

Pupil premium strategy statement – Woodfield Primary School

1. Summary information					
School	Woodfield Primary School				
Academic Year	2018-19	Total PP budget	£176,540	Date of most recent PP Review	Dec 2017
Total number of pupils	307 (Jan census)	Number of pupils eligible for PP	135 (Jan census)	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National average for non-disadvantaged)</i>
% achieving ARE (age related expectations) in reading, writing & maths	57%	88%
making at least expected progress in reading	7.01	6.93
making at least expected progress in writing	0.41	2.63
making at least expected progress in maths	1.97	4.73

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and oracy
B.	Metacognition and self-regulation
C.	Social, emotional and mental health
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and persistent absence
E.	Parental Engagement – Lack of confidence/ sense of belonging

4. Desired outcomes		Success criteria
A.	Improved language and oracy skills that impact on reading and writing progress	Improvement in reading and writing data outcomes across school.
B.	Improved cognitive thinking skills and learner behaviours that will impact positively on pupil outcomes (metacognition) Maximised access to high quality teaching	All pupils aware of cognitive performance characteristics and self-regulation strategies to help them learn more effectively and impact positively on pupil achievement
C.	Improved social, emotional and mental health that impacts positively on learner behaviours	Continued improvement of Social, Emotional and Mental Health (SEMH) of pupils through Thrive assessment impacting on pupil outcomes
D.	Improved attendance percentages, including a decrease in persistent absenteeism	Attendance data to show improvement of pupil premium level of attendance against all other pupils. Closing of the gap between Pupil Premium pupils and all other pupils percentages of Persistent Absenteeism
E.	Improved parental engagement in pupils learning	Increased engagement of parents supports effective home learning and impacts positively on pupil achievement.

5. Planned expenditure

Academic year

2018-19

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?
To improve language and oracy skills that impact on reading, writing, handwriting and spelling.	<ul style="list-style-type: none"> - Assessment of pupils oracy (communication trust tool) - Discrete reference in planning and teaching to speaking and listening opportunities and objectives - Time to talk, clarify, up-level vocabulary, run through writing ideas - 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 	<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) - There is a gap between disadvantaged attainment in writing and the cohort in all year groups (except y3) - Research from the Communication Trust and Literacy Trust to support language development. - Vocabulary gap evidence (EEF) 	<p>(Lily Allison, Pupil Premium Lead and Helen Harrison, Head Teacher to monitor and evaluate the implementation across all areas in this plan)</p> <ul style="list-style-type: none"> - Pupils speaking in full sentences with Standard English for all aspects of learning (where appropriate) - Oracy facilitates development in writing and in organising their thoughts into sentences - Pupils are able to articulate their thoughts clearly - Pupils use higher tier vocabulary when talking - Pupils have a wealth of language which they use to construct meaningful conversations using appropriate vocabulary - (See DEP for further information on handwriting and spelling strategies) 	<p>Kate Hope</p> <p>Michelle Lowry (English Subject Leader)</p> <p>Karen Oaks (KS1 English Subject Leader)</p> <p>Reading Group (Amy Gibson, Jemma Barrass, Natalie Clark)</p>	(To be reviewed on PP review document July 2019)

<p>For all pupils to have improved cognitive thinking skills (Metacognition) and learner behaviours that will impact positively on pupil outcomes</p> <p>For all pupils to have access to high quality teaching.</p>	<ul style="list-style-type: none"> - Ensure staff explicitly demonstrate 'thinking aloud' modelling cognitive and metacognitive strategies and verbalise metacognitive thinking - Learning for Life praise uses key vocabulary (perseverance, flexible thinking, collaboration) - Share recent research and thinking within this area to shape provision. - Independent learning skills are modelled just as effectively in the foundation subjects; for example, pupils use dictionaries or the classroom environment to support spelling - Ensure all pupils have opportunities to practise 'thinking out loud' - All pupils taught by teachers in classes of 25 or less with intervention being class based at the point of teaching. 	<ul style="list-style-type: none"> - The EEF research states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 8 months' additional progress - Woodfield primary school defines 'Mastery teaching and learning' as the expectation that, in almost all circumstances, every pupil can achieve age-related expectations, Research suggests that it is the development of metacognition in tandem with high-quality application that makes this feasible. - "Keep up, not catch up" – underpinning the mastery approach to learning. 	<ul style="list-style-type: none"> - Aspirational year group targets for each subject and combined are to be met – set using FFT 20 - Learning walks and pupil voice demonstrate staff plan time for pupils to develop oracy and the ability to articulate their own strengths and areas for development - Pupils can judge accurately how effectively they are learning - Pupils are immersed, through regular staff use, in the vocabulary that relates to key metacognitive skills - Pupils reflect on their engagement in the foundation subjects with pride - Class environments promote growth mindset. 	<p>Helen Harrison</p> <p>Jack Wardle</p> <p>Kate Hope</p>	<p>(To be reviewed on PP review document July 2019)</p>
<p>Focus on specific groups e.g. Disadvantaged boys and higher attaining pupils.</p>	<ul style="list-style-type: none"> - Boys encouraged to speak about their interests and use hooks to promote oracy - High attaining writers are encouraged to apply reasoning and debate their writing and also to adapt their speech to write for different audiences and purposes - Time to talk, clarify and up-level vocabulary - Ensure boys are confident to articulate their writing and have opportunities to rehearse and practise first 	<ul style="list-style-type: none"> - Vocabulary aged 5 – there is a 27% gap between the lowest income quintile and the highest (Waldfoegel and Washbrook, 2010) - Boys achieve lower in writing than girls in every year group - The percentage attaining GDS in KS2 was 14% but this as 3 girls - There is a gap between disadvantaged attainment in writing and the cohort in all year groups (except year 3) 	<ul style="list-style-type: none"> - Boys write for their chosen audiences and purposes which makes their writing meaningful - Greater depth pupils confidently alter, evaluate and edit their writing for different purposes - Improved attainment percentages in boys across all year groups (see flight tracker) - Greater percentage of pupils achieve GDS in all year groups 	<p>Kate Hope</p> <p>Michelle Lowry (English Subject Leader)</p> <p>Karen Oaks (KS1 English Subject Leader)</p> <p>Reading Group (Amy Gibson, Jemma Barrass)</p>	<p>(To be reviewed on PP review document July 2019)</p>

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?
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"> - A range of SEMH provision to be available within school for pupils - To continue implementing and developing the Thrive provision in school to ensure class, group and 1:1 provision is ongoing/effective - PDM delivered to all staff on fear and anger - 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 - To achieve the mental health award (Leeds Beckett University) 	<ul style="list-style-type: none"> - It is widely known that good mental health and resilience is fundamental to physical health, relationships, education and achieving potential - 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 - EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils 	<ul style="list-style-type: none"> - Pupil progress in their Thrive assessment (data to be included in action plan review) - Reduction in the number of fixed term exclusions - More pupils are able to recognise and manage their emotional state when they become dysregulated - Fewer pupils exhibit extreme discharge behaviours - Behaviour support plans are more effective in enabling both pupils and adults to manage extremes of behaviour 	Nicky Fallon	(To be reviewed on PP review document July 2019)
To improve the attendance of pupil premium pupils	<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 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 	<ul style="list-style-type: none"> - 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. - There is clear evidence to show that good attendance impacts positively on pupil achievement. 	<ul style="list-style-type: none"> - Monitor the attendance of Pupil Premium pupils and the success of interventions that have been put in place when their attendance is below National Average - 3 weekly EWO meetings with MB and LB to monitor attendance and ensure early intervention - Decrease in pupil absence - Families are supported in resolving any issues which impact on pupils' attendance - Reasons for absence and attendance patterns are tracked 	Michelle Boyes Lily Allison Helen Harrison	(To be reviewed on PP review document July 2019)

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?
To strengthen partnerships with parents and carers so that they can confidently support pupils' learning	<ul style="list-style-type: none"> - Home learning policy reviewed with a focus on supporting self-motivation - Consistent approach to encouraging engagement in home learning is identified and embedded - A programme of events to support parents and carers in how to support pupils' progress in maths and English is effectively promoted and attended - A consistent approach to celebrating reading at home (whether independently or with an adult) is developed and implemented. - PP Lead taking on NPQML qualification with a specific focus on parental engagement – researching structured conversations and other school-wide approaches to improve engagement - For all staff in school to hold all families, irrespective of background, in unconditional positive regard 	<ul style="list-style-type: none"> - Research from the EEF states that parental engagement has a +3 month impact on disadvantaged pupils - Parental engagement is good as a school in Early Years (parent consultations) and in KS1 but drops in KS2 - 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 	<ul style="list-style-type: none"> - Increased engagement of parents supports effective home learning - Parents and carers feel confident in supporting pupils' progress at home - Pupils engage with home learning, alongside their parents and carers that contributes to progress - Structured conversation training within MAT disadvantaged group 	<p>Lily Allison</p> <p>Sarah Watson</p> <p>Kate Hope</p>	(To be reviewed on PP review document July 2019)