

1. Summary Information					
School	Woodfield Primary School				
Academic Year	2019-2020	Total PP Budget	£175,560.00	Date of most recent PP review	March 2019 (MAT Inquiry)
Total number of pupils	330 (R-Y6)	Number of eligible PP pupils	133 (Jan 2019 census)	Date for next external review of this strategy	Spring 2020

1. Attainment (Based on Outcomes at Y6)				
	School pupils eligible for PP	National pupils eligible for PP	National figures for pupils not eligible for PP	
% achieving expectation in reading	81%	62%	% achieving expectation in reading	78%
% achieving expectation in writing	57%	68%	% achieving expectation in writing	83%
% achieving expectation in maths	86%	67%	% achieving expectation in maths	83%
Progress measure in reading	+4.9	-	Progress measure in reading	+0.31
Progress measure in writing	+1.9	-	Progress measure in writing	+0.24
Progress measure in maths	+4.0	-	Progress measure in maths	+0.31
% achieving RWM Combined	57%	51%	% achieving RWM Combined	71%

Attainment (Based on Outcomes at Y2)				
	School pupils eligible for PP	National pupils eligible for PP	National figures for pupils not eligible for PP	
% achieving expectation in reading	63%	62%	% achieving expectation in reading	78%
% achieving expectation in writing	37%	55%	% achieving expectation in writing	83%
% achieving expectation in maths	68%	62%	% achieving expectation in maths	83%

2. Barriers to future attainment for pupils eligible for PP (including more confident learners)	
In-school barriers	
A.	Language, vocabulary and oracy
B.	Resilience
C.	Social, emotional and mental health
External Barriers	
D.	Low attendance, particularly persistent absence
E.	Parental engagement – lack of confidence/sense of belonging
F.	Wider opportunities

1. Planned Expenditure					
i- Quality Teaching for All					
Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
A	Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups	<ul style="list-style-type: none"> -Assessment of pupils oracy (communication trust tool) - Time to talk, clarify, up-level vocabulary, run through writing ideas within lessons (quality first teaching) -Support from English Hub (Learners first) -Voice 21 training for all teachers - Promote social use of language through modelling and providing opportunities for pupils to speak to different audiences and for different purposes - Boys encouraged to speak about their interest and use their hooks to promote oracy - Increase opportunities for performances (presentation, debate, shows, speaking to visitors) - Use of dialogic approaches to learning. - Use of visits, visitors and experiences - Read alongside Developing Excellence Plan (DEP) for further information on handwriting and spelling strategies 	<p>Rationale</p> <ul style="list-style-type: none"> - Pupils achieve lower outcomes in writing in all year groups than they do in reading and maths - Writing impacts on all year group's combined attainment data - Boys outcomes below girls outcomes in every year group (hence the focus on hooks for boys and books to interest them) <p>Evidence</p> <ul style="list-style-type: none"> - Research from the Communication Trust and Literacy Trust to support language development. - Vocabulary gap evidence (EEF) leading to greater emphasis on teaching vocab 	<p>English Team Headteacher Writing (Jemma) Amy (Reading) Natalie (Oracy) Jemma (SPaG)</p>	<p>Overall attainment and progress gap diminishes between PP and non PP children's writing and leads to improved outcomes at the end of the year</p> <p>Monitoring is completed on a termly basis via data analysis and work scrutiny with teachers and SLT looking at pupil's writing - particularly boys and Pupil Premium Pupils to check they are on – track and attaining in – line with the cohort.</p> <p>£1000</p>
B & F	For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes	<ul style="list-style-type: none"> -Commando Joe training for staff which focuses on improved resilience, behaviour and attitudes to learning -Expect Youth opportunities within all year groups -Active Fusion opportunities within all year groups (Basketball, Taekwondo) -Austerfield residential trips for year 4 to improve independence and resilience -Learning for Life praise uses key vocabulary (perseverance, flexible thinking, collaboration) - Independent learning skills are modelled just as effectively in the foundation subjects -Leeds Beckett university work 	<p>Rationale</p> <ul style="list-style-type: none"> -Teacher voice shows resilience is regarded as one of the main barriers for our children in their learning <p>Evidence</p> <p>Metacognition and self-regulation strategies have shown to be very effective and low cost</p>	<p>Kate Hope Natalie Wroe Amy Gibson</p>	<p>Resilience of all children is improved which lead to better learner behaviours within class</p> <p>Residential staffing £1000 Transport £1000 Resources £1000 1 x LSA £15,000</p>
Impact measures					
Autumn Term		Spring Term		Summer Term	
<ul style="list-style-type: none"> • Data capture for Autumn Term shows greater % of children on track for meeting the Phonics Screening Check and are on track for ARE in writing particularly boys • RLT writing moderation • Sounds and syllables training completed for all staff 		<ul style="list-style-type: none"> • Data capture for Spring Term shows greater % of children on track to meet the Phonics Screening Check and are on track for ARE for writing particularly boys. Bottom 20% are identified and closely supported. <p>SEE DEP TIMELINE TRACKER FOR MORE DETAIL</p>		<ul style="list-style-type: none"> • Data capture for Summer Term shows greater % of children on track for ARE for writing particularly boys. • The % of pupils meeting the Phonics Screening Check is at National % and the gender difference is significantly narrowed or closed. 	

ii Targeted support					
Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
A	Improved vocabulary, language and oracy skills that impact upon phonics, with a particular focus on boys. As a result, boys develop their writing and attain in – line with girls.	<ul style="list-style-type: none"> -Targeted teaching for boys in year 1 in readiness for phonics check -Quality first teaching from experienced phonics lead -Phonics QLA package to allow for targeted teaching -Phonics sessions in LKS2 for targeted children -Phonics sessions in UKS2 for targeted children -Intensive tracking and support 	<p>Rationale Boys significantly below girls in Y1 phonics check Boys Pass = 48% Girls Pass = 79%</p> <p>Evidence EEF states phonics interventions have a +4 months impact on most vulnerable pupil</p>	Anna Bird (Phonics lead)	<p>Overall attainment gap diminishes between boys and girls at the end of the year (phonics check)</p> <p>Attainment for all in phonics improves at 2019-2020 phonics check – Meet National at the end of Y1, Y2 retakes and Y2 cumulative. Y3 and Y4 pupils who did not passed the screening check become fluent readers and the bottom 20% make at least good progress in phonics</p> <p>2 x LSA's £30,000</p>
C	To address the social, emotional and mental health needs of pupils who are most at risk of underachieving or exclusion	<ul style="list-style-type: none"> - Attachment matters sessions for parents -Family thrive sessions for parents -Health mentor working within Year 3 (targeted support year group) -CAMHS worker from January onwards - To continue implementing and developing the Thrive provision in school to ensure class, group and 1:1 provision is ongoing/effective - Effective strategies are used to support pupils who exhibit extreme discharge behaviours. - Behaviour support plans are updated each term and new strategies are implemented, monitored and reviewed - Key Adults and those that work with the most vulnerable pupils are supported in being effective within their role by SENCo - To achieve the mental health award (Leeds Beckett University) 	<p>Rationale - Outside of the home, school provides the most consistent influence on pupils' development - 10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem</p> <p>Evidence - EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p>	Nicky Fallon SENCo	<p>Thrive tool shows improved assessment scores</p> <p>Most vulnerable children exhibit less discharge behaviours</p> <p>1 x Key Adult £15,000 Training/Resources £2500 Family Mentor £24,914 Learning Mentor £26,695 Resources £1500</p>
D	To improve the attendance of pupil premium pupils with a specific focus on persistent absence	<ul style="list-style-type: none"> -Continuing with proactive approaches to encourage good attendance e.g. Treat Friday, certificates - Attendance officer role (MB) in place - Attendance continues to have a high profile and is promoted through 	<p>Rationale - Across school, attendance has improved however Pupil Premium pupils still have on average lower attendance than all other pupils - In particular there is a gap between the PA of pupil premium children and all pupils.</p>	Michelle Boyes Lily Allison	Diminishing of gap between persistent absence of PP and all pupils

		communications with parents e.g. newsletters and school websites - Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead - Early intervention approach with Pupil Premium Lead and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.) - Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner	Evidence -There is clear evidence to show that good attendance impacts positively on pupil achievement.		AO = £21,709 EWO = £5000 PP TLR = £2500
E	To strengthen partnerships with parents and carers so that they can confidently support pupils' learning	- Consistent approach to encouraging engagement in home learning is identified and embedded with a specific focus on reading (English team) - A programme of events to support parents and carers in Maths and English is effectively promoted and attended continuing on from the success this year - A consistent approach to celebrating reading at home (whether independently or with an adult) is developed and implemented -Parental sessions to transition parents from key stage 1 to key stage 2 -Family thrive sessions -Attachment matters sessions with parents -ESOL language groups continue to be promoted and well attended - For all staff in school to hold all families, irrespective of background, in unconditional positive regard	Rationale Discussions with staff and the belief that parents are key in supporting their child's learning and this is particularly beneficial for our most disadvantaged pupils Parental engagement is good as a school in Early Years (parent consultations) and in KS1 but drops in KS2 Evidence - Research from the EEF states that parental engagement has a +3 month impact on disadvantaged pupils	Sarah Watson Lily Allison	Increased engagement of parents supports effective home learning - Parents and carers feel confident in supporting pupils' progress at home Training £2000 Family Learning £1500 Reading resources £500 Library buy back £5000 Family Thrive £15000

Impact measures

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> Regular EWO meetings with PP lead, attendance officer and headteacher (every 3 weeks) Family thrive sessions start for parents <ul style="list-style-type: none"> Home learning newsletter out ESOL groups start 	Regular EWO meetings with PP lead, attendance officer and headteacher (every 3 weeks) SEE DEP TIMELINE TRACKER FOR MORE DETAIL	Regular EWO meetings with PP lead, attendance officer and headteacher (every 3 weeks)

Budgeted cost ii	£170,818
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iii Other Approaches (Enrichment & Experiences)

Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
F	All pupils have access to wide range of additional opportunities and enrichment experiences to improve learner behaviours	<ul style="list-style-type: none"> -Class trips every term -Intra-competitions every half term -Subsidised after school clubs -Commando Joe training for staff -Expect Youth opportunities within all year groups -Active Fusion opportunities within all year groups (Basketball, Taekwondo) -Austerfield residential trips -Austerfield school trip for year 4 -Leeds Beckett university work 	<p>Teacher voice shows that a lack of wider opportunities is believed to be one of the reasons behind poor oracy and vocabulary.</p> <p>Giving children a rich range of experiences will impact on oracy, but also resilience and self-esteem.</p>	All staff	<p>Wider opportunities tracked on PP tracking sheet shows all pupils he had access to a rich range of experiences</p> <p>RC Choir £6240 Ukulele £2500 Visit transport £2000</p>

Impact measures		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Austerfield Trip Year 4 • Intra competitions 	<ul style="list-style-type: none"> • Intra competitions <p>SEE DEP TIMELINE TRACKER FOR MORE DETAIL</p>	

Budgeted cost iii	£10,740
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Total budgeted cost	£181,558
Note: overspend of £5998 to come from budget	

1. Attainment (Based on Outcomes at Y6 academic year 2019/20)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading		% achieving expectation in reading	
% achieving expectation in writing		% achieving expectation in writing	
% achieving expectation in maths		% achieving expectation in maths	
Progress measure in reading		Progress measure in reading	
Progress measure in writing		Progress measure in writing	
Progress measure in maths		Progress measure in maths	
Attainment (Based on Outcomes at Y2)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading		% achieving expectation in reading	
% achieving expectation in writing		% achieving expectation in writing	
% achieving expectation in maths		% achieving expectation in maths	