear targets which relate to parental involvement and engagement with the school.	Sarah Hardcastle	End of 2016-17 academic year
	Residential trips				
Other support budget cost					£24,500
TOTAL BUDGETED COST					£82,899

* According to evidence of effectiveness in the Sutton Trust / EEF Teaching and Learning Toolkit.

Analysis of impact															
Review of KS2 2017 PP attainment and progress															
	Reading (EXS+)			Writing (EXS+)			Maths (EXS+)			GPS (EXS+)			Combined (EXS+)		
	Pupil Premium (School)	Non-Pupil Premium (School)	Non-Pupil Premium (National)	Pupil Premium (School)	Non-Pupil Premium (School)	Non-Pupil Premium (National)	Pupil Premium (School)	Non-Pupil Premium (School)	Non-Pupil Premium (National)	Pupil Premium (School)	Non-Pupil Premium (School)	Non-Pupil Premium (National)	Pupil Premium (School)	Non-Pupil Premium (School)	Non-Pupil Premium (National)
Attainment	50%	85%	TBC	70%	86%	TBC	70%	85%	TBC	75%	90%	TBC	45%	88%	TBC

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Average scaled score	101.6	106.2	TBC	n/a	n/a	TBC	100.6	104.7	TBC	104.5	108	TBC	n/a	n/a	TBC
Progress	2.1	0.02	TBC	1.7	-0.7	TBC	0.7	-0.9	TBC	n/a	n/a	TBC	n/a	n/a	TBC

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<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Outcome</i>												
<p>The gap in attainment in reading and writing is significantly narrowed across the school</p>	<p>Internal school tracking data shows that the % of pupils at ARE and above for PP is within 5% of others for reading and writing.</p> <p>November 2016-17</p> <table border="0"> <tr> <td>Pupil Premium (whole school)</td> <td>Non PP (whole school)</td> </tr> <tr> <td>Reading - 65.8% at ARE</td> <td>Reading - 79.7% at ARE</td> </tr> <tr> <td>Writing – 60.3% at ARE</td> <td>Writing – 76.7% at ARE</td> </tr> </table>	Pupil Premium (whole school)	Non PP (whole school)	Reading - 65.8% at ARE	Reading - 79.7% at ARE	Writing – 60.3% at ARE	Writing – 76.7% at ARE	<p>End of academic year data (internal tracking data for years 1, 3, 4 and 5 and end of key stage data for Reception, year 2 and 6):</p> <table border="0"> <tr> <td>Pupil Premium (whole school)</td> <td>Non PP (whole school)</td> </tr> <tr> <td>Reading – 64.5% at ARE</td> <td>Reading - 78.5% at ARE</td> </tr> <tr> <td>Writing – 61.8% at ARE</td> <td>Writing – 73.8% at ARE</td> </tr> </table>	Pupil Premium (whole school)	Non PP (whole school)	Reading – 64.5% at ARE	Reading - 78.5% at ARE	Writing – 61.8% at ARE	Writing – 73.8% at ARE
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<p>Commentary</p> <p>Above end of year data shows that gaps in reading and writing have not closed to the targeted 5%. They remain at 14% for reading and have reduced to 12% for writing. The gap remained almost exactly the same since the beginning of the year in reading. In writing, the gap closed by 4.4%. Across the year groups, gaps in attainment were varied. In Reception, the gap in reading was reversed so that PP finished with 83% at ARE and non PP with 75%. PP writing attainment in EYFS however showed a gap of 34%. In Year 1, initially wide gaps were closed by 14% in reading and 17% in writing. Year 2 gaps decreased in reading by 4% and the gap was reversed in writing by 24% with 89% of PP children achieving expected. Year 3 closed their reading gap by 7% but the writing gap widened by the same amount. Year 4's reading gap increased by 8% yet the writing gap was reversed so that 77% of pupils completed the year at ARE. In year 5, the reading gap remained consistent but the writing gap widened by 18%. In year 6, the reading gap widened but the writing gap decreased by 18%.</p> <p>When looking at the end of Key Stage 2 SATs results for our PP children, there is a gap in attainment in all subjects in comparison with non-PP children. However, with regards to progress, our PP children had an average progress score of 2.1 in reading and 1.7 in writing (if you remove one pupil who did attend school from September 2016, writing progress was 2.2). Non-PP children had a progress score of 0.02 in reading and a writing progress score of -0.7.</p>														
<p>Year 6 maths attainment for PP children meets challenging teacher predictions</p>	<p>79% of PP children achieve Expected in Maths which would be in line with previous years' attainment</p>	<p>70% of PP children reaching Expected in Maths.</p>												
<p>Commentary</p> <p>70% of PP pupils reached Expected in maths compared to 85% of non-PP children. However when looking at prior attainment at KS1, it demonstrates that when comparing to children with similar starting points (at the end of year 2), our PP children performed similar to or better than their non-PP peers. For lower prior attainers, 50% of our PP children reached expected+ compared to 0 of our non-PP children. In the middle prior attaining group, 79% reached expected+ compared to 83% of non-PP. Finally, for our high prior attainers, 100% reached expected+ compared to 96% of our non-PP children. In terms of progress, our PP children had a progress score of 0.7 in maths and our non-PP scored -0.9.</p>														

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<p>PP children are more positive about themselves as learners and show a determination to achieve their full potential</p>	<p>Following teaching of growth mindset principles in class and in assemblies, the children have developed their self-confidence as learners. This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.</p>	<p>Overall, our PP children showed greater self-esteem as learners and a better attitude to their learning following the introduction of growth mindset ideas across the school.</p>
<p>Commentary Teachers reported that the introduction and teaching of the theories of growth mindset made a significant, positive impact on all our learners, especially our PP children. This was evident during a PP focussed learning walk in the summer term which showed these pupils highly engaged in their lessons. Their books showed very good progress and pride in their presentation. Pupil voice revealed that the children had taken on board the key ideas of growth mindset, namely the importance of being prepared to make mistakes and keep persevering. Towards the end of the summer term, 12 of our PP children attended enrichment sessions at a local grammar school which had a positive impact on their motivation and self-esteem. Although, this strategy has met its objectives, it is crucial that this is maintained and monitored in the future and will form a significant part of our 2017-18 strategy.</p>		
<p>Communication and engagement between the school and PP parents has improved</p>	<p>Strategies for engaging and communicating with parents have improved. Pastoral support manager has liaised with key families and built up stronger links with the school. Opportunities for key families to engage with the school on specific occasions are offered.</p>	<p>The role of the Pastoral Support Manager has developed in 2016-17 and more options and opportunities for communication between the school and parents / carers have been offered. We believe this has had a positive impact on the attendance of PP pupils which showed a marked improvement over the past year with 2.9% of PP pupils below 95%.</p>
<p>Commentary Our Pastoral Support Officer has worked with our Inclusion Manager to refine our provision for supporting the parents / carers of our PP pupils. We strive to ensure the best outcomes for our pupils by offering targeted support for parents at the earliest opportunity. This year we have offered the following support to parents and carers: referrals to preventative services where resources outside of school are required; support for parents with setting up morning routines and behaviour management systems; coffee mornings in school to sign-post services accessible; home visits and through regular meetings both in and out of school.</p>		