

Pupil premium strategy statement (Wood Fold Primary School)

1. Summary information					
School	Wood Fold Primary School				
Academic Year	19-20	Total PP budget	£66,220	Date of most recent PP Review	July 2019
Total number of pupils	411	Number of pupils eligible for PP	45	Date for next internal review of this strategy	

2. Current attainment				
Key Stage 1 (x 7 children)	<i>Pupil Premium Pupils</i>		<i>All pupils in school</i>	
	<i>School</i>	<i>LA</i>	<i>School</i>	<i>National</i>
% achieving expected in Reading, Writing and Maths	57%	TBC	82%	65%
% achieving expected in Reading	57%	TBC	85%	75%
% achieving expected in Writing	57%	TBC	83%	69%
% achieving expected in Maths	57%	TBC	85%	76%
Key Stage 2 (x 11 pupils)	<i>Pupil Premium Pupils</i>		<i>All pupils in school</i>	
	<i>School</i>	<i>LA</i>	<i>School</i>	<i>National</i>
% achieving expected in Reading, Writing and Maths	64%	TBC	85%	65%
% achieving expected in Reading	82%	TBC	88%	73%
% achieving expected in Writing	73%	TBC	92%	78%
% achieving expected in Maths	73%	TBC	90%	79%
KS2 Progress	<i>Pupils eligible for PP (your school) (11 children)</i>		<i>All pupils (national average)</i>	
% achieving in reading, writing and maths	64%		65%	
Average progress in Reading	TBC		0.0	
Average progress in Writing	TBC		0.0	
Average progress in Maths	TBC		0.0	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Maths: Lack of application of arithmetical knowledge to reasoning.	
B.	English: Phonic knowledge and application of spelling rules.	
C.	Lack of confidence and low self-esteem	
D.	There are very few disadvantaged pupils in school = 8% and some also have SEND (14% of those identified as PP)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of engagement with homework and out of school learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High ability pupils will make greater progress, with a greater % achieving a high score at the end of KS2 in Maths and Reading.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths.
B.	All disadvantaged children (with the exception of SEN children) to meet end of year expectations.	All disadvantaged pupils will meet expected standard in Reading, writing and maths at the end of KS2.
C.	Improved % of PP children being able to read fluently, applying phonic knowledge at the end of Key Stage 1.	Pupils eligible for PP make rapid progress by the end of the year to close the gap with their peers and meet age related expectations.
D.	The gap between PP and non PP children will be reduced.	All pupils eligible for PP will make greater progress than 'other' pupils across Key Stage 2 in maths, reading and writing leading to a reduced attainment gap between PP and non PP children.
E.	Increased confidence and self esteem for those children who need it.	Children who are more confident and have better self esteem.

5. 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?
Quality first teaching – never less than good for every pupil. Effective assessment to identify gaps in knowledge and skills. Differentiation in lessons to ensure adequate challenge and support	Curriculum planned to stimulate all children especially the pupil premium children.	Use of formative assessment and quality feedback evidence that this aids progress (Sutton Trust)	HT/DHT to track progress Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged Lesson observations, work scrutiny and pupil discussions	LM / RG MH BH	Termly review.
Continue to increase the percentage of pupils working at the expected levels across school. Increase the % of children working above expected across school.	Reading skills to be taught within each English unit of work during English lessons. Feedback to be given to children via marking stamps and target cards. Teachers to use the wide variety of resources purchased to enable children to develop problem solving and reasoning. To provide children with problem solving and reasoning opportunities in Maths within units as well as once children are mastering the unit.	EEF – Improving Literacy in KS1. EEF – Improving Literacy in KS2.	HT/DHT to track progress Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged Lesson observations, work scrutiny and pupil discussions	RG / LM MH BH	Termly review.

<p>To increase the engagement of parents, leading to better communication and outcomes relating to pupil attainment and progress.</p>	<p>Provide more opportunities for parental involvement, more opportunities planned within the school year to invite parents into school to experience and support their children, providing support to parents and carers where needed, with teaching strategies to support their children. within workshops, meetings, drop ins</p> <p>Behavioural training for TA and Welfare staff to further develop successful playtimes, provide enrichment clubs/games and encourage self-regulation strategies.</p> <p>New PSHE&C scheme of work introduced.</p>	<p>EEF – Managing Behaviours in school.</p>	<p>Parental Questionnaires</p> <p>Lunchtime logs.</p>	<p>RG / LM</p> <p>MH</p> <p>BH</p> <p>LW</p>	<p>½ Termly review.</p>
<p>Total budgeted cost</p>					<p>£15,000</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?
Pupils will make greater progress, with a greater % achieving a high score at the end of KS2 in Maths and Reading.	<p>Use of 'Third Space Learning' Maths programme for identified children.</p> <p>Teaching assistant support provided in classes and more in particular classes to ensure access to the curriculum by all pupils. Aspirational targets set for all pupils.</p> <p>Pre-Teach to be delivered during Arithmetic sessions for the following weeks Maths unit.</p> <p>Rising Stars 'On Track Maths' Maths Intervention programme.</p>	<p>Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress (EEF Toolkit)</p> <p>Research has found that reading comprehension strategies aim to help children close the gap by around 5 months (Third Space Learning)</p>	<p>HT/DHT to track progress</p> <p>Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged</p> <p>Lesson observations, work scrutiny and pupil discussions</p>	<p>RG / LM</p> <p>MH</p>	½ Termly review.
All disadvantaged children (with the exception of SEN children) to meet end of year expectations.	<p>Use of 'Third Space Learning' Maths programme for identified children.</p> <p>Boosting Reading Programme.</p> <p>Undertaking an analysis of the needs of PPG children and organise targeted intervention and enrichment opportunities to enable children eligible for PPG to flourish.</p>	<p>Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress (EEF Toolkit)</p>	<p>HT/DHT to track progress</p> <p>Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged</p> <p>Lesson observations, work scrutiny and pupil discussions</p>	<p>RG / LM</p> <p>MH</p> <p>BH</p>	½ Termly review.

<p>Improved % of PP children being able to read fluently, applying phonic knowledge at the end of Key Stage 1.</p>	<p>Oxford Reading tree books – Guided Reading weekly for those children who need it.</p> <p>Daily reading.</p> <p>Reading Tracking using Running records.</p> <p>Teaching assistant in class support.</p>	<p>EEF – Improving Literacy in KS1.</p>	<p>HT/DHT to track progress</p> <p>Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged</p> <p>Lesson observations, work scrutiny and pupil discussions</p>	<p>RG / LM</p> <p>BH</p>	<p>½ Termly review.</p>
<p>The gap between PP and non PP children will be reduced.</p>	<p>Undertaking an analysis of the needs of PPG children and organise targeted intervention and enrichment opportunities to enable children eligible for PPG to flourish.</p>	<p>EEF – Improving Literacy in KS1.</p> <p>EEF – Improving Literacy in KS2.</p> <p>EEF – Managing Behaviours in school.</p>	<p>HT/DHT to track progress</p> <p>Pupil progress meetings and case studies for each class identifies how weaker areas are supported and how higher ability are challenged</p> <p>Lesson observations, work scrutiny and pupil discussions</p>	<p>RG / LM</p> <p>BH</p> <p>MH</p>	<p>½ Termly review.</p>

<p>Increased confidence and self-esteem for those children who need it</p>	<p>Peer Mentoring Programme: identified children to be trained as peer mentors in conjunction with Standish High school and the Targeted Education Support Service to develop their own skills and confidence and apply these skills to supporting others (meta-cognition)</p> <p>Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.</p> <p>Counselling provided for individual disadvantaged pupils with specific needs.</p> <p>Boxall profiles completed regularly to measure impact.</p>	<p>Education Endowment Foundation (EEF) database shows that provision for outdoor learning and developing arts experiences enhances pupils motivation to learn</p> <p>Self Regulation strategies aim to help children make progress of about 8 months (Third Space Learning)</p> <p>EEF Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Boxall Profile results will improve.</p>	<p>RG / LM</p>	<p>½ Termly review.</p>
Total budgeted cost					<p>£66,971</p>

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?
Children able to access a wider variety of activities.	Payment support for those parents who are struggling to pay for school trips / residential / music tuition.	Education Endowment Foundation (EEF) database shows that provision for outdoor learning and developing arts experiences enhances pupils motivation to learn	Parental questionnaires. Boxall Profiles.	HC / RG	½ termly / termly as relevant.
Increased attendance rates for pupils eligible for PP who have been identified as a cause for concern.	Identified member of staff to closely monitor pupil's attendance weekly and follow up quickly on any lates or absences. Open Early Helps for those children whose attendance is not improving by October half term – Pastoral Manager	Close monitoring will enable school to ensure the children are in school when they are able to be in order to improve progress and attainment through more access to school provision. Early Help will provide opportunities for liaison with parents to be able to identify any support needed and put this into place with the aim of improving attendance/ punctuality	Through briefing the Deputy Head Teacher about existing absence issues and previous Early Helps for identified children. Collaboration between DHT, HT, SENCO, class teachers to ensure a consistent approach.	RG / LM Pastoral Manager	Weekly attendance monitoring.
Total budgeted cost					£5,600

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High ability pupils will make greater progress, with a greater % achieving a high score at the end of KS2.	CGP Comprehension books. Reading guided & independent sessions. Reading skills to be taught within each English unit of work during English lessons. Feedback to be given to children via marking stamps and target cards. Teachers to use the wide variety of resources purchased to enable children to develop problem solving and reasoning. To provide children with problem solving and reasoning opportunities in Maths within units as well as once children are mastering the unit.	Reading stayed the same – 39% Writing increased to 52% Maths decreased to 41% Although % are higher than national they have not increased for the school.	Support for was not targeted and specific enough to meet individual children’s needs – new interventions to be used which are specific to individual children, e.g. Boxall Profiles, Third Space Learning maths. Feedback strategies have been successful – see below. Problem solving and reasoning in class is having an impact on % of children achieving expected standard but now needs to focus on children achieving GD.	£6,000
Marking and feedback – to provide ‘on the spot feedback’ to children so that misconceptions can be identified quickly.	Staff training Amended lesson planning and evaluation format. Modelled lessons Discussions regarding strategies in staff meetings.	10/12 classes have increased the % of children working at the Expected standard in Maths. 9/12 classes have increased the % of children working at the Expected standard in Reading and x 1 stayed the same.	Continue to develop this strategy next year with a focus on ensuring that children are challenged when being provided with feedback. Lesson observations to find out: Are teachers quick enough to recognise where misconceptions may be evident in pupils’ learning? Training with staff to develop the use of feedback and ensure it is precise and pertinent in all subjects .	£2,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High ability pupils will make greater progress in Reading and Writing, with a greater % achieving a high score at the end of KS2.	High quality texts to be used across the curriculum. Higher book band reading opportunities for more able children. Running records to be completed to ensure children are reading the correct banded books.	1/11 achieved a high score in Reading 2/11 achieved a high score in maths. 4/11 achieved Greater depth for Writing.	Support for was not targeted and specific enough to meet individual children's needs – new interventions to be used which are specific to individual children, e.g. Boxall Profiles, Third Space Learning maths.	£5,000
Improved understanding of vocabulary and greater exposure to a wider variety of language.	Reading Intervention programme – Boosting Reading Potential.	Increase in the % of pupil premium children meeting the expected standard in Reading – 71% (2018) to 82% in 2019. (KS2 SATS)	Continue with this strategy to teach vocabulary not only in English but all subjects. Place more emphasis on this across the curriculum in 2019-20.	£21,500
Increased attendance rates for pupils eligible for PP who have been identified as a cause for concern.	Identified member of staff to closely monitor pupil's attendance weekly and follow up quickly on any lates or absences. Open Early Helps for those children whose attendance is not improving by October half term.	Early Helps identified and carried out if needed. Attendance for the specific children who had poor attendance / lateness has increased.	Individualised Pupil premium action plans to identify those children who need support around this area.	£6,000

iv. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the presentation skills of disadvantaged	Handwriting awards to be given weekly in Key Stage 1 during achievement assemblies. Key Stage 1 teachers to follow new Handwriting policy. Handwriting lessons to be taught daily, twice daily in those classes where it is needed.	The presentation of children's work has improved across school with some PP children making a marked improvement in presentation. This has impacted upon learning as 5 more PP children are now working at the expected standard in writing than at the end of 2018.	Continue to address this next year – ensure that standards of presentation are maintained as soon as we return in September. Additional handwriting sessions identified for those children who are struggling.	£3,000
To provide trips and opportunities for those children who will develop socially from this.	Trip funding Discussions regarding eligibility. Excel Trackers to show costs.	% of children who enjoy school (96.5%) 99.1% say they try hard to improve their work. 99.1% of children think the school helps them to understand and care about other people. 95.1% enjoy sporting activities and other physical exercise.	Identify the areas of concern for those children who have not given a positive response and identify ways to address this.	£5,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.