

# Woodlands Primary School: Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Woodlands Primary School				
Academic Year	2017-18	Total PP budget	£83,270	Date of most recent PP Review	September 2017
Total number of pupils	654	Number of pupils eligible for PP	60	Date for next internal review of this strategy	February 2018

Current attainment and progress: KS2 2017															
	Reading (EXS+)			Writing (EXS+)			Mathematics (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
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

Improved since 2016 | Decreased since 2016

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.	<b>Limited language, written and comprehension skills on entry to the school</b> – our baseline testing in Reception last year and end of EYFS data shows gaps between PP children and others in Communication and Language and Literacy. This is an issue for the current year 1 cohort and also will be a focus for our new Reception children.
B.	<b>PP children with no SEND are not performing as well as non PP with no SEND in certain subjects</b> - data from KS2 SATs in 2017 shows that there is a gap between PP no SEN and non PP no SEN for EXS+ in reading (23%), mathematics (15%) and GPS (11%).
C.	<b>Maintaining PP children's self-esteem and positive attitude to learning</b> – pupils were introduced to the theories of growth mindset in 2016-17 and this had a positive impact on our PP children. However, we do not want this to subsequently drop off.

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External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance and communication / engagement between the school and PP parents	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>Improved language, comprehension and written skills for PP children in Reception and year 1</b>	<b>Reception:</b> % of PP at expected + in Communication and Language and Literacy is within 5% of non PP pupils in May 2018. <b>Year 1:</b> % PP of pupils at expected + in writing is within 10% of non-PP pupils in May 2018
B.	<b>PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</b>	End of KS2 data shows that PP children with no SEND are within 5% of non-PP children with no SEND in reading, mathematics and GPS.
C.	<b>PP children maintain a positive view of themselves as learners and show a determination to achieve their full potential</b>	Following teaching of growth mindset principles in class and in assemblies, the children have continued to develop their self-confidence and resilience as learners. This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.
D.	<b>Communication and engagement between the school and PP parents continues to improve</b>	Strategies for engaging and communicating with parents have improved. Teachers have proactively and consistently engaged with PP parents to establish the best ways to support and enrich their children's experience at school.

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4. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Higher expectations for activities across the whole learning environment, particularly outside the classrooms</b>	Following recent observations and feedback from School Improvement Advisors, we are prioritising the development of our outdoor learning spaces and encouraging Reception and Year 1 classes to consistently utilise these areas for learning. These spaces will offer and promote opportunities for developing Communication and Language and Literacy, particularly.	Teachers in Reception will focus on following the Ages and Stages of the pupils so that the activities are relevant, engaging and challenging. Year leaders to ensure planning focuses on this and allows plenty of opportunities for outdoor learning. Observations from year leaders and SLT will monitor the implementation and impact of this approach.	Antoinette Gosling and Corina Woodger	January 2018 and then at the end of the 2017-18 academic year
A: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Review current trip and visitor opportunities offered</b>	We want our disadvantaged pupils to broaden their experience of the world and we believe that incorporating diverse and exciting trip and visitor opportunities is an essential aspect of this principle.	Reception and Year 1 leads will consider current trip and visitor opportunities offered and will review the impact of these. They will consider other options possible which link to the curriculum and will help to broaden our PP children's understanding and experience of the world.	Antoinette Gosling and Corina Woodger	January 2018 and then at the end of the 2017-18 academic year

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<p>A: Improved language, comprehension and written skills for PP children in Reception and year 1</p>	<p><b>Visit an outstanding EYFS setting</b></p>	<p>A visit for all teachers and TAs in Reception will enable the EYFS team to identify and adopt successful strategies which could have a positive impact in our setting.</p>	<p>A school of similar size and demographics has been identified to ensure that the strategies adopted can be as applicable to our school as possible. Year group lead to debrief with team following the visit to establish key observations and strategies to implement.</p>	<p>Antoinette Gosling</p>	<p>January 2018 and then at the end of the 2017-18 academic year</p>
<p>A: Improved language, comprehension and written skills for PP children in Reception and year 1</p>	<p><b>Focus on building vocabulary</b></p>	<p>The importance of developing vocabulary is very well-accepted as a key indicator for reading ability in children. Developing curriculum-related and general knowledge in our disadvantaged pupils will aid their progression as readers and writers. In year 1, common exception words will be introduced to the children on a weekly basis. Resources such as Vocabulary Ninja will be considered to further expand pupil vocabulary.</p>	<p>Across all areas of the curriculum, focus will be given to developing new vocabulary. Key language for the week will be displayed in all Reception classrooms and referred to as required. The Reception team will be focusing on developing spoken language, expecting full sentences from pupils.</p>	<p>Antoinette Gosling and Corina Woodger</p>	<p>January 2018 and then at the end of the 2017-18 academic year</p>
<p>A: Improved language, comprehension and written skills for PP children in Reception and year 1</p>	<p><b>Introduction of Forest school for EYFS and year 1</b></p>	<p>The introduction of Forest school teaching methods will encourage our disadvantaged pupils to achieve, develop confidence and self-esteem through hands-on learning experiences in the natural environment. Forest school methods have been shown to develop creativity and imagination and language and communication skills.</p>	<p>Two members of staff (one of whom is a Reception teacher) are undertaking Forest School training during the course of the year. This training will then be passed onto the rest of the staff from term 3 onwards.</p>	<p>Tracie Brown and Julie Newble</p>	<p>End of the 2017-18 academic year</p>

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<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Training for staff on mastery learning in mathematics and bar-modelling</b></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>Further internal training on using the bar method for all staff led by trained staff. Book looks and lesson observations will reveal the extent to which staff have taken on board this approach to problem solving.</p>	<p>Louise Cameron and Annie Littlejohn</p>	<p>Throughout the 2017-18 year</p>
<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Additional mathematics teacher allowing for 4 groups in year 5 and 6</b></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>Year 5 and 6 leads (Katharine Ridger and Kelly Powell)</p>	<p>Throughout the 2017-18 year</p>
<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Staff training on curriculum planning and design to help pupils' retrieval and recall of learning over the long term</b></p>	<p>We aim to instil an enduring passion for learning in all our pupils by providing a broad base of skills and knowledge acquired across our rich and varied curriculum. Critically, for information learnt in a lesson to become 'knowledge' it must be retained. Building our disadvantaged pupils' knowledge will enable them to better comprehend a wider range of more complex texts.</p>	<p>Staff training to utilise latest research on teaching for long-term memory. Observations during the year by subject co-ordinators will focus on the implementation of these strategies and the impact of them.</p>	<p>Subject co-ordinators across all subjects</p>	<p>At the end of the 2017-18 academic year</p>

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<p>C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential</p>	<p><b>Develop and refine the role of TAs in the classroom when supporting pupils' learning</b></p>	<p>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.*</p>	<p>A CPD project for TAs and teachers will focus on examining the role of TAs in building independence in our learners. We will utilise peer and self-observation to scrutinise this fully and build a clear set of expectations for the role of the TA in supporting learning and particularly for developing independence in our pupils.</p>	<p>Rita Tarrant-Blick</p>	<p>At the end of the 2017-18 academic year</p>
<p>C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential</p>	<p><b>Continued teaching and promotion of the principles of Growth Mindset</b></p>	<p>'Character' is increasingly considered to be important in determining academic and employment outcomes, and there is growing attention from policymakers on how character can be developed in children and young people. Meta-cognition 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 pupils.*</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>Suzy Hails-Wollen</p>	<p>At the end of the 2017-18 academic year</p>
<p><b>Quality teaching for all budgeted cost</b></p>					<p><b>£44,300</b></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: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Read, Write Inc. intervention groups in year 1</b>	This intervention was successful in KS1 during the previous year and helped pupils behind year group expectations make accelerated progress.	Year 1 have used teacher assessments and provision maps from Reception teachers to quickly inform their understanding of the children's current attainment. As a result, three small targeted groups (including 4 PP children) have been set up early in the new academic year. The length of the intervention will be determined by the pace of progress of the pupils.	Corina Woodger	At the end of the 2017-18 academic year
A: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Phonics interventions and catch up sessions</b>	The importance of phonics in the Early Years and KS1 curriculum is very well-established. Our year 1 team will ensure they track the progress of pupils in the build-up to the phonics screening.	For those pupils who are behind year group expectations there will be interventions available where necessary. There is also a daily phonics catch-up session which identifies pupils who have not grasped that day's sound and follows up quickly to help ensure pupils do not fall further behind the peers.	Corina Woodger	Following phonics screening 2018
A: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Daily reading with an adult</b>	We appreciate that some of our pupils are behind their peers in terms of their reading progress and need regular opportunities to read to an adult so that their progress can be accurately tracked.	Pupils in need of daily reading with an adult are identified by teachers in year 1. The daily sessions are recorded on a consistent format so that progress can be tracked clearly.	Corina Woodger	At the end of the 2017-18 academic year

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<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Interventions to support good progress reviewed and evaluated for effectiveness</b></p>	<p>Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.</p>	<p>The assessment cycle which takes place three times a year has been reviewed and refined at the end of the 2016-17 academic year to ensure year leaders and teachers can easily identify pupils struggling to meet their targets and put support in place accordingly.</p>	<p>Rita Tarrant-Blick</p>	<p>Throughout the 2017-18 year</p>
<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>After and before school revision sessions with teachers in small groups or 1:1 for year 6 pupils for SATs</b></p>	<p>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.*</p>	<p>Revision sessions will begin for pupils earlier in the year and will be chosen according to the highest priority need. Staff taking the sessions are fully briefed on the pupils and high-quality resources are provided.</p>	<p>Kelly Powell / Mark Burns</p>	<p>Upon receipt of SATs results 2018</p>
<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Additional teacher available to year 6 to use appropriately to support pupil progress for one morning a week</b></p>	<p>The use of the extra teacher will enable the year 6 team to break into smaller groups and provide one-to-one tuition and feedback where necessary to help aid progress. Small group and one-to-one tuition is proven as an effective means of increasing progress. Providing verbal feedback to pupils on their learning is integral to effective teaching.</p>	<p>The year 6 team will be flexible in how they use the extra teacher in their year group during that one morning a week. The focus and need will most likely change as the year progresses. Careful and regular tracking of pupil progress will help teachers make informed decisions about how best to use this resource.</p>	<p>Kelly Powell / Mark Burns</p>	<p>End of academic year 2017-18</p>

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<p>B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2</p>	<p><b>Additional mathematics teacher in year 6 and revised Mathematics groupings in year 6</b></p>	<p>The additional mathematics teacher in year 6 allows the year group to establish smaller groups according to the need of the pupils. Analysis of 2017 SATs results and pupil progress during last year revealed that the % of our pupils achieving greater depth in mathematics fell below national figures. Discussion amongst year 6 teachers revealed issues with supporting the progress of lower attaining pupils alongside pupils striving for greater depth.</p>	<p>Groupings have been altered in year 6 for 2017-18 but we will remain flexible in their make-up during the year. Decisions on these groupings have been to take into account a number of different factors: current attainment and progress, prior attainment at KS1 and emotional needs. The additional teacher also provides one-to-one support on a regular basis to pupils to consolidate learning in class.</p>	<p>Kelly Powell / Mark Burns</p>	<p>Upon receipt of SATs results 2018</p>
<p>C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential</p>	<p><b>Forest School transition project for year 6 pupils</b></p>	<p>We appreciate the anxiety and stress that the move to secondary school causes some of our pupils. In the final term of the year, a group of disadvantaged and vulnerable children will be selected to take part in a Forest School transition project in order to help reinforce their self-esteem, confidence and motivation before their move.</p>	<p>Pupils who will benefit from this transition project will be identified by class teachers. Training on Forest School principles will ensure that the person leading the project has the necessary skills and knowledge to make the project relevant, engaging and effective.</p>	<p>Tracie Brown</p>	<p>End of academic year 2017-18</p>
<p>D: Communication and engagement between the school and PP parents continues to improve</p>	<p><b>Review of attendance data</b></p>	<p>Attendance for our PP children improved in 2016-17 but we need to ensure this is maintained in order for our PP pupils to access the quality first teaching and targeted support we have 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>End of academic year 2017-18</p>
<p><b>Targeted support budget cost</b></p>					<p>£4,600</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: Improved language, comprehension and written skills for PP children in Reception and year 1	<b>Develop Speech and Language Provision across the school</b>	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.	Rita Tarrant-Blick	End of academic year 2017-18
B: PP children with no SEND perform closer in line with their peers in reading, mathematics and GPS at the end of KS2	<b>A new system for target setting</b>	As our understanding of new progress measures for primary pupils has developed, we have revised our target setting process this year to better inform and prepare teachers for targeting pupils for support accurately.	Challenging targets for all pupils for reading, writing and mathematics were set by the Headteacher and Deputy Headteachers at the start of the year. These were based on KS1 or previous year's attainment. Teachers were given time to disseminate these so that expectations were established.	Mary Priestley, Mark Burns and Sue Buxton	End of academic year 2017-18
C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential	<b>Assemblies promoting concept of growth mindset</b>	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 academic year 2017-18
C: PP children maintain a positive view of themselves as learners and show a	<b>Growth Mindset display in classrooms and around the school</b>	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.	Suzy Hails-Wollen	End of academic year 2017-18

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determination to be independent and to achieve their full potential					
C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential	<b>Engaging parents with philosophy of Growth Mindset to echo key messages</b>	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.	Suzi Hails-Wollen / Mark Burns	End of academic year 2017-18
C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential	<b>Extra-curricular opportunities provided</b>	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.	The process of allocating club places has been revised this year. One member of SLT now oversees the process, ensuring PP children are offered places as a priority. Analysis of club attendance should show wide engagement from PP children.	Kelly Powell	End of academic year 2017-18
C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential	<b>Subsidising of school trips</b>	Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.	The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by-pupil basis.	Mark Burns	End of academic year 2017-18
C: PP children maintain a positive view of themselves as learners and show a determination to be independent and to	<b>Music and sports lessons (including swimming for year 3)</b>	Some children receive music lessons or take part in externally run clubs such as Taekwondo. All PP children in year 3 receive half-price swimming lessons during the year. Music, adventure activity and sports skills can form the foundation of life-long interests, as well as address the	The school and teachers to communicate effectively with parents to identify where funding for this purpose is available. This is carefully tracked and recorded on a pupil-by-pupil basis.	Mark Burns	End of academic year 2017-18

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achieve their full potential		health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.			
D: Communication and engagement between the school and PP parents continues to improve	<b>Parent communication – more robust information from parents and children</b>	We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.	This year we will be offering two additional meetings with our PP parents so that over the course of the year they will see their child's teacher formally on four occasions. During these meetings, class teachers will record barriers to learning which are discussed and support put in place as a result.	Mark Burns	End of academic year 2017-18
D: Communication and engagement between the school and PP parents continues to improve	<b>Learning vouchers</b>	To further empower and engage the parents of our PP children, we will be introducing a new initiative which offers parents a learning voucher for up to £100 to spend on their child's education.	Letters to be sent to all PP parents explaining the new initiative and class teachers to meet with parents in September to discuss the voucher system and ideas for where it could most productively be spent.	Mark Burns	End of academic year 2017-18
D: Communication and engagement between the school and PP parents continues to improve	<b>Ensuring all parents partake in consultations</b>	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 misses out on these opportunities, it impairs our objectives to engage with and communicate successfully with all parents.	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
D: Communication and engagement between the school and PP parents has improved	<b>Breakfast and holiday clubs</b>	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 for PP families.	Sarah Hardcastle	End of academic year 2017-18

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D: Communication and engagement between the school and PP parents continues to improve	<b>Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families</b>	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 academic year 2017-18
<b>Other support budget cost</b>					£38,000
<b>TOTAL BUDGETED COST</b>					£86,900

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