



Woodthorpe Community Primary School 3 year Pupil Premium Strategy Statement 2018-19 to 2020-21



Summary Information 2018-19					
School		Woodthorpe Community Primary School			
Academic Years	2018-19	Total Pupil Premium Budget	£320,760	Total Early Years Pupil Premium received	£4262
Total Number of Pupils on roll	408	Number of pupils eligible for Pupil Premium	252	Next Review	July 2019
Total number of pupils on roll in Nursery	23	Number of pupils eligible for Early Years PP	12		

Attainment 2018 (End KS2 Results)			
	Pupils eligible for Pupil Premium - Woodthorpe School	Pupils eligible for Pupil Premium National	Pupils not eligible for Pupil Premium National
% achieving expected standard or above combined	82%	51%	70%
% achieving expected standard or above in Reading	82%	64%	80%
% achieving expected standard or above in Writing	81%	67%	83%
% achieving expected standard or above in Maths	82%	64%	81%
% achieving expected standard or above in EGPS	82%	67%	82%
% achieving greater depth standard combined	9%	4%	12%
% achieving greater depth standard Reading	27%	18%	33%
% achieving greater depth standard Writing	9%	11%	24%
% achieving greater depth standard Maths	15%	14%	28%

Summary Information 2019-20					
School		Woodthorpe Community Primary School			
Academic Years	2019-20	Total Pupil Premium Budget (estimated)	£331,320	Total Early Years Pupil Premium (estimated)	£4014
Total Number of Pupils on roll	398	Number of pupils eligible for Pupil Premium	247	Next Review	July 2020
Total number of pupils on roll in Nursery	26	Number of pupils eligible for Early Years PP	12		

Attainment 2019 (End KS2 Results) unvalidated data			
	Pupils eligible for Pupil Premium - Woodthorpe School	Pupils eligible for Pupil Premium National	Pupils not eligible for Pupil Premium National
% achieving expected standard or above combined	71%	51%	71%
% achieving expected standard or above in Reading	74%	62%	78%
% achieving expected standard or above in Writing	80%	68%	83%
% achieving expected standard or above in Maths	80%	68%	83%
% achieving expected standard or above in EGPS	83%	68%	83%
% achieving greater depth standard combined	14%	5%	13%
% achieving greater depth standard Reading	26%	17%	31%
% achieving greater depth standard Writing	23%	11%	24%
% achieving greater depth standard Maths	20%	16%	31%

From self-evaluation and our analysis of pupil outcomes 2018-19 to 2020-21, key priorities 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 years	2018-19 – 2020-21				
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?
FS1 children make good progress from the start	Teacher to pupil ratio to be increased at FS1.	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 and a particular focus on phonics and early reading from the start	Rigorous monitoring of the provision and progress made by these pupils.	Headteacher/Leadership Team	Half termly
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.	Refer to evidence detailed above and: An additional teacher allows pre-planned targeted intervention particularly for those children who have not accessed provision in FS1/a focus on phonics and early reading from the start.	School monitoring cycle – evaluation of provision on a continuous cycle.	Headteacher/Leadership Team	Half-termly pupil progress reviews.
Y3 disadvantaged pupils make or exceed expected progress.	Teacher to pupil ratio to be increased at Year 3	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/Leadership team	Half-termly.
CPD/teacher development will positively impact on pupil attainment	An additional four twilight CPD sessions per annum for teaching staff led by SLT	Improving teaching is recognised by international evidence as the most effective way to improve schools. Teacher development will positively impact on pupil attainment, particularly	All foci are part of the School Improvement Plan and Self Evaluation	Leadership Team	As part of the ongoing monitoring cycle.

		on those from disadvantaged backgrounds. (Sutton Trust Developing Teachers January 2015.)			
Annual total budgeted cost					£26,000
Targeted support -					
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?
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. Provision of free breakfast – National School Breakfast Programme	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) ‘Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their Reading, Writing and Maths results by the equivalent of 2 months’ progress over the course of a year’ (EEF)	Family support worker/learning mentor will liaise with Headteacher and Inclusion Manager on a weekly basis. Catering Manager will liaise with Intervention 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.	Inclusion Team	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)	Inclusion Team will liaise with Headteacher and Inclusion Manager on a weekly basis.	Inclusion Team Inclusion Manager	Weekly
Identified gaps in learning are addressed.	SMART Targeted interventions (according to	Gaps identified via formative assessment inform precisely targeted teaching.	Progress of pupils will be checked according to intervention and at least half-termly.	Teachers, Key stage leaders, Intervention Manager	Half-termly.

	individual pupil need)	<p>Meta-Analysis of research by John Hattie (2009, 2017) breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having explicit and challenging learning goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps and feedback to achieve them. 			
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Annual total budgeted cost £276,000

Enrichment/development of cultural capital

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?
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.

Annual total budgeted cost £26,000

Review of Expenditure 2018-19

Quality of teaching for all -

Outcome	Action/Approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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Pupil premium pupils make or exceed expected progress.	Teacher to pupil ratio to be increased at FS2 and Y6	As results show, the progress and achievement of PP children met or exceeded the national averages for pupils not entitled to the Pupil Premium grant.	This approach was successful. This approach will be modified and used in future.	£33,798.88
Targeted support -				
Outcome	Action/Approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Pupils will have their basic needs met to ensure that they are physically, mentally and emotionally ready to learn. Pupil premium pupils make or exceed expected progress.	Family support worker/one to one & small group learning mentor. Education welfare officer SMART Targeted interventions (according to individual pupil need)	Pastorally, pupils and families were supported which enabled pupils to be 'ready to learn'. As results show, the progress and achievement of PP children met or exceeded the national averages for pupils not entitled to the Pupil Premium grant.	This approach was successful. This approach will be modified and used in future.	£266,798.89
Other approaches -				
Outcome	Action/Approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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. Pupils will have enhanced opportunity to experience artistic activity e.g. playing musical instruments, working with artists	Pupils have begun to develop skills and accumulate experiences which broaden pupils horizons.	A successful approach which will be developed next year to include the enhancement of children's Tier 2 and 3 vocabulary to support building of cultural capital.	£27,557
Total				£328,154.77