



Pupil Premium Strategy Statement (Primary) 2017-18

Rationale

At Woodley C of E Primary School our mission states that each person is unique and accepted as a child of God and we value the gifts they bring. We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development. Through strong links with our families and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life.

To this end, we support the academic learning of our Pupil Premium Grant children but we also provide our them with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. We also fund extra-curricular activities and the purchase of essential items to ensure equal access to the curriculum. We also use the PPG grant to try to ensure that our children make at least good progress from their starting points and diminish the difference between them and their non-pupil premium peers.

Measuring Impact:

We will use both internal and external data to measure the impact of the Pupil Premium Grant on our children's learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required.

At the end of the school year we will publish our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in diminishing the difference between our highest and lowest attainers. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development. For the academic year 2017-18 staff training will focus on continuing to "tilt" the curriculum to meet the needs of our children in receipt of the Pupil Premium Grant and the appointment of pupil premium ambassadors.

The use of the Pupil Premium Grant is fluid as children's needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

1. Summary information					
School	Woodley C of E Primary School				
Academic Year	2017/2018	Total PP budget 2017/2018	£60500	Date of most recent PP Review	30 th Nov 2017
Total number of pupils	310	Number of pupils eligible for PP	41 SGO 5 LAC 3 AFC 2	Date for next internal review of this strategy	Nov 2017, Mar 2018, July 2018

2a. Current attainment			
End of KS2 results 2017	<i>Pupils eligible for PP (Woodley C of E Primary School)</i>	<i>Pupils eligible for PP (national average)</i>	<i>National Average</i>
% of PP pupils achieving expected or above in Reading	67%	59%	71%
% of PP pupils achieving expected or above in Writing	67%	62%	76%
% of PP pupils achieving expected or above in Maths	50%	60%	75%
% of children achieving expected or above in GPS	50%	65% (2016)	71%
Average Progress Scores in Reading	+0.4		+0.33
Average Progress Scores in Writing	+2.24		+0.17
Average Progress scores in Maths	-0.16		+0.28

2b. Current attainment		Pupils eligible for PPG (Woodley C of E Primary School)	National pupils eligible for PPG (2016)	National pupils not eligible for PPG (2016)
End of KS1 results 2017				
% of PP pupils achieving expected or above in Reading		83%	78%	74%
% of PP pupils achieving expected or above in Writing		83%	70%	65%
% of PP pupils achieving expected or above in Maths		67%	77%	73%
Reading (making the School expected progress of 0.3 points)		83%		
Writing (making the School expected progress of 0.3 points)		83%		
Maths (making the School expected progress of 0.3 points)		67%		
3. In-school barriers (issues to be addressed in school, such as poor oral language skills)				
A.	Speech and Language difficulties and any other Special Needs			
B.	Challenging Behaviours			
C.	English as an Additional Language			
External barriers (issues which also require action outside school, such as low attendance rates) (Not in priority order.)				
D.	Low attendance rates			
E.	Poor Punctuality			
F.	Parental engagement and support			
G.	Children that have CP Plans, CIN Plans or are a LAC child			
H.	Lack of school equipment and uniform			
I.	Some Parents aspirations for their children			
Teaching and Learning in school.				
J.	Develop reading, writing and maths.			

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. Including children with Special Needs and EAL.	Termly Teacher Assessments will show that each child has made more than expected progress on reading, writing and maths, so that they move closer to age related expectations.
B.	To support children with personal, social, emotional development and wellbeing.	Children will have less anxiety, anger or behaviour issues and this will have positive effects on their behaviours and learning.
C.	All PPG children to have access to the curriculum, including part funding for trips and resources for identified children.	Children will have access to a range of activities both in and out of school that they would not have otherwise experienced.
D.	PPG children who are underachieving to have support through appropriate interventions.	Children will have increased confidence and make good progress.
E.	Parents engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend school regularly and on time.	Improve overall PPG attendance 93.98% in line with the overall school attendance figure 96.45%. Parents have high aspirations for their children.

5. Planned expenditure					
Financial Year	Grant funding for 2017-2018 £ 60,500.00				
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					
Quality of teaching for all 2017 - 2018					
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?
4A. Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.	Assessment to track individual pupil's progress over time. Identify areas of concern and implement effective strategies and interventions to address concerns/lack of progress. Individualised Learning programmes. Whole school teaching, learning and assessment ethos to promote high expectations. Staff meetings led the local officer. Improve teaching of writing	Ofsted – Impact of Assessing Pupil's Initiative. Recognition of pupil progress and process improved to ensure People Premium children are prioritised. Identify the importance of staff to 'tilt' the curriculum towards People Premium children. Staff development.	Termly meetings with the phase leader and Teachers to discuss any areas of concern with pupil progress. Plans developed. Monitor progress through learning walks, book looks and weekly teacher/TA feedback meetings. Questioning through 'Tilt'	Class teacher Phase leader	Nov 2017 March 2018 July 2018
Total budgeted cost					£1,605.00

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?
4D. PPG children who are underachieving will be supported through appropriate interventions	Intervention programmes eg: Catch Up, Maths /Literacy,1-1 Reading, Precision, Handwriting, Clever Cloggs, Phonics, Speech and language. Ziptales software Nurture Nessy Maths Nessy Reading	EEF Teaching & Learning Toolkit: 'One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support.' It can be effective, on average accelerating learning by approx. 5 additional month's progress.	Short, regular sessions delivered by trained members of staff over a short period. Interventions tracked and reviewed at a half termly team progress meeting by Phase Leader, SENCo and PP TA Champion.	Phase leader, Teacher, SENCo PP TA Champion	Nov 2017, Mar 2018, July 2018.
Total budgeted cost					£43,560.00
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?
4B. To support children with personal, social, emotional development and wellbeing. Needs are met to enable pupils to be ready to learn.	Staff to deliver nurture interventions. Eg: 1-1 nurture Social Nurture in small group. Counselling (Art Therapy) Interpreter Pupil Premium Champion Salary Mental Health Initiative	EEF teaching and learning toolkit – moderate impact for moderate cost. Social and emotional interventions have identifiable and significant impact on attitudes to learning, social relationships and attainment itself.	Referrals made by class teachers and monitored PSHE Lead. Developed own assessment tool. Review of intervention at end of 6-week block.	PHSE lead, Nurture Assistant.	At the end of 6 week block.

4C. All PPG children to have access to the curriculum, including part funding for trips and resources.	Children participate in funding extra- curricular clubs, school uniform provided for identified children. School educational. E.g.: Guitar club, Lunchtime club.	Children have a sense of belonging and feel the same as the whole school community. Full participation in the enrichment fostering the love of learning. Funding of Little Canada trip was very beneficial for a large group of PPG children now in Year 6. Good relationships formed between pupils, teachers and peers.	Requests for funding completed by PP TA Champion with family approved by HT. Monitored and recorded by School Finance Officer.	Head Teacher	Nov 2017, March 2018, July 2018
4C. All PPG children to have access to funding out of hours school provision.	Children to participate in funded after school club provided for identified children. Holiday club. External club funding.	Children have a sense of belonging and participate in activities not hampered by financial constraints at home. Clubs have an impact on pupil's social and emotional skills.	Requests for funding completed by PP TA Champion with family approved by HT. Monitored and recorded by the School Finance Officer.	Head Teacher	Nov 2017, March 2018, July 2018
4C. Identified that Ever6 children have access to free school meals and milk	Identified children funded free school meals and milk.	Children no longer FSM to have access to school meals and milk to enable them to have at least one meal and snack a day. Children no longer, Ever6 identified to benefit from FSM.	Request for funding completed by PP TA Champion approved by HT. Monitored and recorded by School Finance Officer.	Head Teacher	Nov 2017, March 2018, July 2018

4B. Parents are engaged with all aspects of school life and events; Strong home partnerships are developed. Children are able to attend to school regularly and on time.	Once a year structured conversations with Parents, class Teacher, PPG Champion. Flexible accessibility to meet PPG Champion to discuss any concerns/issues	The association between parental involvement and a child's academic success is well established. Parents own experience of the school may not have been positive; school will be a welcoming environment.	Termly review meetings to access progress and whether targets have been achieved. Attendance monitored by the Head Teacher and appropriate action taken.	Head Teacher	Nov 2017, Mar 2018, July 2018
Total budgeted cost					£15,290.00

6. Review of expenditure				
Previous Financial Year		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4A. Children to make good progress from their starting points and meet peer group age related expectations in reading, writing and maths	Assessment to track individual Pupils progress over time. Identify areas of concern and implement effective strategies and interventions to address concerns/lack of progress. Individualised learning programmes. Whole school teaching, learning and assessment ethos to promote high expectations. Staff meetings led by local officer. Improving teaching and writing.	See results at beginning of this document and report following Appendix 1	Need to know which children are under achieving more quickly and provide more timely support in class to Teachers and Phase Leaders where children are not making expected progress. Action: PP TA Champion to provide a list of children who have not made expected progress at the end of each term and identify further support with the Head Teacher. Head Teacher and PP TA Champion to meet Jan, Apr and July. Need to investigate why some children are not making good progress in Maths and additional interventions. Overall good progress in Reading and Writing and justifies work the School has been doing in areas.	
Total budget cost				£1070.00

ii Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4D. PPG children who are underachieving will be supported through appropriate interventions.	Intervention programmes eg: Catch up, Maths/Literacy, 1-1 Reading, Precision ,Handwriting, Clever Cloggs, Phonics, Speech and Language, Ziptales software and Nessy Maths/Reading	Interventions had some success in ensuring PPG Children made expected progress. See tables and information in previous sections.	New systems of identifying children have been implemented to involve Phase Leaders and SENCo who work with the PP TA Champion and HT. Although some success last year, a more joined up approach is now in place.	
			Total budget cost	£44000.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4B. To support PPG Children with personal, social, emotional development and wellbeing. Needs to be met to enable Pupils to be ready to learn.	Staff to deliver nurture interventions eg 1:1 nurture, social nurture in a small group, counselling (art therapy) interpreter PP TA Champion salary	Scaling was very successful and improved the outcomes of many children. One child undertook art therapy and outcomes are much improved	Ensure that all evidence is documented and case studies provided for these children	

<p>4C.</p> <p>All PP children to have access to the curriculum, including part funding for trips and resources</p>	<p>Children participate in funded extracurricular clubs, school uniform provided for identified children. School educational.</p>	<p>5% of PPG children had guitar funded and 29.28% had trips part funded</p> <p>Funding of Little Canada trip was very beneficial for a large group of PPG pupils now in year 6. Good relationships formed between pupils, teachers and peers.</p> <p>Child A enjoyed all aspects of the trip, including being away from home.</p> <p>Child B was nervous about the ferry crossing but after speaking to PP TA Champion and researching with her found she enjoyed it.</p>	<p>Need to ask children to evaluate the impact of these, set of questions to ask them.</p>	
<p>4C.</p> <p>All PPG children have access to funded out of hours school provision.</p>	<p>Children to participate in funded after school clubs provided for identified children</p> <p>Holiday club</p> <p>External club</p>	<p>65% of PP children attended clubs.</p> <p>Child A said the club made her feel good about herself, she also said that attending a club was fun and she liked to go with friends.</p> <p>Child B said that his club helped with his confidence.</p> <p>Child C said that he liked learning guitar and liked showing his mum and staff what he could play.</p>	<p>Need to ask children to evaluate the impact of these, set of questions to ask them.</p>	

<p>4C.</p> <p>Identified Ever6 children have access to free school meals and milk.</p>	<p>Identified children funded for free school meals and milk.</p>	<p>17.5% of PPG children had FSM and 2.5% had milk funded.</p> <p>Child A had free milk most days at break time and felt the same as his friend who was having non funded milk.</p>	<p>Need to ask children to evaluate the impact of these, set of questions to ask them.</p>	
<p>4E.</p> <p>Parents are engaged in all aspects of school life and events; strong home partnerships are developed. Children are able to attend school regularly and on time.</p>	<p>Structured conversations with parents, class teacher, PP TA Champion.</p> <p>Flexible accessibility to meet PP TA Champion to discuss any concerns/issues.</p>	<p>100% of parents attended structured conversations. PP TA Champion liaised with parents.</p> <p>One parent said they didn't attend consultations because she got very nervous and often found them negative and liked the idea of speaking to the PP TA Champion.</p> <p>One parent said it was good to be able to come and see the PP TA Champion if they had any funding issues.</p> <p>Several parents found the structured conversations useful and found it a good way to see the child's progress and to see what provisions are available to help their child.</p>	<p>Need for only one structured conversation a year but will keep reminding parents that they can see the PP TA C champion.</p>	

	Total budget cost	£16,057.00
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Appendix 1

Evaluation of the achievement of children receiving the Pupil Premium Grant 2016-17.

% of children making the expected progress or attainment in each year group.

*Note Yr 6 figures for progress are provided at end of KS2

Reading

<u>Year Group</u>	<u>Progress (0.3 points)</u>		<u>Attainment (expected standard)</u>	
	<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>
1	100	100	50	83
2	83	90	83	74
3	100	79	0	69
4	86	79	75	71
5	100	97	23	78
6	0.6	EV6FSM 1.56	0.11	0.15(All)
			50	64

National average non disadvantaged 0.33

Wokingham average non disadvantaged 1.2

Writing

<u>Year Group</u>	<u>Progress</u>		<u>Attainment</u>	
	<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>
1	75	93	25	83
2	83	76	83	69
3	67	85	0	54
4	71	81	13	55
5	100	100	23	73
6	2.24	EV6FSM 3.39	1.0	1.17(All)
			67	77

National average non disadvantaged 0.17

Wokingham average non disadvantaged -0.3

Maths

Year Group	Progress		Attainment	
	PP	Non PP	PP	Non PP
1	50	92	25	73
2	67	92	67	74
3	67	72	0	62
4	71	79	63	66
5	83	100	23	79
6	-0.16 EV6FSM 0.36	1.22 1.03 (All)	50	72

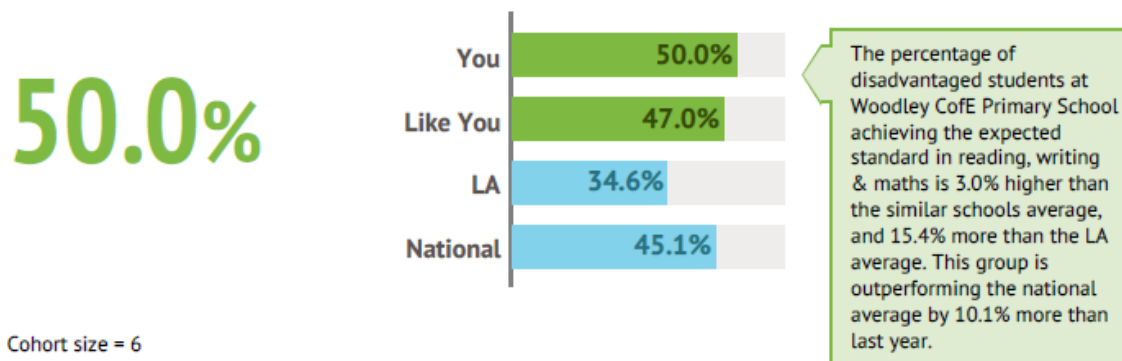
National average non disadvantaged 0.28

Wokingham average non disadvantaged 0.7

Commentary: End of KS2

The percentage of Woodley C of E disadvantaged pupils achieving the expected standard in reading, writing and maths is 3.0% higher than the average for similar schools and 15.4% higher than the LA average. Woodley C of E average is 10.1% higher than the national average.

Disadvantaged Pupils Achieving the Expected Standard in Reading, Writing & Maths



*Arbor Reports 2016-17

The challenge is to diminish the difference between children in receipt of the Pupil Premium Grant and those who are not. From lower starting points, children are generally now making good progress with the best results being in reading. Maths still requires some further work and interventions are planned to support children with this. Our aim is for our pupil premium children to make more than expected progress so that more of them reach their age related expectations.

End of Key Stage 1 and 2 results at Woodley C of E compare well generally with national average for pupil premium children and the national average for all children.