



Summary Information					
School		Woodthorpe Community Primary School			
Academic Year	2017-18	Total Pupil Premium Budget	£308,550	Total Early Years Pupil Premium received	£6,000
Total Number of Pupils on roll	392	Number of pupils eligible for Pupil Premium	256		
Total number of pupils on roll in Nursery	32	Number of pupils eligible for Early Years PP	20		

Attainment 2017 (End KS2 Results)		
	Pupils eligible for Pupil Premium - Woodthorpe School	Pupils not eligible for Pupil Premium – National Average
% achieving expected standard or above in Reading	65%	72%
% achieving expected standard or above in Writing	82%	76%
% achieving expected standard or above in Maths	76%	75%
Progress measure in Reading	0.5	0.3
Progress measure in Writing	2.7	0.2
Progress measure in Maths	0.9	0.3

From self-evaluation and our analysis of pupil outcomes 2016-17, key priorities for this year are:
Increase the proportion of pupils in receipt of Pupil Premium who are learning at expected and higher standards across school.
Improve the basic skills of pupils who receive Pupil Premium (including spelling skills, phonic knowledge and use of basic grammar in writing)
Improve pupil's confidence in developing reasoning skills and applying problem-solving skills in mathematics
Improve the attendance of pupils
Support pupils social and emotional well-being resulting in them being ready to access learning

Desired outcomes to diminish the difference between pupil premium funded pupils and their peers:
PP attainment tracking and monitoring is robust and used to inform provision (leaders at all levels)
PP pupils make rapid progress to 'catch up' with their peers
Previously high attaining PP pupils are 'on track' to exceed the expected standard
Pupils and families with low attendance/high persistent absentee levels are challenged and supported to attend.
Pupils with social, emotional and health (inc. mental health) needs are supported in accessing an increased proportion of whole class quality first teaching/provision as appropriate

Planned expenditure					
Academic year	2017-18				
Quality of teaching for all -					
Outcome	Action/Approach	What is evidence/rationale for this approach	How will you measure it is implemented well?	Staff lead	When will you review implementation?
FS2 children to settle into school/transition from FS1 effectively and make (or exceed) expected progress	Teacher to pupil ratio to be increased at FS2.	Research by the Sutton Trust found that <i>'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers'</i> An increased teacher to pupil ratio means disadvantaged pupils can access more of teachers' time with tightly focussed direct teaching.	School monitoring cycle – evaluation of provision on a continuous cycle.	Headteacher	Half termly pupil progress reviews.
Y6 pupil premium pupils make or exceed expected progress.	Teacher to pupil ratio to be increased at Year 6	Refer to evidence detailed above and: An additional teacher allows pre-planned targeted intervention via both group and individual intervention as well as bespoke 'same day' intervention in response to need.	School monitoring cycle – evaluation of provision on a continuous cycle.	Headteacher	Half termly.
CPD/teacher development will positively impact on pupil attainment	An additional four twilight CPD sessions for teaching staff led by specialist providers.	Improving teaching is recognised by international evidence as the most effective way to improve schools. Teacher development will positively impact on pupil attainment, particularly on those from disadvantages backgrounds. (Sutton Trust Developing Teachers January 2015.)	All foci are part of the School Improvement Plan and Self Evaluation	Leadership Team	As part of the ongoing monitoring cycle.
Total budgeted cost					£32,500

<b>Targeted support -</b>					
<b>Outcome</b>	<b>Action/Approach</b>	<b>What is evidence/rationale for this approach</b>	<b>How will you measure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils will have their basic needs met to ensure that they are physically, mentally and emotionally ready to learn.	Family support worker/one to one & small group learning mentor	To build relationships with pupils and their families. To liaise with relevant agencies. Research indicates that effective parental engagement and support can lead to learning gains of +3months over the course of a year. (Education Endowment Foundation Teaching & Learning Toolkit)	Family support worker/learning mentor will liaise with Headteacher and Inclusion Manager on a weekly basis.	Family support worker/learning mentor Inclusion Manager	Weekly
A rapid response system to address poor attendance backed up by support for families to remove barriers they face in getting children to school.	Education welfare officer	Children with low attendance from the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up with their peers if their attendance is bad. (Improving Attendance at School 2012 Gov.uk)	Education Welfare Officer will liaise with Headteacher and Inclusion Manager on a weekly basis.	Education Welfare Officer Inclusion Manager	Weekly
Identified gaps in learning are addressed.	SMART Targeted interventions (according to individual pupil need)	Gaps identified via formative assessment inform precisely targeted teaching. Meta-Analysis of research by John Hattie (2009, 2017) breaks down quality teaching into: <ul style="list-style-type: none"> <li>• Pupils having explicit and challenging learning goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps and feedback to achieve them.</li> </ul>	Progress of pupils will be checked according to intervention and at least half termly.	Teachers, Key stage leaders, Intervention Manager	Half termly.
<b>Total budgeted cost</b>					<b>£280,000</b>

<b>Enrichment/development of cultural capital</b>					
<b>Outcome</b>	<b>Action/Approach</b>	<b>What is evidence/rationale for this approach</b>	<b>How will you measure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils will access a range of social, cultural, sporting experiences, visits and activities.	Pupils will participate in cultural visits e.g. museums, theatre, places of worship, art galleries, local government establishments etc.	The accumulation of skills and experiences broaden pupils horizons and increase their life chances. (Pierre Bourdieu)	Reviewing programme of events.	Leadership team.	Termly.
	Pupils will have enhanced opportunity to experience artistic activity e.g. playing musical instruments, working with artists	There is a widely held view that musical activity is of value to all individuals in terms of their personal growth and development (Lubet 2011; Črnčič, Wilson & Prior 2006; Eisner 2002; Mills 1993) as well as being of social value (Odena 2007; Mazur 2004; Cope 2002).	Reviewing provision and outcomes.	Leadership team.	Termly.
Total budgeted cost					£23,500