

Woodpecker Hall Primary Academy Pupil Premium Strategy 2018-2019

1. Summary information					
School	Woodpecker Hall Primary Academy				
Academic Year	2018-19	Total PP budget	£	Date of most recent PP Review	January 2019
		Total PP Spend(provisional)	£		
Total number of pupils		Number of pupils eligible for PP		Date for next PP Strategy Review	January 2020

At Woodpecker Hall Academy we have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage. The Government believes that the Pupil Premium, which is in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In order to meet the above requirements, the Governing Body of Woodpecker Hall Primary Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

It is for schools to decide how the Pupil Premium, allocated to FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent the previous year and its impact on eligible and other pupils.

Our key objective is using the Pupil Premium Grant to diminish the difference between pupil groups and raise the aspirations of pupils in the community.

Our priorities at Woodpecker Hall Primary Academy are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use educational research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Provision for extra-curricular learning
- Alternative support and interventions to improve outcomes for PP pupils

As a school we consistently track all groups of pupils to ensure that they are making good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed age related expectations as they move through the school. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils' achievement.

**Woodpecker Hall Primary Academy
Attainment (Y2 SATs 2017-2018)**

	% WHA other EXS	% WHA PP EXS	% National other EXS	% WHA other GDS	% WHA PP GDS	% National Other GDS	
Reading	72%		78%	23%		26%	
Writing	67%		73%	17%		16%	
Maths	77%		79%	22%		22%	
Phonics	81%		84%				

**Woodpecker Hall Primary Academy
Attainment and Progress (Y6 SATs 2017-2018)**

	% WHA other EXS	% WHA PP EXS	% National other EXS	%WHA other GDS	% WHA PP GDS	% National other GDS	Progress score for all children	Progress score for PP children	Progress Score Against National Other	PP Progress Quintile
Reading	60%	67%	80	14%	11%	33	-5.09	-4.41	0.31	TBC
Writing	66%	59%	83	19%	11%	24	-2.47	-3.43	0.24	TBC
Maths	48%	44%	81	7%	4%	28	-6.59	- 6.32	0.31	TBC
Combined (RWM)	40%	37%	70	5%	4%	12				TBC
GPS										TBC

2. Barriers to future Attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor language skills)*

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| A. | Low levels on entry YN and YR of PP pupils particularly in communication, language and literacy |
| B. | PP children are also EAL and SEN |
| C. | PP children are not yet making accelerated progress to achieve the expected standard or above in line with their peers |
| D. | Poor oral language/literacy skills and lack of reading opportunities outside of school |
| E. | Access to a range of social, cultural and sporting activities, which can impact on maths and English outcomes |

External barriers *(issues that require action outside school, such a slow attendance rates)*

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|----|---|
| F. | Lower level of attendance and punctuality at school |
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G	Home environments lack support for pupils' communication and literacy skills
H	Parents/carers are unable to provide a rich range of life experiences
I	The school is in an area of high socio-economic deprivation and has low aspirations for the future

3. Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Improved language skills for pupils eligible for PP children in the EYFS	Improved outcomes at the end of each key stage in reading and writing, with a 10% increase on 2018 data.
B.	Targeted support is embedded for PP with additional needs	Accelerated progress for targeted PP children with additional needs shown throughout the year resulting in the gap closing and a greater number are on track and meeting age related expectations. Track PP with additional needs as a key group.
C.	Targeted support for PP pupils so that a greater numbers achieve or exceed ARE	Accelerated progress for targeted PP children shown throughout the year, resulting in the gap closing and a greater number are on track and meeting age related expectations.
D.	Target PP children families by running coffee morning on improving reading skills	PP pupils end of year reading outcomes improve and are in line with expected pupils
E.	Improved communication, at home, between parents and children	Feedback from targeted parents. Accelerated progress evident for identified children.
F.	Identified PP children have access to a rich range of opportunities in and through school and parents are sign-posted to local opportunities available	Feedback form PP children. Increased number of PP children attending in school events. PP children offered free places for additional Enrichment activities
G.	PP children have high aspirations for their future	Feedback from targeted parents and children. PP children show great learning behaviours in the classroom. Excellent behaviour choices in school and in the community.

4. Planned expenditure					
Academic Year	2018-2019				
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 rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
Improved language skills for pupils eligible for PP children in the EYFS	<ul style="list-style-type: none"> - Staff Training - Visiting other settings to share best practice - Parent Workshops - Early Years Interventions - Language rich environment - Reading club 	<ul style="list-style-type: none"> • Attainment in CLL, reading and writing is low in comparison to national expectations 	<ul style="list-style-type: none"> • Improved outcomes in CLL at the end of EYFS • All children, boys in particular, are excited to talk about their learning experiences • Lesson observations and planning shows new strategies are embedded • Parent attend informal sessions to support early communication • Impact of language focus evident in books 	AHT SEND	January 2019 March 2019 July 2019
Increase the number of children that achieve and exceed end of key stage expectations in reading and writing	<ul style="list-style-type: none"> - Warwick University English project - Cross school and LA moderation - Downsizing in Y6 for writing-additional two teachers - Reading intervention Y6 - Book Clubs Y3/4 - Local Authority review of teaching and learning in English across the school - New reading resources for children - Midas reading project - Easter School for Y6 	<ul style="list-style-type: none"> • Key stage 1 and 2 results and internal data shows that some children are not meeting or exceeding the expected standard in reading and writing • Teachers feedback shows gaps in subject knowledge and confidence in assessing and providing experiences that will allow children to excel in reading and writing • A need to secure and share teacher judgements in reading and writing • Downsizing has shown accelerated progress for children 	<ul style="list-style-type: none"> • Improved end of key stage outcomes in reading and writing which closer reflect the national average • Accelerated progress evident in each year group in reading and writing • Lesson observation and book looks show impact of training • Pupil conferencing on enjoyment of reading and writing • Outcome of internal and external school reviews 	DHT AHT SEND	January 2019 March 2019 July 2019

		<ul style="list-style-type: none"> Theatre/Storytelling/Parent workshops improve children's love of literature 			
Increase the number of children that achieve and exceed end of key stage expectations in maths	<ul style="list-style-type: none"> Weekly maths training and mentoring for year groups with Curious Maths Maths workshops for Y2 and Y6 Y6 Saturday School Maths interventions across the school in the pm Downsizing Y6 Staff training and professional development Whole school maths audit and new resources 	<ul style="list-style-type: none"> Key stage 1 and 2 results and internal data shows that children are not meeting or exceeding the expected standard in maths Teachers feedback shows gaps in subject knowledge and maths pedagogy Lack of experience and confidence in planning a series of effective maths lessons A need to secure and share teacher judgements in maths Downsizing has shown accelerated progress for children 	<ul style="list-style-type: none"> Accelerated progress of children attending maths interventions Book looks show a deeper and wider knowledge of mathematical concepts and skills Accelerated progress evident in books Improved outcomes at the end of each key stage for maths Maths observations are consistently good across the school Planning reflects a deep understanding of mathematical concepts and pedagogy 	DHT AHT SEND	January 2019 March 2019 July 2019
Total budgeted cost					£ 100,000
I. Targeted Support					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
PP children are identified, tracked and supported from Nursery to Year 6	<ul style="list-style-type: none"> Staff training on the implications of being a PP child and its impact this has on future life chances Implement a Pupil Premium trail Create a pathway to success for those children identified as under-attaining in the EYFS through to Y6 	<ul style="list-style-type: none"> No current system that easily supports teachers in identifying and tracking progress and attainment of key groups of children including PP children No current system that tracks PP children's interventions, activities and outcomes overtime All children including PP are not achieving ARE or GDS Gaps are generally growing for PP children across the school 	<ul style="list-style-type: none"> The school can demonstrate the opportunities and support given to PP children and the impact of these on outcomes The school can demonstrate the effectiveness of the PP Spend on pupil outcomes Pathway of interventions and support is embedded across the school for under-attaining PP pupils 	DHTs SEND	January 2019 March 2019 July 2019

Increase the number of PP children who meet and exceed end of year expectations across the school	<ul style="list-style-type: none"> - Year group interventions established for R, W, M - Easter school - Additional teacher in Y6 - Before and after school interventions – spelling, maths, reading - Music tuition for children - Free places on paid after school clubs - Free breakfast club places - Small group learning tuition - Y3/4 reading clubs 	<ul style="list-style-type: none"> • National data on the gaps between PP and their peers • Internal attainment gap growing • PP children not meeting or exceeding ARE • 	<ul style="list-style-type: none"> • Improved attendance at a wide variety of additional learning clubs • Gaps are closing for disadvantaged pupils across the school • Greater number of PP children achieve ARE in each year group • PP children make good progress across the school • End of Ks2 results show that PP children are achieving as well as their peers 	HT SEND	January 2019 March 2019 July 2019
Total budgeted cost					
II. Other Approaches					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
Children's attendance to be above national average and to reduce number of persistent absentees.	<ul style="list-style-type: none"> - To work alongside the EWO to identify specific PP pupils and monitor closely - To work with PP pupils parents providing workshops on attendance to support improving attendance - Regular notices in the newsletter which focus on year group attendance and the benefits of good attendance - Introduction of new attendance rewards and acknowledgements 	<ul style="list-style-type: none"> • There is a direct correlation between improved attendance and academic performance • High number of children identified as PAs across the school • Internal monitoring shows a number of children identified as PP 	<ul style="list-style-type: none"> • Pupil Progress meeting are used to ensure early identification of children with attendance issues. <ul style="list-style-type: none"> • Systematic calling for children who have not attended school • Workshops and parent meetings to promote attendance • Regular review of attendance data by EWO/HT • Improved attendance for identified PA children • Decrease in the number of pupils identified as PA • Improved overall attendance 	DHT SEND EWO	January 2018 March 2018 July 2018

<p>PP children have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds</p>	<ul style="list-style-type: none"> - Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care - Work within the Edmonton Community Partnership to provide additional, fun opportunities for PP to get involved in - Targeted PP children attend Warwick University to raise aspirations Y5/Y6 - Introduce clubs run by outside agencies that develop different skills and opportunities 	<ul style="list-style-type: none"> • We believe in developing the whole child and through parent, child communication we know how much value is placed on developing sport, music, drama, thinking skills and art and the impact that this has on standards and pupil well-being • Our children live in an area of high deprivation and crime and need to the opportunity to look outside of their community to see other possibilities • 	<ul style="list-style-type: none"> • Introduction of new clubs to develop a wide range of skills and interests • PP children are tracked individually to analyse support, enrichment and outcomes • ACC carry out pupil conferencing to establish the quality of enrichment activities on PP children 	<p>HT TA leader</p>	<p>January 2018 March 2018 July 2018</p>
<p>The social & emotional needs of disadvantaged pupils are met</p>	<p>-</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Improved attendance for identified PA children • Decrease in the number of pupils identified as PA • Improved overall attendance • Children and parents engaged in attendance matters 	<p>DHT</p>	<p>January 2018 March 2018 July 2018</p>
<p>budgeted cost</p>					<p style="text-align: right;">Total</p>

5. Review of Expenditure 2018-2019				
Previous Academic Year	2017-2018			
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 £50,000
Pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved	PSHE lessons and circle time	Pupils within the Academy and on the whole very well behaved and children use the speak out policy across the school. Children are more able to resolve conflicts independently. School council suggested and implemented playground friends. Improved behaviour for learning for targeted pupils in the classroom	We will continue with this strategy as a whole school but not as part of the PP strategy.	
Pupils make expected or better progress and attainment and talk with enthusiasm about their academic future	Half termly PP meetings Aspiration assemblies Whole school training in metacognition Interventions Reading Eggs Mathletics Lilac Booster classes Read Allowed Club TAs across the school	<ul style="list-style-type: none"> - Improved outcomes in Y6 in reading 74%, maths 64% and SPAG 81% - Improved attainment across all year groups with classes meeting targets - Children talk well about their future aspirations - Maths outcomes improved - Reading outcomes improved - Children loved the reading club and are now avid readers 	We will continue to raise aspirations with children through day to day teaching and learning and through Aspirations week. Pupil progress and attainment will continue to be a focus for the school.	
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 £42,650
Pupil premium children's reading improves to be	DHT and AHT downsizing for Reading	<ul style="list-style-type: none"> - Gaps between PP and Non- PP are closing in some year groups but this is not consistent across the school as yet 	Focus needs to be on PP children and more interventions in place to secure	

in line for above with non- PP pupils	RWI brought into the school from R-3 Phonic workshops for parents- weekly	- Gaps are closing for PP children in R 1 2	greater progress and close the gap across all key stages.	
To improve PP children's attendance across the school	EWO intervention Awards given to PP children	- Highly effective in working with identified families and children whose attendance falls - Children enjoy school and want to be in class learning	Continue to focus on attendance for all children who are persistently absent and introduce new strategies to improve attendance overall.	
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 9,250
Funding Y6 PP children for Kingswood Residential	Fund and part fund PP children	- Those families that wanted to attend were not prohibited due to lack of money	All children enjoyed the trip and we will continue to fund part fund for PP children	
Funding After School Care for PP children	Breakfast club and after school club spaces	- Only a small number took up the offer but was worthwhile as homework support took place in after school club	Continue this approach but advertise the provision and financial support more widely	
Save the Children project targeting disadvantaged families	Targeting disadvantaged families to engage with the school and their children's learning	- This was a huge success with improved outcomes for the children taking part - Family engagement remains high from the group that took part	Continue to work with Save the Children and run Fast Project	

- School leaders, including governing bodies, should ensure that ***Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.***
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up.
- Local authorities should ensure that there is greater consistency and transparency in the way in which the Pupil Premium is allocated to non-mainstream schools.

- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.
- If schools do not target Pupil Premium money effectively, then government should consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.