

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Woodlands Primary School				
Academic Year	2019-20	Total PP budget	£105,600 Based on 80 pupils from Jan 2019 census	Date of most recent PP Review	October 2019
Total number of pupils	643	Number of pupils eligible for PP	As at 29/10/19: 86 (13%)	Date for next internal review of this strategy	March 2020
<p><i>It should be noted that our PP budget is allocated to the school based on census data collected in January. This is the budget that we work with for the next financial year. However, when we have a new cohort of pupils arrive and a cohort leave, the actual numbers of PP children at the school will fluctuate. Therefore, in 2019-20 we are providing funding and support for 86 pupils (correct at 29.10.19) but we have only received funding for 80.</i></p> <p>Please note that the review of 2019-20 PP Strategy prevented due to the Covid-19 pandemic</p>					
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.	Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – Gaps present for PP children in Reading, Writing and Maths				
B.	Intake 2017 (Current Year 2 - Hazel, Juniper and Willow) – Gaps present for PP children in Reading, Writing and Maths				
C.	Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – Gaps present for PP children in Reading, Writing and Maths				
D.	Intake 2019 (Current Reception – Acacia, Baobab and Marula – Gaps present for PP children on track to achieve GLD at the end of Reception				

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

3. Desired outcomes				
Desired outcomes	Success criteria	End of year assessment of impact		
A - Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – gaps between PP and non PP at the end of KS1 have narrowed Cohort context: 13 PP pupils in year group – 16% 3 on SEND register – 21%	Attainment: Gaps between PP and non-PP have narrowed by the <u>end of Year 2</u> as follows: Reading: 34% to 20% Writing : 33% to 20% Maths: 35% to 20% <i>This cohort will target the following milestones at the end of Year 1:</i> Reading: 34% to 29% Writing : 33% to 27% Maths: 35% to 29% Progress: All PP pupils make good progress given relative starting points and some make accelerated progress	Attainment Gaps (Gap between PP and non–PP at EXS+)		
		Reading	Writing	Maths
		Start Y1: 34% End Y1:	Start Y1: 33% End Y1:	Start Y1: 35% End Y1:
		In-year progress		
		Reading	Writing	Maths
		Commentary: Review of 2019-20 PP Strategy prevented due to the Covid-19 pandemic		
B - Intake 2017 (Current Year 2 - Hazel, Juniper and Willow) – gaps between PP and non PP at the end of KS1 have narrowed Cohort context: 12 PP pupils in year group – 13% 3 on SEND register – 25%	Attainment: Gaps between PP and non-PP have narrowed by the <u>end of Year 2</u> as follows: Reading: 34% to 25% Writing : 39% to 30% Maths: 32% to 25% Progress: PP pupils make good progress given relative starting points and some make accelerated progress	Attainment Gaps (Gap between PP and non–PP at EXS+)		
		Reading	Writing	Maths
		EXS+ Start Y2: 34% End Y2:	EXS+ Start Y2: 39% End Y2:	EXS+ Start Y2: 32% End Y2:
		In-year progress		
		Reading	Writing	Maths
		Commentary: Review of 2019-20 PP Strategy prevented due to the Covid-19 pandemic		



Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

<p>C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed</p> <p>Cohort context: 17 PP pupils in year group – 18% 3 on SEND register – 18%</p>	<p>Attainment: Gaps between PP and non-PP have narrowed by the end of Year 6 as follows: Reading: 8% to 6% Writing : 19% to 14% Maths: 15% to 15%*</p> <p>* This would require one more PP child to move from WTS to EXS this year as the non-PP children working at EXS is targeted to increase from 86% to 91%.</p> <p>Progress: PP pupils make good progress given relative starting points and some make accelerated progress</p>	Attainment Gaps (Gap between PP and non-PP at EXS+)		
		Reading	Writing	Maths
		EXS+ Start Y6: 8% End Y6:	EXS+ Start Y6: 19% End Y6:	EXS+ Start Y6: 15% End Y6:
		In-year progress		
<p>D - Reception – gap for PP and non-PP good level of development is narrowed from baseline assessment</p> <p>Cohort context: 9 PP pupils in year group – 10%</p>	<p>Baseline gap between PP and non-PP for good level of development is 56% with 1 PP children is on track to achieve GLD. This will be narrowed during the year. A realistic target will be set after the Autumn 2 assessments.</p>	Attainment Gaps (Gap between PP and non-PP for GLD)		
		Baseline PP: 11% Non-PP: 67% Gap: 54%	End of Reception PP: Non-PP Gap:	
		In-year progress		
		Review of 2019-20 PP Strategy prevented due to the Covid-19 pandemic		

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

4. Planned expenditure

Academic year

2019-20

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?
<p>A - Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – gaps between PP and non PP at the end of KS1 have narrowed</p> <p>B - Intake 2017 (Current Year 2 - Hazel, Juniper and Willow) – gaps between PP and non PP at the end of KS1 have narrowed</p> <p>C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed</p> <p>D - Reception – gap for PP and non-PP good level of development is narrowed from baseline assessment</p>	<p>Ensure our curriculum has a clear intent, which is implemented effectively</p> <p>Plan new units of learning for Art, Computing, DT, Geography, History and Science for Year 1 - 6</p> <p>Review and improve planning across KS1 and KS2 during the year</p> <p>Creation of knowledge organisers for every unit of learning containing key vocabulary and concepts to be learnt</p>	<p>Advocating the benefits of a 'broad and balanced curriculum' is nothing new, with successive curriculum reviews and governments extolling its virtues. The curriculum at Woodlands is already broad and balanced but is need of a review with fresh eyes taking into account the requirements of the National Curriculum whilst also ensuring it has the potential to enthral and engage all of our pupils and is relevant to them and the world they live in.</p>	<p>Monitoring and reflection throughout the year. Pupils will display excellent attitudes to learning and reflect positively about the new curriculum planning. Curriculum planning will be annotated to allow improvements to be made next year. Feedback will be given to subject leads each term on new planning. Pupils will demonstrate the knowledge and concepts have been learnt in depth and retained over the long term. Books across the curriculum will demonstrate high standards and progress for all pupils including high attainers.</p>	<p>Mark Burns</p>	<p>End of academic year 2019-20</p>

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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?
<p>C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed</p>	<p>Create a culture of the love of reading across the school</p> <p>Introduction of 'Star Books' to provide a breadth of literary knowledge, challenge and increased vocabulary for Yrs 5 and 6</p> <p>Introduction of after-school reading clubs for 'vulnerable' readers</p> <p>Develop use and effectiveness of the library and additional reading clubs at lunchtimes</p> <p>Ensure teaching of reading has a focus on enjoyment both in and out of school</p>	<p>For too long, too many primary school children in England have been allowed to fall behind in reading. The problem is particularly acute among our poorest children. A fifth of all children in England, and close to a third of the poorest children, are unable to read well when they leave primary school. This is a crucial contributing factor towards the persistent educational divide in England, which sees thousands of children from low-income families significantly underperform at school each year. An inability to read well risks a life of poverty. <i>The National Literacy Trust</i></p>	<p>Monitoring Pupil voice will demonstrate a wide love of reading. SLT monitoring will evidence a culture of reading for enjoyment.</p> <p>Training Two staff members attending 'Organising an Effective Reading Curriculum' 3 x half-day course</p>	Mark Burns	End of academic year 2019-20

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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<p>Reception – gap for PP and non-PP good level of development is narrowed from baseline assessment</p>	<p>Improve adult interactions and questioning</p> <p>Introduction of ages and stages lanyard to check assessment and understanding of interactions</p> <p>Visit local schools with strong EYFS practice, reflect on and collate strengths and develop plan for Woodlands EYFS</p>	<p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p>	<p>Reception lead to meet weekly meeting with HT and DHT to monitor impact of ongoing development and training.</p>	<p>Antoinette Gosling</p>	<p>End of academic year 2019-20</p>

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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?
C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed	Additional maths teacher allowing for 4 groups in year 6	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.*	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.	Year 5 and 6 leads (Katharine Ridger and Rose Totham)	End of academic year 2019-20
Quality teaching for all budgeted cost					£31,302

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

ii. <u>Targeted support</u>					
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?
<p>A - Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – gaps between PP and non PP at the end of KS1 have narrowed</p> <p>B - Intake 2017 (Current Year 2 - Hazel, Juniper and Willow) – gaps between PP and non PP at the end of KS1 have narrowed</p> <p>C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed</p> <p>D - Reception – gap for PP and non-PP good level of development is narrowed from baseline assessment</p>	<p>Individualised and targeted support to pupils who are on the cusp of expected / greater depth</p>	<p>Well-targeted and incisive interventions / support will focus on the PP pupils who are on the verge of expected / greater depth. Year leaders and teachers will identify these children through data analysis and by using evidence of pupil attainment and progress that they see in lessons and in books. These pupils will be given appropriate additional support to accelerate their progress and bring them to the expected level for their year group.</p>	<p>By communicating with year leaders and teachers in Reception, years 1, 2 and 6 about the current barriers for learning. Any necessary guidance for the identification of pupils and with how to support them will be offered by SLT to teachers. Data analysis during they year will monitor the effectiveness of this support. In Reception, the year group lead will be monitoring the impact of the interventions against small-step criteria on a weekly basis and will make changes as required.</p>	<p>Mark Burns</p>	<p>End of academic year 2019-20</p>
<p>A - Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – gaps between PP and non PP at the end of KS1 have narrowed</p> <p>B - Intake 2017 (Current Year 2 - Hazel, Juniper and Willow) – gaps between PP and non PP at the end of KS1 have narrowed</p>	<p>Read, Write Inc. intervention groups</p>	<p>This intervention was successful in KS1 during previous years and helped pupils behind year group expectations make accelerated progress.</p>	<p>Year 1 teachers will use teacher assessments and provision maps from Reception teachers to quickly inform their understanding of the children’s current attainment. As a result, small targeted groups will be set up early in the new academic year. The length of the intervention will be determined</p>	<p>Suzy Hails-Wollen</p>	<p>End of academic year 2019-20</p>

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

<p>D - Reception – gap for PP and non-PP good level of development is narrowed from baseline assessment</p>			<p>by the pace of progress of the pupils.</p>		
<p>A - Intake 2018 (Current Year 1 - Tulip, Magnolia and Cherry) – gaps between PP and non PP at the end of KS1 have narrowed</p>	<p>Phonics interventions and catch up sessions</p>	<p>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.</p>	<p>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.</p>	<p>Suzy Hails-Wollen</p>	<p>End of academic year 2019-20</p>
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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

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<p>C - Intake 2013 (Current Year 6 - Damson, Ebony and Nutmeg) – gaps between PP and non PP at the end of KS2 have narrowed</p>	<p>Additional maths teacher used for targeted 1:1 support with pupils</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 Rose Totham)</p>	<p>End of academic year 2019-20</p>



Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

	Targeted support budget cost £80,986
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Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

iii. Other approaches – the following actions are ongoing and have shown strong impact in recent years in terms of engaging parents and children and enriching pupils' experiences at Woodlands.

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?
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.	The process of allocating club places ensures PP children are offered places as a priority. Analysis of club attendance should show wide engagement from PP children.	Mark Burns	End of academic year 2019-20
Subsidising of school trips	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 2019-20
Music and sports lessons (including swimming for year 3)	Some children receive music lessons or take part in externally run clubs such as taekwondo and football. All PP children in year 3 receive half-price swimming lessons during the year. Music, adventurous activities and sports skills can form the foundation of life-long interests, as well as address the 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.	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 2019-20
Parent communication – more robust information from parents and children	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.	We offer 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 2019-20

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

Learning vouchers	To further empower and engage the parents of our PP children, we offer parents a learning voucher for up to £100 to spend on the child's education.	Class teachers to meet with parents in September to discuss the voucher system and ideas for where it could most productively be spent. This information is then passed onto Tracey Surmon who monitors the spending for each pupil.	Tracey Surmon	End of academic year 2019-20
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 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.	Vicki Lonie	End of academic year 2019-20
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 for PP families.	Sarah Hardcastle	End of academic year 2019-20
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 academic year 2019-20
Milk purchased and made available to PP children at break times	Helping our pupils be well-nourished and hydrated will benefit their capacity to stay alert and focused in their learning, which in turn will support their progress.	Milk is ordered frequently and is made available every day; pupils are reminded to come and collect it.	Tracey Surmon	End of academic year 2019-20
Participation in Tonbridge Grammar School for Girls twilight enrichment programme to eligible pupils in Years 4 and 5	These classes form part of the well-established HORIZONS programme which is open to girls and boys in Years 4 and 5, who are in receipt of the pupil premium grant or may be in care or are young carers themselves, and have the potential to sit the Kent Test for grammar schools in the future. The aim of these classes is to provide opportunities for eligible pupils to gain familiarisation of the skills required for the 11+ test and will include activities that support the development of higher level numeracy	Year 4 and 5 teachers to think about which pupils would benefit from the programme and to contact parents about the opportunity.	Jack Adams and Katharine Ridger	End of academic year 2019-20

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

	and problem-solving skills and higher level comprehension, literacy and verbal reasoning skills.			
			Other support budget cost	£10,578
			TOTAL BUDGETED COST	£122,866

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

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

Current attainment and progress

EYFS - 2019					
Areas of learning	PP	Non-PP	Areas of learning	PP	Non-PP
Communication and Language			Mathematics		
Listening and Attention	67%	95%	Numbers	53%	88%
Understanding	60%	92%	Shape, space and measure	53%	91%
Speaking	60%	96%	Understanding the world		
Physical Development			People and communities	73%	96%
Moving and Handling	93%	99%	The world	73%	96%
Health and Self-Care	87%	99%	Technology	87%	99%
Personal and Emotional Development			Expressive Arts and Design		
Self-confidence and awareness	80%	96%	Exploring and using media and materials	80%	96%
Managing feelings and behaviour	73%	99%	Being imaginative	87%	97%
Making relationships	80%	96%			
Literacy			Good Level of Development		
Reading	53%	87%		53%	85%
Writing	53%	85%			

Phonics - 2019		
	PP	Non-PP
% of pupils who passed	62%	91%
Average score	28.5	35.9

Woodlands Primary School: Pupil Premium Strategy Statement 2019-20

KS1 - 2019				
	Expected +		Greater Depth	
	PP	Non-PP	PP	Non-PP
Reading	80%	89%	20%	33%
Writing	80%	84%	0%	16%
Maths	80%	88%	20%	30%
Combined	70%	80%	0%	13%
Science	100%	96%		
GPS	30%	68%	10%	21%

KS2 - 2019						
	Expected +		Greater Depth		Average score	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	71%	82%	14%	36%	100.4	106.7
Writing	71%	88%	0%	28%	n/a	n/a
Maths	64%	89%	7%	34%	101.5	107.2
Combined	57%	78%	0%	18%	n/a	n/a
GPS	64%	85%	21%	50%	103.4	109