



Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Woodley C of E Primary School				
Academic Year	2016/2017	Total PP budget	£60796.70	Date of most recent PP Review	8 th Nov 2016
Total number of pupils	314	Number of pupils eligible for PP	41 (SGO 5) (LAC 4)	Date for next internal review of this strategy	Nov 2016, Mar 2017, July 2017

2. Current attainment			
	<i>Pupils eligible for PP (Woodley C of E Primary School)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (National average)</i>
% of PP pupils achieving expected or above in Reading	67%	57%	71%
% of PP pupils achieving expected or above in writing	33%	58%	79%
% of PP pupils achieving expected or above in Maths	50%	58%	75%
% of children achieving expected or above in GPS	83%	65%	78%
Average Progress Scores in Reading	2.88		
Average Progress Scores in Writing	-2.51		
Average Progress scores in Maths	0.75		

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.	Speech and Language difficulties and any other Special Needs	
B.	Challenging Behaviours	
C.	English as an Additional Language	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> <i>(Not in priority order.)</i>		
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 and writing	
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 meet 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 meet 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 94.2% in line with the overall school attendance figure 96.42%. Parents have high aspirations for their children.
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5. Planned expenditure					
Financial Year	Grant funding for 2016-2017 £ 60796.70				
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 2016 - 2017					
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?
Children make good progress from their starting points and meet peer group age related expectations in reading, writing and maths.	Self-evaluation 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.	Class teacher Phase leader	Nov 2016 March 2017 July 2017

Total budgeted cost					1070.00
i. 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?
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	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	Phase leader, Teacher, PP TA Champion	Nov 2016, Mar 2017, July 2017
Total budgeted cost					£44000.00
ii. 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 support children with personal, social, emotional development and wellbeing. Needs are met to enable pupils to be ready to learn.	Trained staff to deliver nurture interventions. Eg: 1-1 nurture Social Nurture in small group. Counselling (Art Therapy) Interpreter Pupil Premium Champion Salary	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 by SLT. Review of intervention at end of 6-week block.	Phase leader, Teacher	At the end of 6 week block.

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. Eg: 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 a love of learning. 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 School Finance Officer.	Head Teacher	Nov 2016, March 2017, July 2017
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 2016, March 2017, July 2017
Identified Ever6 children have access to free school meals and milk	Identified children funded free school meals and milk.	Children no longer Ever6 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 2016, March 2017, July 2017

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.	Termly 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 2016, Mar 2017, July 2017
Total budgeted cost					£16,057.00