

Pupil Premium Strategy Statement

1. Summary information					
School	Woodhouse Primary School				
Academic Year	2018/19	Total PP budget	£30 280	Date of most recent PP Review	January 2019
Total number of pupils	236	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 2019

2. Current attainment

Year 6 SATs	Woodhouse 2018		Trafford Average 2018 (All Pupils)	National 2018 (All Pupils)
	PP Pupils (8)	Non PP Pupils (22)		
% pupils attaining Age Related Expectations in Reading, Writing and Maths	63%	68%	75%	64%
% pupils attaining Age Related Expectations in Reading Writing Maths	63%	77%	84%	75%
	100%	95%	85%	75%
	63%	77%	83%	76%
Average Scaled Score in Reading Writing Maths	102	105	107	106
	100	105	107	105

Year 2 SATs	Woodhouse 2018		Trafford Average 2018 (All Pupils)	National 2018 (All Pupils)
	PP Pupils (3)	Non PP Pupils (27)		
% pupils attaining Age Related Expectations in Reading Writing Maths	67%	74%		79%
	67%	74%		74%
	67%	81%		80%
% pupils attaining Greater Depth in Reading Writing Maths	33%	30%		26%
	0%	22%		18%
	33%	33%		25%

Phonics Screening Check	Woodhouse 2018		Trafford Average 2018 (All Pupils)	National 2018 (All Pupils)
	PP Pupils	Non PP Pupils		
% pupils attaining required mark in Phonics Test by the end of Year 1	N/A	94%	87%	83%
% pupils attaining required mark in Phonics Test by the end of Year 2	N/A	50%		

Foundation Stage Profile	Woodhouse 2018		Trafford Average 2018 (All Pupils)	National 2018 (All Pupils)
	PP Pupils (0)	Non PP Pupils		
% pupils attaining a Good Level of Development	n/a	77%	75%	72%

In-school Data	
Making Expected Progress	Meeting age-related Expectations
Reading 86%	Reading 70%
Writing 95%	Writing 83%
Mathematics 81%	Mathematics 65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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|-----------|---|
| A. | There is a relatively small number of eligible pupils (22 – 11%) whose needs are very diverse |
| B. | A significant number of the group are in need of emotional support |
| C. | A number of eligible pupils joined the school part-way through KS2 |

External barriers

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| D. | The amount of pupil premium funding is decreasing year on year which has an impact on capacity in terms of staffing and types of support we are able to offer. |
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4. Desired outcomes

	Objectives	Success criteria
A.	Pupil Premium Action Plan Objective 1: to provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.	Pupils are making at least expected progress if working at ARE or above Pupils are making accelerated progress in targeted areas if working below ARE

		Targeted pupils are in-line to achieve greater depth or higher standard.
B.	Pupil Premium Action Plan Objective 2: to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.	Provision is effectively meeting individual pastoral needs, removing barriers to learning and showing an impact on progress and attainment.
C.	Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)	Pupils engage in wider learning opportunities, increasing their knowledge of the world and enabling access to a wider range of opportunities.

Pupil Premium Action Plan Objective 1: to provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.

How will we meet this objective?

At Woodhouse, provision is tailored to meet the needs of every individual PP pupil. The following strategies will be used:

- Analysis of half termly / termly assessments and on-going formative assessment to identify gaps in knowledge / understanding. Specialist support then timetabled:
 - focused specialist support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress.
 - focused TA support within lessons to enhance QFT. Timetables reviewed termly following review of pupil progress.**Cost: £10,007**
- Experienced teacher working supporting 1:1 tuition
Cost: £3087
- Mrs Bell (SENCO) to support teachers with 1:1 / small group support, either in the classroom during English / Maths lessons or withdrawal from the classroom. Support targeted at either:
 - gaps in knowledge / understanding to enable rapid 'catch up'
 - Deepening pupil's knowledge and understanding where they are securely at age- related expectations and seeking to accelerate progress for identified pupils to achieve greater depth.**Cost: £5592**
- Web-based reading programme Reading Plus for Year 5 and Year 6 pupils
£1450
- 1:1 tuition for maths provided by Third Space Learning
£4380

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria
<p>1a. Support provided according to Pupil Premium Provision mapping.</p> <p>Support sessions recorded on TA feedback sheets.</p> <p>Dialogue between class teacher and support staff as to the on-going learning priorities for each individual pupil.</p>	<p>Class teacher</p> <p>Support staff</p>	<p>Daily / weekly</p>	<p>Pupil's books</p> <p>Lesson Observation</p> <p>Dialogue between teacher / support</p>	<p>Pupils are making at least expected progress if working at ARE or above</p> <p>Pupils are making accelerated progress in targeted areas if working below ARE</p> <p>Targeted pupils are in-line to achieve greater depth or higher standard.</p>
<p>1b. Termly Pupil Progress meetings</p> <ul style="list-style-type: none"> - Discussions of progress with class teacher - Scrutiny of books - Analysis of summative assessments results - Review of PP provision and development of provision for the following term 	<p>Headteacher</p> <p>Class teacher</p>	<p>Completed at the end of teach term</p> <p><i>(Autumn 18)</i></p> <p><i>(Spring 19)</i></p> <p><i>(Summer 19)</i></p>	<p>Pupils' books</p> <p>Summative assessment</p> <p>Data Analysis</p> <p>Discussions with class teachers</p> <p>Discussions with support staff</p>	<p>Pupils are making at least expected progress if working at ARE or above</p> <p>Pupils are making accelerated progress in targeted areas if working below ARE</p> <p>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners</p>
<p>1c. Pupil Premium Audit to review:</p> <ul style="list-style-type: none"> - Effectiveness of PP strategies in meeting the needs of each individual pupil - Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary 	<p>Headteacher</p>	<p><i>(April 19)</i></p>	<p>Pupils' books</p> <p>Summative assessment</p> <p>Data Analysis</p> <p>Discussions with class teachers</p> <p>Discussions with support staff</p>	<p>Pupils are making at least expected progress if working at ARE or above</p> <p>Pupils are making accelerated progress in targeted areas if working below ARE</p> <p>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners</p>

Pupil Premium Action Plan Objective 2: to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.

How will we meet this objective? At Woodhouse, provision is tailored to meet the needs of every individual PP pupil. The combination or all of following strategies will be used:

- Discussions between Headteacher, Class teacher, external agencies and parents in identifying the social and emotional needs of individual pupils and the most appropriate support. This support may include any of the following:
 - focused specialist TA pastoral support, outside the classroom either 1:1 or small group. The focus for provision and the provision itself are determined according to individual pupil needs.
 - Purchase of SCIP social worker time **Cost: £3264**
 - Involvement of outside agencies (e.g. Play Therapy, Longford Park Outreach, Engage) **£2000**

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
<p>2a. Support determined and provided according to Individual need</p> <p>Every support session recorded and evaluated on individual pastoral plan or through CPOMS.</p> <p>Dialogue between class teacher, support staff, Headteacher and SCIP worker as to the on-going priorities for each individual pupil.</p>	<p>Headteacher Class teacher SCIP Social Worker Support staff External Agencies</p>	<p>Daily / weekly</p>	<p>Support Plans and provision maps</p> <p>Dialogue between teacher / support / external agencies / parents</p>	<p>Provision is effectively meeting individual pastoral needs.</p>
<p>2b. Regular formal review of quality and impact of provision by relevant staff, external agencies and parents Review includes:</p> <ul style="list-style-type: none"> - Feedback from individual providing the support - Feedback from the class teacher - Information on pupil's learning progress - Feedback from parents - Verbal feedback from child (if appropriate) <p>Review informs future provision.</p>	<p>Headteacher Class teacher Support staff External Agencies SCIP worker</p>	<p>Determined by relevant adults</p>	<p>Pupils' books Summative assessment error analysis Data Analysis Discussions with class teachers Discussions with support staff</p>	

Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)

How will we meet this objective?

We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:

- Extra-curricular Clubs
- Additional lessons e.g. music, drama
- School Trips
- Residential trips

Cost: £500

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria
<p>3a. Dialogue between the headteacher, parents or carers, Outside Agencies and/or SCIP worker to identify the priorities for PP funding to best meet the needs of the individual child.</p> <p>Contributions towards any of the above determined on an individual child basis</p>	<p>Headteacher</p>	<p>When required</p>	<p>Dialogue between PP Leader, external agencies, SCIP worker and parents</p>	<p>Provision is effectively meeting individual needs.</p>

5. 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
For every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.	Additional TA support in-class to support QFT Targeted 1:1 support Additional intervention groups	PP Making Expected Progress Reading 86% Writing 95% Mathematics 81% PP Meeting age-related Expectations Reading 70% Writing 83% Mathematics 65%	Outcomes for PP pupils were broadly in-line with non PP apart from those meeting ARE in mathematics. There has been a whole school review of support for pupils with a greater focus on intervention at the point of learning.	£25150
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
For provision to meet the individual emotional needs of pupils	Use of SCIP social worker for individual work and to signpost/ refer for further support. Development of specialist TA pastoral support	PP Making Expected Progress Reading 86% Writing 95% Mathematics 81% PP Meeting age-related Expectations Reading 70% Writing 83% Mathematics 65%	The SCIP social worker has been an invaluable addition to the work of the school. Her work has improved attendance and engagement for targeted pupils and has also supported referrals to external agencies where necessary. The TA pastoral support had an impact but financially may not be viable into the future.	£6038
iii. 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
Opportunities to access learning beyond the classroom	School funding trips and educational visits, sports and travel cost	All pupils attended all wider opportunities.	School will continue to fund access to wider opportunities for those who need it.	£500