

Woodhouse Primary School

PUPIL PREMIUM STRATEGY

Three Year Spending Plan 2019 - 2022

(based on evaluation of impact 2017 – 2019)

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts, by ensuring that funding to redress disadvantage reaches the pupils who need it most. National research shows that children who have been eligible for FSM at any point in their school life generally (but not always) have consistently lower educational attainment than those who have never been eligible.

At Woodhouse Primary School, this is because pupils entitled to FSM may enter school with skills below, and sometimes significantly below, those expected for their age, and so may have lower starting points than their peers. A small number of these children often also face other vulnerabilities which can also be a barrier to good achievement. We therefore deploy pupil premium to plan on-going additional support and, where required, focused interventions in order to eradicate these barriers over time and so enable pupils to make similar progress to the vast majority of non-disadvantaged pupils in school (and elsewhere in the country) who have few, if any, barriers to learning. This effectively closes the achievement gap for our disadvantaged pupils and indeed for a small minority of our other pupils not officially designated as disadvantaged but with the same level of socio-economic, emotional and/or academic need. This support is structured in seven key areas identified by the DfE as being successful in raising the attainment of disadvantaged pupils:

- Whole school ethos of raising attainment for all pupils through high visible presence of senior leaders and curriculum enrichment
- Strategies to respond quickly and effectively to poor attendance/punctuality and/or behaviour through high quality pastoral support
- High quality teaching for all pupils with no overdue reliance on long-term interventions
- Bespoke family services to enable pupils to make the next step in their learning
- Effective deployment of front-line staff, ensuring that interventions (where required) are taught consistently well through high-quality training
- Effective use of data to identify pupils' learning needs; use of interventions that evidence likely success; and reviews of progress every few weeks
- Clear, responsive leadership with a clear focus on closing the gap for disadvantaged pupils

Determining the Best Way to Spend Pupil Premium and Monitoring the Impact

Whilst all spending relates in some way to raising achievement, several interventions (which may appear to have a less direct impact) have proved, through research-based evidence, to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data and monitoring of the quality of education for disadvantaged pupils. Previous outcomes (supported by national research) clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils.

Our pupil premium strategy is therefore based on robust and accurate assessment of:

- Academic barriers facing disadvantaged pupils
- Additional barriers that require action outside school
- Aspirational, intended outcomes
- Impact of expenditure
- Planned expenditure over the next three years

The impact of spending is continually evaluated to identify successful strategies which we have naturally then retained. Where there is more limited impact, we interrogate content and delivery of interventions resulting in amendments or discontinuation. As a result, disadvantaged pupils here achieve well over time.

It is never helpful to compare progress and attainment of disadvantaged pupils to others in simple percentage terms due to the very small number of disadvantaged pupils at Woodhouse. Nonetheless, external data sources such as ASP (Analysis of School Performance) and IDSR (Inspection Dashboard Summary Report) provide clear, comparative impact measures between the progress and attainment of disadvantaged pupils and their non-disadvantaged national counterparts. This is analysed in terms of each individual disadvantaged pupil. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. Analysis of data is supplemented with case studies and professional feedback for specific pupils. The impact on progress measures of disadvantaged SEND pupils is also interrogated so that provision for these pupils is appropriate but, crucially, so that we can also evaluate the impact the progress scores of these pupils (with complex needs) has on average scores for either slightly larger group.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six years (known as the “ever 6”) qualifies for pupil premium funding. This means that there can be families with children who are disadvantaged but siblings (in the same household) who are not. Disadvantaged pupils eligible for pupil premium receive **£1320 per pupil**.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as **pupil premium plus (£2300 per pupil)**.

Children of Service Families

These children receive a premium (**SPP**) of **£300**.

Pupil Premium Strategy 2019 – 2022

1. Summary information					
Academic Year	2019/20	Total PP budget	£30960	Date of most recent internal review	15.07.19
Total number of pupils	418	Number of pupils eligible for PP	22 (5%)	Date for next internal review of strategy	13.07.20

2. Current attainment		
	School pupils eligible for PP % (number)	Pupils not eligible for PP % (number)
% achieving expected standard or above in reading, writing & maths	KS1 100% (1) KS2 67% (2)	KS1 69% (National Non) KS2 71%
% making expected progress in reading (as measured in the school)	Whole school: 77% (17/22) Y6: +1.8	Whole school: 93% (311) Y6: +0.5
% making expected progress in writing (as measured in the school)	Whole school: 77% (17/22) Y6: +4.6	Whole school: 82% (275) Y6: +0.5
% making expected progress in mathematics (as measured in the school)	Whole school: 82% (18/22) Y6: +2.3	Whole school: 90% (301) Y6: +1.9

3. Barriers to future attainment for disadvantaged pupils

Academic barriers

A.	Home engagement in learning activities and lack of opportunities for writing
B.	Deficiencies in acquisition and comprehension of vocabulary (for a minority of pupils)
C.	A range of Special Educational Needs - some of which are complex (for a significant minority of pupils)

Additional barriers

D.	A range of mental health issues, supported through CAHMS (for a minority of pupils)
E.	Punctuality (for a very small number of families)
F.	Experience of bereavement and/or trauma (for a small number of families)
G.	Attachment issues (for a small number of pupils)

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Participation in interventions, enrichment and memorable experiences will enable pupils to learn and remember more (embedding this at an accelerated rate) and therefore make progress <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u> . This will be measured through monitoring the impact of pupil premium provision, including work sampling, pupil/teacher interviews and observations of pupils' learning.	<u>EY</u> : 100% (1 pupil) will attain ELG in reading/writing/number/shape, space and measures. <u>Y1</u> : 100% (4) pupils will make good progress from end of EY and 25% (1 pupil) will attain Y1 phonic standard. <u>Y2</u> : 80% (4 pupils) will attain Y2 combined standard <u>Y6</u> : 75% (3 pupils) will attain Y6 combined standard
B.	Pupils' acquisition of phonic knowledge and good progress on closing the word gap will be evidenced through EY profiles and work in Y1/Y2/3. This will clearly demonstrate that pupils are learning and remembering more through their spoken, read and written language. They will make progress <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u> . This will be measured through monitoring the impact of pupil premium provision, including work sampling, pupil/teacher interviews and observations of pupils' learning.	<u>EY</u> : 100% (1 pupil) will attain ELG in reading. <u>Y1</u> : 100% (4) pupils will make good progress from end of EY and 25% (1 pupil) will attain Y1 phonic standard. <u>Y2</u> : 80% (4 pupils) will attain Y2 combined standard <u>Y6</u> : 75% (3 pupils) will attain Y6 combined standard
C.	The 27% disadvantaged pupils with SEN will make the <u>best progress of which they are capable</u> , measured against bespoke (SEN) tracking, validated through relevant SEN assessments and pupils' work. This will be measured through monitoring the impact of pupil premium and SEN provision, including work sampling, pupil/teacher interviews and observations of pupils' learning.	Pupils will attain their bespoke end point targets drawn from bespoke SEN assessment tracking tool. Consequently, they will get <u>as close as possible</u> to national KS2 standards by the end of Y6.
D.	There will be no adverse impact on pupils' learning due to anxiety, and they will have an increased awareness of how to keep themselves mentally healthy. Impact will be measured through pupil interviews, validated through learning walks linked directly to the impact of curriculum provision on this aspect of their personal development.	There is no low level disruption to lessons either through late arrival (settlement) or lack of resilience within lessons.
E.	Targeted support (including provision of basic resources for morning routines in school) will ensure that the punctuality of specific pupils improves over time to the point that their arrival is 'on time' <u>almost every day</u> . Impact will be measured through 'meet and greet' monitoring, immediate contact, follow-up reports and the head teacher's termly report to governors.	Punctuality log shows that pupils arrive in school on time almost every day (97%+)
F. G.	A range of pastoral support will enable pupils to settle quickly into daily school routines and therefore support children's readiness to learn. This will be evaluated through feedback gathered by a range of sources including pupil/parent interviews and random observations of learning, <u>always</u> at the beginning of the school day or after break/lunchtimes.	Routine monitoring of quality of education across school shows that targeted pupils settle quickly and are ready to learn. Progress of these pupils will be <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u>

5. Review of expenditure				
Previous Academic Year		2018/19: £19760		
i. Quality of teaching for all				
Action	Intended outcome	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
Deployment of targeted support staff to EY	Almost all pupils making good progress towards GLD from lower than average starting points	Success criteria met – 3 (from 4) EY pupils made good progress in specific areas (from baseline). This was moderated through cluster network of schools. One pupil made expected progress to reach GLD. There was also good impact on the progress of non-disadvantaged children in this cohort, evidenced through improved GLD (+7%).	Improved EY leadership with provision carefully mapped to gaps in children’s learning and skilfully integrated into all areas of learning, at the same time following children’s own interests. This enabled a specifically targeted approach for pupils with the lowest starting points <u>so will continue</u> .	£520
Additional classroom support hours in all KS1/2 classes	Vast majority of (18) pupils making strong progress from EY/KS1 starting points	Success criteria met. 78% made <u>at least expected progress</u> and the remaining pupils (with complex needs) met their SEN targets. Consequently, 60% are on track to meet the end of KS2 (Y6) standard.	This approach will continue and be extended to include more pupils who are not eligible for pupil premium but with (slightly) higher attainment. This will ensure that there is even greater impact in <u>embedding learning</u> for these pupils.	£4370
Proportion of senior leadership time dedicated to ensuring high quality provision through monitoring delivery and impact on learning; and supporting teachers to devise next steps	Vast majority of (22) pupils making strong progress throughout school from EY/KS1 starting points	Quality teaching for all (including disadvantaged pupils) is secure in almost all year groups. This is evidenced through <u>overall progress</u> of disadvantaged pupils, which was <u>at least equal</u> to that of other pupils <u>with the same starting points</u> .	We will continue this approach as staff feedback corroborates that there is an appreciation of the ‘team approach’ (including regular subject knowledge pedagogy debates) to devising next steps where pupils are struggling to learn and remember more.	£1130
ii. Targeted support				
Action	Intended outcome	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

One-to-one tuition for all pupils to embed and/or further learning	Vast majority of (18) pupils making strong progress from EY/KS1 starting points	Success criteria met. 78% made <u>at least</u> expected progress and the remaining pupils (with complex needs) met their SEN targets. Consequently, 60% are on track to meet the end of KS2 (Y6) standard.	This approach will continue. It has been most successful where quality teaching for all is <u>most effective</u> in classrooms. Additional CPD (quality teaching for all) will therefore sit alongside this targeted strategy.	£7190
Deployment of learning mentors to remove barriers to learning for targeted pupils	Good learning behaviour; no low level disruption; reduction in CPOMS incidents; clear staff focus on quality teaching for all	Good impact across all areas. Learning walks evidence good behaviour for learning and minimal low level disruption as a result of <u>bespoke support dependent upon pupils' needs</u> . Quality teaching for all strong in <u>almost all</u> classrooms. CPOMS evidences reduction in recorded incidents for these pupils	This approach will continue and be again targeted to needs of specific pupils and families such as bereavement, attachment and punctuality. The proportion of cost for this area will remain broadly the same next year due to the time likely to be required to support specific vulnerabilities.	£5570

iii. Other approaches

Action	Intended outcome	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
Ensure that pupils are given a wide range of opportunities for enrichment through memorable experiences	Broaden these pupils' experiences to improve acquisition and use of vocabulary and content/substance of their writing	All these pupils received more and richer experiences than if this strategy had not been implemented. The impact on longer term progress is too difficult to measure after such a short time frame and needs more time to embed. However, the impact on pupils is clearly evident where home engagement on learning is limited. Good early impact on pupils not eligible for funding.	We have linked these experiences very closely to cross-curricular learning (CCL) so that everything <u>contributes to</u> closing the vocabulary gap and <u>leads to</u> improving writing. There remains work to do to embed this strategy and more closely monitor the impact of implementation against curriculum intent – especially in writing. We will therefore invest an increased amount during 2019/20 due to the early wider impact.	£980

6. Planned expenditure

Academic year	2019/20: £30960
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i. High quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum enrichment	A, B, C	EEF – “putting evidence to work” Impact of previous spending on <u>effective</u> deployment of staff, ensuring that interventions (where required) are taught <u>consistently well</u> because of high-quality training Effective use of data to identify pupils’ learning needs; use of interventions that evidence likely success; and reviews of progress every few weeks	Greater focus on the progress of the <u>minority</u> of disadvantaged pupils who are currently struggling This will feed into every pupil progress meeting to maintain this focus Retain leadership monitoring of the <u>quality of delivery</u> of interventions with <u>appropriate adjustments/follow-up coaching</u> where necessary	Head and Deputy Head Teachers	Termly reviews (based on evaluation of progress of disadvantaged pupils compared to national measures for non-disadvantaged pupils) will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2020
Deployment of 5% classroom support staff to support high quality teaching for all (by focusing on the needs of disadvantaged pupils) including same-day interventions	A, B, C	Impact of previous spending DfE/NFER – deploying staff effectively to ensure high quality teaching for all 2019 framework – ensuring the curriculum is not narrowed for pupils who are struggling with basic skills	Greater focus on monitoring: <ul style="list-style-type: none"> • Impact of same day interventions to maintain a “keep up” approach • Transfer pupils to longer term interventions where they are not making <u>expected</u> progress • Transfer of knowledge across a range of subjects to reinforce learning 	Teachers Classroom support staff	Termly reviews (based on evaluation of progress of disadvantaged pupils compared to national measures for non-disadvantaged pupils) will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2020

Total budgeted cost

£15110

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
One-to-one tuition for all pupils to embed and/or further learning	A, B, C	Achievement of pupils who received this in 2018/19. Staff feedback evidences that this is due to clear, responsive leadership with a clear focus on closing the gap for disadvantaged pupils. Previous impact through pupil progress meetings and CPD that promotes regular pedagogy debates (for pupils who are struggling)	Begin tuition <u>as early as possible</u> for pupils who have the biggest gaps Senior leaders to model delivery and routinely monitor delivery and impact	Deputy Head	Termly assessment periods that measure the knowledge that pupils have learned and can recall from their long term memory

Targeted deployment of additional classroom support hours (from existing staffing) to provide longer term interventions (and relevant resources) where progress is not strong enough	A, B, C	Success of previously successful interventions (also taking into account quality of delivery) Ongoing research, particularly through EEF, to identify new medium term interventions with <u>better than moderate</u> impact	Accredited training programme (to accompany interventions) will be attended by those likely to deliver and senior leaders Senior leaders to subsequently support delivery and routinely monitor delivery and impact	Teachers Classroom support staff	Prescribed use of evidence-based diagnostic tools linked to each intervention that leads to: Termly assessment periods that measure the knowledge that pupils have learned and can recall from their long term memory
Deployment of (25%) learning mentor to remove barriers to learning for targeted pupils	D, E, F, G	Known vulnerabilities of specific pupils and their families Previous successful impact of strategies that respond quickly and effectively to the <u>range</u> of barriers identified through high quality pastoral support Research on further evidence-based strategies in each key area	Ensure bespoke, accurate 1:1 assessments of: <ul style="list-style-type: none"> Academic barriers facing disadvantaged pupils Additional barriers that require action outside school Follow up monitoring by senior leaders to subsequently monitor impact on learning behaviours and progress	Learning Mentor	Termly updates of the register of vulnerabilities to ensure that support is <u>timely and relevant</u> Prescribed use of evidence-based diagnostic tools linked to each key area Ongoing monitoring of learning

Total budgeted cost **£14530**

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum	A	Curriculum research: impact of careful content (avoiding superfluous knowledge) and sequencing to enable pupils to make learning 'stick' <u>Emerging</u> national evidence about pupils' working and long term memory; how to avoid overload and the advantages of explicit learning links across the wider curriculum	Experiences will be tied to the wider curriculum to provide opportunities for pupils to transfer and apply 'sticky' knowledge Evidence will be sought through scrutiny of pupils' writing work to establish the impact of these experiences in <u>closing the vocabulary gap</u> and pupils <u>knowing and remembering more</u>	Senior Leaders Subject Leaders	Termly reviews (based on evaluation of progress of disadvantaged pupils compared to national measures for non-disadvantaged pupils in writing) will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2020

Total budgeted cost **£1320**