

Pupil Premium Grant Researched Based Action Plan 2015-2016

Woodlands Primary School and Nursery is a large setting, with 418 children currently on roll (as of 07.09.15). We have a mixed catchment, drawing mainly from the adjacent Woodside estate. Currently **61.4% (07.09.15)** of our pupils are eligible for the Pupil Premium Grant. Within this, we have approximately **1.2%** 'Looked After' children and 1% of pupils from Service Families.

For the Year 2015 - 2016, we are in receipt of £355,000. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who are identified as belonging to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are met to enable them to make at least good progress and close the attainment gap between the 'other' group nationally.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

We plan to spend the grant in a variety of ways, which are listed below on our Action plan.

The vast majority of our Pupil Premium Grant children make good progress whilst learning with us. The attainment gap between PPG children and their peers in school has narrowed so that in all subjects they are broadly in-line with each other. Improving attainment for our Pupil Premium children is a key area of our school improvement work in order to narrow the gap in their attainment between their other peers nationally.

EYFS – Good Level of Development

	2013-2014			2014-2015		
	GLD school	GLD national	gap	GLD school	GLD National	gap
All	74% (58)	61%	+13%	76% (59)	66%	+10%
PPG	72% (29)	45%	+27%	63% (30)	52%	+11%
Non PPG	76% (29)	64%	+12%	90% (29)	69%	+21%

Phonics Check Year 1

	2013-2014			2014-2015		
	school	national	gap	school	national	gap
All	76%	74%	+2%	96%	77%	+19%
Boys	77%	70%	+7%	93%	73%	+20%
Girls	75%	78%	-3%	100%	81%	+19%
PPG	79% (39)	63%	+16%	97%	66%	+31%
Non PPG	67% (15)	78%	-11%	95%	80%	+15%

KS1 2b+

	2013-2014					2014-2015				
	PPG	Non PPG	In school gap	National other pupils %	national gap	PPG (44)	Non PPG (15)	In school gap	National 'other' pupils%	Sch v National gap
reading	75%	89%	-14%	85%	-20%	83%	95%	-12%	82%	+1%
writing	66%	85%	-19%	75%	-9%	71%	75%	-4%	72%	-1%
maths	72%	93%	-21%	84%	-12%	91%	80%	+11%	82%	+9%

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KS1 APS

	2013-2014						2014-2015					
	PPG (32)	Non PPG (27)	In school gap	National PPG	National other pupils %	Sch v national 'other' gap	PPG (44)	Non PPG (15)	In school gap	National PPG	National 'other' pupils%	Sch v National 'other' gap
All Subjects	15.7	16.8	-1.1	14.6	16.4	-0.7	16.1	16.5	-0.4	14.8	16.6	-0.5
reading	16.3	17.0	-0.7	15.0	16.4	-0.1	16.6	17.5	-0.9	15.2	17.1	-0.5
writing	15.1	16.4	-1.3	13.7	15.6	-0.5	15.5	14.9	+0.6	14.0	15.8	-0.3
maths	15.8	17.1	-1.3	15.0	16.7	-0.9	16.1	17.0	-0.9	15.1	16.9	-0.8

KS2 L4+ Average Point Scores (APS)

	2013-2014					2014-2015				
	PPG (41)	Non PPG (9)	In school gap	National other pupils %	national gap	PPG (42)	Non PPG (17)	In school gap	National 'other' pupils%	National gap
RWM	27.1	29.8	-2.7	29.4	-2.3	27.4	28.5	-1.1	29.5	-2.1
reading	27.0	27.6	-0.6	29.7	-2.7	28.3	27.8	+0.5	29.7	-1.4
writing	26.3	26.9	-0.6	28.6	-2.3	26.5	27.8	-1.3	28.6	-2.1
maths	27.6	28.0	-0.4	29.8	-2.3	27.3	28.4	-0.9	29.8	-2.5

The following approaches to narrow/close the gap in outcomes between disadvantaged children and their non-disadvantaged peers in school and the 'other' group nationally have been identified as a result of evidence based research conducted by The Sutton Trust's Education Endowment Foundation - Teaching and Learning Toolkit, October 2014.

Key Questions Identified from analysis of school data	Success Criteria Measurable & with termly milestones	Actions Logistical Implications	Monitoring Activities When, Who, & How	Evaluation Including questions for governors	Cost
EYFS – How can we ensure more positive outcomes for chn in mathematics, and understanding of the world at the end of EYFS?	<p>A greater number of PPG chn achieve the ELGs at expected levels for Mathematics and UW.</p> <p>At least 78% of PPG chn to achieve the ELG in Shape, Space and Measures by the end of July 2016</p> <p>At least 78% of PPG chn to achieve the ELG in Understanding of the World by the end of July 2016</p> <p>Targets informed by:</p> <p>Shape, Space and Measures 2015 Outcomes: National 76% School All Chn 77.8% PPG 74.1%</p>	<p>CTs identify gaps in chn's knowledge, skills and understanding within these areas, they plan teaching tasks with a focus on these gaps and ensure that all staff support and challenge chn to utilize and consolidate the skills taught during CL learning sessions. (Early Years Intervention) (in place)</p> <p>Working with other outstanding EYS settings regionally (West Mids Sight Lines Group) and international (Erasmus UK/Swedish Digital Media Project) to develop researched based learning projects to further develop and enhance provision (Collaborative Learning) (in place)</p> <p>Chn that are not</p>	<p>EYS leader and DHT monitoring of provision and outcomes, monthly.</p> <p>EYS leader supporting planning, weekly</p> <p>EYS monitoring learning journeys and discussion with chn, monthly</p> <p>LA consultant and AHT to support with lesson study, spring first half term</p> <p>Mathematics CPD, LA Consultant lead, Autumn 1 and 2, Spring 1 and 2, Summer 1</p> <p>EYS Phase Leader leading PPMs, half termly</p>	<p>Senior leaders monitoring Learning walks, half termly</p> <p>(in place, focus of disadvantaged)</p> <p>Disadvantage Champion and EYS leader monitoring the quality of provision and outcomes/tracking information, half termly</p> <p>(in place, case studies completed)</p> <p>Governors Curriculum and Standards Committee</p> <p>(high focus in evaluating impact)</p> <p>Link PPG Governor review of progress toward achieving success criteria (reviewed provision Aut2)</p> <p>'How effective has the CPD in mathematics been</p>	<p>Cost for Pedagogical consultant DKH £4000</p> <p>LA Maths Consultant CPD £ 3600</p> <p>lesson Study £1200</p> <p>Release for Maths Subject Leader for lesson study £1200</p> <p>Additional staff to release experienced staff</p> <p>EYS Apprentice £5461</p> <p>EYS TA £14176</p> <p>'Play and Learn' HLTA £ 1216</p> <p>Community Support Worker £ 1003.20</p>

Updated 29.02.16

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	<p>Non 81.1%</p> <p>Understanding of the World 2015 Outcomes: National 83% School All Chn 78% PPG 70% Non 78%</p>	<p>making good progress are identified during Pupli Progress Meeting (PPM) by CT and phase leader and appropriate, additional interventions are put in place. (in place) LA consultant and AHT to spend time in EYFS to support strategies to teaching numeracy through lesson study approach. (currently in place Spr2) CPD whole school mathematics development to improve staff knowledge, skills and understanding in SSM. LA consultant and AHT. (completed) Involve parents in 'Stay and Learn' sessions to develop mathematical concepts SSM and Understanding of the World. (Early Years Intervention and Parental Involvement)</p> <p>Involve pre-school parents and children in 'Play and Learn' sessions to develop early learning skills with an underlying theme of developing mathematical and UW knowledge, understanding and skills (Early Years Intervention and Parental Involvement)</p>		<p>improving provision and outcomes for PPG chn?' 'How do leaders know?' (Chair GB reviewed impact with Disadvantage Champion SLT 29.02) 'Which strategies have been the most effective?' 'Why?'</p>	
<p>How can we accelerate the rate of progress for more able PPG children in KS1 writing and maths, in KS2 in reading writing and maths so that the attainment gap narrows significantly between them and their 'other' peers nationally?</p> <p>How can we ensure that all our PPG children are secondary ready by the end of year 6 in reading, writing and maths?</p>	<p>More able PPG chn in outcomes are in-line with their more able peers in school and the gap in attainment between their 'other' peers nationally has narrowed for:</p> <ul style="list-style-type: none"> KS1 to less than a term behind the 'others' group by July 2016 in writing and maths. KS2 in reading 	<p>CPD whole school mathematics development to improve staff knowledge, skills and understanding in fluency, reasoning and logic problems. LA consultant and AHT (Mastery learning, Feedback) (completed) LA consultant and AHT to spend time in KS1 & KS2 to support strategies to teaching numeracy through lesson study approach. (completed Spr1) Experienced HLTA to undertake precision teaching for identified pupils on a 1-1 or small group basis for both</p>	<p>KS1 KS2 Phase leaders and DHT monitoring of provision and outcomes, monthly.</p> <p>Phase Leaders supporting planning, weekly</p> <p>Phase leaders monitoring work books / tracking information / discussion with chn and discussion with chn, monthly</p> <p>LA consultant and AHT to support with lesson study, spring first half</p>	<p>Senior leaders monitoring Learning walks, half termly</p> <p>Disadvantage Champion and phase leaders monitoring the quality of provision and outcomes/tracking information, half termly</p> <p>Governors Curriculum and Standards Committee to conduct monitoring on 30th Nov 09:00 to 11:30 Literacy and Maths Learning walk , book look</p>	<p>LA Mathematics Consultant Whole School CPD £3600 including TAs (TA additional pay £450) Lesson Study £6000</p> <p>HLTA (KP) £ 19106</p> <p>Experienced CT (DL) £18813 RWI Fresh Start Leader (TM) £ 3535.87</p> <p>Numicon Training costs £284 Staffing costs £21790 Resources £5600 Booster Groups:</p>

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	<p>to less than a half term and in writing and maths to less than a term.</p> <p>Narrow the gap in outcomes for PPG chn so that at least 85% are classed as secondary ready.</p>	<p>literacy and mathematics. Focus on chn who are not yet working at the expected standard and are unlikely to achieve end of year expectations plus those pupils who need to make greater than expected progress and develop a deeper level of learning. (1-1 Tuition, Small Group Tuition, Phonics Strategies, Reading Comprehension Strategies) (in place and extended due to demand to additional staffing to meet need) Experienced CTs (x2) to undertake precision teaching for identified pupils on a 1-1 or small group basis for both literacy and mathematics. Focus on chn who are not yet working at the expected standard and are unlikely to achieve end of year expectations plus those pupils who need to make greater than expected progress and develop a deeper level of learning. (1-1 Tuition, Small Group Tuition, Phonics Strategies, Reading Comprehension Strategies) (in place and extended due to demand to additional staffing to meet need)</p> <p>Chn that are not making good progress are identified during PPM by CT and phase leader and appropriate, additional interventions are put in place. (in place) Out of normal school hours sessions to be arranged for targeted pupils to accelerate progress in reading, writing and mathematics. Lessons to take place in Autumn and Spring during weekend and twilight sessions – taught by HT, DHT and</p>	<p>term</p> <p>Mathematics CPD, LA Consultant lead, Autumn 1 and 2, Spring 1 and 2, Summer 1</p> <p>Phase Leaders leading PPMs, half termly</p> <p>SENCO monitoring the effectiveness of interventions, half termly</p>	<p>and discussion with Subject leaders</p> <p>Link PPG Governor review of progress toward achieving success criteria</p> <p>‘How effective has the CPD in mathematics been improving provision and outcomes for PPG chn?’ ‘How do leaders know?’</p> <p>‘Which strategies have been the most effective?’ ‘Why?’</p>	<p>Additional staffing costs for out of hours intervention support £ 5200</p> <p>RWI Phonics training & Fresh Start £1402 RWI Supply costs (5 x days teacher and 1 Day TA) £ 1020</p> <p>RWI strategic support £3200</p> <p>Reciprocal reading training and leadership time (JDun) £179.45 x 38 weeks = £6819 Accelerated Reader resources £3667 Accelerated Reader licence £2415</p> <p>Reading TA support (PH) £10448</p> <p>Additional TA support (half day 5 days per week 38 weeks) £5953.40</p> <p>2 xTAs £28252 1 x HLTA £21790</p> <p>Beanstalk £1200 Maths Resources My Maths £279.00 BEAM £3500 Games £1500</p> <p>Additional NQT and Newly Qualified teacher bespoke training sessions in maths from maths LA Adviser £1200</p>
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		<p>AHT. (Small Group Tuition) (In place from Aut2) Interventions and support strategies will include: Reciprocal Reading Accelerated reading Beanstalk (Volunteer readers) RWI FreshStart Numicon Cool Kids Write From The Start Lunch Time Reading Club Meta cognition and self-regulation Strategies to be implemented in small group teach sessions (Philosophy for Kids, Secrets of Success – linked to Bloom’s Taxomy to be consolidated throughout school) (1-1 Tuition, Small Group Tuition, Phonics Strategies, Reading Comprehension Strategies, Meta-cognition and self regulation, social and emotional learning, mentoring, Behaviour interventions) (in place and regularly monitored evaluated and amended to respond quickly to needs)</p>			
<p>How can we improve the attendance of PPG pupils by reducing the number of children who are classed as persistently absent (PAs)?</p>	<p>Improve rates of attendance for the disadvantaged group of children so that they are in-line with the school target of 95.5% attendance (2015-2016)</p> <p>Reduce the rate of PAs to 6.8% (the new lower PA threshold of 90%. Our PAs in 2014-2015 at this new rate would have been 8.9%.)</p> <p>Reduce the number of disadvantage children who are late for lessons so that the incidence of lateness is no</p>	<p>Continue to buy into EWO external support, to track PPG children and families, planning intervention to improve overall % of attendance and persistent lates. (in place) Inclusion team members and attendance officer to support families in improved attendance/punctuality e.g. daily phone calls home, collection of chn from home if necessary, meet and greet, parent attendance meetings, reward systems for chn, including early bird and 100% attendance</p>	<p>Attendance Officer weekly concerns shared with SLT and EWO</p> <p>Monthly Attendance meetings EWO and Attendance Officer</p> <p>Inclusion Team monitoring the impact of attendance incentives on improving the attendance and punctuality of target chn</p> <p>Inclusion Manager and Disadvantage Champion</p>	<p>SLT fortnightly meetings</p> <p>Governors Curriculum and Standards Committee</p> <p>Link PPG Governor review of progress toward achieving success criteria</p> <p>‘How effective are the strategies in reducing Pas and lateness among the target disadvantaged chn’</p> <p>‘Which strategies have been the most effective?’ ‘Why?’</p>	<p>EWO £ 7410</p> <p>Attendance Officer £ 9655</p> <p>Community Liaison Officer £ 9287</p> <p>Walking Bus £ 11527 (9 staff)</p> <p>Breakfast Club subsidy £ (for 10 chn) £2850</p> <p>Breakfast Club staff £3058</p>

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	greater than their peers.	awards/prizes. (Behaviour Interventions, Parental involvement (in place) Provide local walking buses to facilitate regular and prompt arrival at school. (in place, 2 walking buses serving 100 children per day) Free breakfast club offer for PPG children who are persistently late or absent. (in place and available)	reviewing impact of strategies to report back to SLT		
How can we minimise the impact of the majority of barriers to learning that PPG children encounter, so that they can make good progress and attain in-line with their 'other' peers nationally?	<p>More able PPG chn in outcomes are in-line with their more able peers in school and the gap in attainment between their 'other' peers nationally has narrowed for:</p> <ul style="list-style-type: none"> • KS1 to less than half a term behind the 'others' group by July 2016 in writing and maths. • KS2 in reading to less than a half term and in writing and maths to less than a term. <p>Narrow the gap in outcomes for PPG chn so that at least 85% are classed as secondary ready.</p> <p>Children demonstrated effective learning behaviours that are having a positive impact on their learning outcomes.</p> <p>Children can reference the Secrets of Success and use them to</p>	<p>Member of the SLT delegated to the role of Disadvantaged Chn Champion responsible for coordinating the identification, provision mapping, tracking and evaluation of impact of support to narrow the gap in outcomes.</p> <p>Inclusion team to identify chn with behaviour concerns that are actual or potential barriers to learning and implement appropriate behaviour strategies to minimise these barriers.</p> <p>9in place, case studies completed, feedback evaluation to Gov.)</p> <p>Homework club to provide PPG chn with the opportunity to complete homework at school with support. (1-1 tutoring) (in place)</p> <p>Lunchtime clubs to promote positive play for targeted chn (Behaviour Interventions, Social and emotional learning) (in place)</p> <p>Small group social, emotional and academic support through the JIGSAW group. (Behaviour interventions, Mentoring, Small Group Tuition, Phonics, Reading Comp., social and emotional learning) (in place)</p> <p>Mentoring to promote</p>	<p>KS1 KS2 Phase leaders and DHT monitoring of provision and outcomes, monthly.</p> <p>Phase Leaders supporting planning, weekly</p> <p>Phase leaders monitoring work books / tracking information / discussion with chn and discussion with chn, monthly</p> <p>Inclusion Team monitoring the effectiveness of strategies, half termly</p>	<p>SLT fortnightly meetings</p> <p>Governors Curriculum and Standards Committee Governors to monitor the implementation and progress toward developing more effective use of positive learning behaviours to improve learning outcomes for children. Children demonstrating that they are developing and using positive learning behaviours appropriately to match the task. 30th Nov. Learning Walk, Book Look and pupil discussion.</p> <p>Link PPG Governor review of progress toward achieving success criteria</p> <p>'How effective are the strategies in reducing barriers to learning among the targeted disadvantaged chn'</p> <p>'Which strategies have been the most effective?' 'Why?'</p>	<p>Jigsaw Staffing costs Learning Mentor £21497 Support Assistant £ 13910 Learning Mentors AJ £ 21790 CG £ 24409</p> <p>Pastoral TAs SL £ 14176</p> <p>Relateen £4914</p> <p>Activity Leader x 2 £ 5236</p> <p>Disadvantaged champion release/management activities £6819</p> <p>Subsidised residential experiences Arthog Outward Bound 15 children x £289.00 £4335 France 15 children x £289.00 £4335 After School Clubs £5000</p> <p>Contingency £4550.52 not allocated to cater for inward mobility of PPG children who may have significant needs during the academic year.</p>

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	<p>support their learning.</p>	<p>positive learning behaviours and to help chn to develop self-regulation skills/strategies - Additional Learning Mentor support targeted at PPG chn with identified social and emotional needs (Behaviour Interventions, Mentoring) (in place)</p> <p>Targeted inclusion support from additional experienced pastoral TAs for chn with behavioural difficulties to enable them to access first quality teaching in the classroom (Mentoring) (in place)</p> <p>Additional Activity leaders for supporting structured play during lunchtime to give PPG chn positive play experiences. ((Behaviour Intervention, Social and emotional learning) (in place)</p> <p>Subsidised residential experiences (Outdoor learning) (completed, year 5 Arthog Outdoor Education Centre)</p> <p>Raise the profile of Positive Learning Behaviours through 'Secrets of Success'. Implement Secrets of Success Passports to motivate and instil positive learning behaviours. Use strategies to build resilience as learners and develop effective self help strategies. Simplify strategies to enable chn and staff to use them as a reference to provide a vocabulary to engage children in talking about their learning and how to develop positive learning behaviours. Staff to use the Secrets of Success as part of success criteria for learning in lessons. Develop peer mentoring in lessons to promote the</p>			
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		development of positive learning behaviours. Use posters around the school and in classes to highlight the Secrets of Success themes linked to assemblies. (meta-cognition and self regulation) <i>(in place)</i>			
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