WOODLANDS
PRIMARY AND NURSERY SCHOOL

Review of provision for Pupils Entitled for Additional funding through the Pupil Premium Grant

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
Pupil characteristics • Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility • Published data • Impact of high levels of mobility on outcomes	What is the overall number and proportion of pupil premium eligible pupils within the whole school population? What is the two/three year pattern in eligibility for pupil premium? How well does the school know the eligibility data and patterns? The school does not always see the benefit its work because of the high levels of mobility and transit nature of the community.	Current FSM-152/460 = 33% Children in care- 7 Ever 6- 212/436 Total 63% PPG: 2018 280,440 2017 341,238 2016 335,288 2015 331,320 2014 332,800 Mobility has a significant impact on published outcomes especially at the end of KS2 because many pupils join after KS1 who have significant needs or gaps in their learning (skills, knowledge and understanding) that impacts on their progress and end of KS outcomes. This presents a significant challenge to close gaps in pupil's learning especially pupils who have had multiple schools and a range of external agency involvement over time.	Ensuring EYs and KS1 parents register eligibility for FSM in order that they are counted in the PPG calculation. Currently there is under reporting of eligibility because of the universal FSM.

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Achievement[1] • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny	How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? What is the progress of disadvantaged pupils relative to their starting points? How quickly are attainment gaps for disadvantaged pupils closing compared to the national average? What story does the current data tell?	*Action plan for PPG pupils, in liaison with SLT/inclusion team. *Whole school data for PPG is compared to school non PPG and others nationally. *across school the difference is diminishing. Current whole school data shows very little difference, in some areas PPG outperform non PPG. *Nationally our PPG chn did better at end of KS1 and KS2. *Despite PPG sometimes achieving less than non PPG, still higher than national. *PPG and non PPG in line with each other in school. Although ARE is sometimes less (there is no pattern in cohort or subject). *Monthly analysis of PPG who are below ARE to diminish the difference and set/modify appropriate interventions. Impact of these interventions can already be seen in some subjects. No significant difference overtime for FSM Ps to non national except in 2015 when lower outcomes because of significant number of Ps with profound SEND who were also FSM. At KS1 there are no significant differences in outcomes between PPG and national 'other' in R W M. KS2 there is no significant difference between High attaining PPG and national 'other' Tracking information is used to measure the effectiveness of Speedy Reading - Reading for meaning* to raise attainment in reading for PPG at KS2 evidence from tracking information suggested it was not effective for the low prior attaining target PS than it was for the mid attainers.*Schools own system to address specific needs (fluency and comprehension) The school uses a range of evidence and research based strategies to identify barriers to Ps learning to target them with appropriate strategies and support to help remove their barriers to learning	SEND + PPG pupils to make accelerated progress to enable them to meet ARE in line with non PPG in all areas.

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[1]When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned?

Leadership & Management			
Leadership & Management • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent Ofsted report • Published and current data	How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? How effectively does the school identify priorities for pupil premium funding? How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils? How ambitious are the targets for disadvantaged pupils? How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which are focused on providing wider opportunities or meeting social/ emotional needs? How effective are the strategies used and how does the school evaluate them?	*EEF is referenced on PPG action plan to support the identification of appropriate interventions (high impact, low cost). For example, phonics continuous provision (excellent phonics pass rate in Year 1), peer tutoring, reading comprehension strategies, meta-cognition and self-regulation strategies (improving behaviours for learning and attendance patterns). *Targets are ambitious but realistic, based on prior outcomes and to accelerate progress to close the gap between pupils and the national 'other' group. Funding to support learning and social/emotional needs is well balanced. Learning: Additional staffing,phonics/reading interventions, breaking barriers, 1-1 tuition, resources, tailored class environments-jigsaw/Freshstart, CPD for staff, Early Years project work, an inclusion team with a diverse range of skills and expertise (inclusion manager, experienced lead SENCO and two Deputy SENCOs)etc Evaluated by rigorous monitoring of progress in learning and levels of attainment. Social/emotional: Arthog, large pastoral team cool kids, lunchtime clubs, friendship support groups, behaviour support from local authority, community linkworker, Relateen etc Evaluated by pupil interviews half termly, learning mentor evaluations, pastoral half termly evaluations. *Strategies are well matched to barriers. Offer a wide range of support strategies. However, a small minority of PPG children who also have a significant amount of other needs show little impact, because of their complex needs and the challenge of engaging with some parents.	*Clear tracking for PPG pupils receiving additional reading. Need similar method of tracking those in receipt of maths interventions. *Further research into specific programmes e.g. pupils with specialist SEND such as severe dyslexia.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
Teaching • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data	How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions? How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils? Are parents/carers and multi professionals involved in these discussions? How well does the school plan for and achieve quality first teaching for disadvantaged pupils? Where out of lesson interventions take place, how does the school evaluate impact? Targeted booster sessions for those PPG Ps in years 5 and 6, however these proved less effective for most but not all PS who attended outside of school hours	*Flexible groupings in all classes. If chn need support/scaffolding it is provided. In many classes PPG make up the majority of-chn are catered for according to need. *TAs deliver interventions e.g. 1-1 tuition, speedy reading/reading for meaning. Evidence of significant improvement of reading for meaning & speedy reading strategies demonstrate their effectiveness. In class, the menu of support if offered when needs arise. Impact is seen in diminished difference between PPG and non-national 'other' *First quality teaching. Fresh start Literacy delivered by highly qualified/trained teacher and SENCO. Small group provision in jigsaw with 2x highly qualified staff members. Interventions modelled during master classes to ensure consistency and high quality delivery among all staff who deliver phonics, spelling, reading and handwriting. Lesson study model used throughout school, continual monitoring ensures consistency and high quality teaching is resulting in high expectations of outcomes. Targeted support for those Ps who are not regularly heard read at home – Beanstalk Volunteer Readers, additional reading 1-1 with dedicated highly trained staff member	*Parents/carers are only involved when alternative provision is put in place e.g. jigsaw. For other interventions parents/carers are normally 'told' rather than a discussion being held. This is taking responsibility and opportunity for parental engagement away.

Behaviour & safety • Learning walk and discussion with PPCo • Scrutiny of behaviour records	How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts? Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?	*Positive attitudes in vast majority of pupils. Attendance prizes, reading rewards, fab 50 trip, early bird and class attendance prizes. *Meta cognition and secrets of success squad is developing pupil understanding of what makes a successful learner. *Community link worker improves engagement (greater participation in school events from parents). *Good participation in family learning events. *Popular stay and play sessions in EYs *Parents/carers have access to 'drop in' sessions daily with learning mentors. * celebration of learning class assemblies for parents allows pupils to showcase their learning *book prizes for reading at home regularly *encouraging self-regulation of reading and homework – rewards – celebration assemblies *raise aspirations with Youth University Experience	*Continue to develop and expand 'stay and play' sessions across whole school. At KS 1& 2 – reading sessions, activity sessions to engage parents in pupils' learning

Evaluation of impact, drafting action plan and next steps • Discussion with HT/ CoG/PPCo	How well is pupil premium funding used to: Ensure quality first teaching and above expected progress? Support effective interventions? Widen opportunity? What support can the reviewer offer for action planning and ongoing monitoring of the plan?	As above PPG funding used effectively in Reading and Writing support PPG funding is used effectively to address social, emotional and behavioural barriers to learning PPG funding is used effectively to promote confidence, self-regulation and positive attitudes towards learning Ensuring that quality first teaching is the highest priority to secure improved outcomes for all PS especially – currently the vast majority of teaching is consistently good or better	Continue to use tracking info to identify trends and barriers to learning for groups of pupils

Woodlands Primary and Nursery School Pupil Premium Strategy					
Academic Year	2018-2019	Total PP Budget	280,440	Date of most recent PP Review	26.11.2018
Total number of Ps	460	Number of Ps eligible for PP	212 (Oct 18 census) 136 No-SEN/76 PP SEND	Date of next review	Aug 2019

Current Attainment				
Current Y6 31/54	Ps Eligible for PP all 31	Ps No SEND 16	Ps SEND 15	National Average (2018 end of KS2)
% achieving ARE or above in R, W & M	40%	73	6.7	64%
% achieving ARE in Reading	43.3%	80	6.7	75%
% achieving ARE in Writing	46.7%	80	13.3	76%
% achieving ARE in Mathematics	53.3%	80	26.7	76%
% KS1 -2 progress in reading	64.5% 20/31 Ps	87.5 14/16	40 6/15	
% KS1-2 progress in writing	80.6% 25/31 Ps	87.5 14/16	73 11/15	
% KS1-2 progress in maths	51.6% 16/31Ps	62.5 10/16	40 6/15	
Barriers to future attainment (for pupils eligible for PP)				
In school barriers (issues to be addressed in school, such as poor oral language skills)				

A.	Poor use of high level vocabulary in oral speech and written work, poor comprehension and inference skills, lack of contextual learning opportunities
B.	Lack of parental engagement limiting opportunities to enjoy reading outside of school
C.	Lack of fluency in mathematics
D.	Large number of SEND & Low attaining pupils in reading (44%), which limits their access to the wider curriculum
External Barriers (issues which require action outside school, such as low attendance rates)	
E.	Lack of parental engagement & support to ensure good level of attendance

Desired outcomes (desired outcomes & how they will be measured)		Success Criteria
A.	Continue to develop higher level vocabulary, comprehension and inference skills	Pupils eligible for PP EY, KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP make ARE, especially by the end of KS2
B	Continue to develop parental engagement and support for reading at home	Continue to ensure there are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils, especially at KS2. Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to reach parents of KS2 pupils.
C.	Continue to develop fluency in mathematics	Pupils eligible for PP EY, KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP make ARE, especially lower and mid attaining pupils entitled to PP in KS2.
D.	Continue to improve progress and attainment for SEND and Prior low prior attainers entitled to PP	A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2.

Planned Expenditure	
Academic year 2018/19	280,440
Quality of Teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A.	- timed reading a text at speed/reading for meaning - Y2 – 6 CGP comp books (high quality texts, fortnightly tests) - Speedy reading/reading for meaning interventions across school - 1:1 RWI tuition across school - Fresh Start and RWI groups – NFER bi- annual reading tests – Beanstalk – My Book Blog – Guided Reading	We want to continue to provide focused support to develop reading comprehension strategies and teaching techniques that enable pupils to comprehend what is written such as infer meaning in context EEF (+5 months) So that outcomes for pupils who receive interventions improve, for those target pupils, especially in improved levels of fluency and comprehension	Internal moderation to identify potential barriers to effective implementation, organise timetables to ensure staff have time to prepare and deliver effective support and interventions, regular data analysis and tracking to ensure effective implementation and appropriateness	JD/YC	Monthly CT/TA testing of speedy reading, half termly data tracking review to measure progress and impact of strategies on accelerating rates of progress to diminish the difference
B.	Walking bus Stay & play Family Learning Stay and read Early Learners Breakfast Club Learning Mentors Workshops Parent Evenings Parent Information Sessions	We want to combine parental engagement strategies with other initiatives particularly in the EYs. The EEF toolkit suggests this is the group that it is most effective with (+3 months)	Organise regular opportunities for parents to be involved in and share in children's' learning, planned programme across school to communicate expectations engage with parents and pupils before any	JD/YC/LC MF	Parent feedback Attendance at parent events/workshops Quality of comments in pupils reading diaries Parental evaluations from Family Learning Reduction in number of pupils who are persistently absent (PAs)

	EWO/attendance officer meetings Community Link Officer Guidance for parents and careers for supporting reading/fluency in mathematics/homework Parental/School Contracts Parental Engagement training for staff – Parental Workshops part of Severn Teaching Alliance PPG School Improvement Grant Programme		initiative occurs or questions ensure that info provides simple practical support with easy to follow and implement		Impact reviews from learning mentors. Number of pupils accessing before and after school provisions
C.	Continue to develop visual models – to support transfer of models and images to an abstract strategy CPD – Bar Model (Singapore Maths) as a method for supporting independent working both in reasoning and fluency/arithmetic Ensure consistency/progression of approach with revised school calculation policy	Continue to develop meta cognition and self-regulation strategies. The toolkit suggests that high quality feedback is an effective way to improve attainment and is easy to implement across school. We will take account of different learning styles, supporting the most effective style for all pupils e.g.: bar model	New Maths subject leader training program 3 x 3 days adviser support for new maths subject leaders KB Whole school CPD delivered by KB LA maths adviser Lesson study Updated calculation policy No Problem Maths resources Regular monitoring and progress checks	JS	Bi-monthly test outcomes Monitoring evidence NFER test outcomes for years 3 – 6 No Problem Maths tests years 1 -2 SATs outcomes

	Additional CPD for all staff including TAs with a focus on arithmetic and fluency	in No Problem Maths to provide a model to support mathematical fluency. The EFF toolkit suggests visualisation (model and images) are particularly valuable in maths			
D.	Continue to develop resilience and value achievement, so that Ps are able to cope with the challenge of the curriculum, including statutory testing. Ps manage conflict, recognising and valuing differences of opinion and celebrating diversity through the delivery of taught PSHE lessons (to include SEAL, PSHE, 'Secrets of Success'*, British Values) *SofS = developing positive learning behaviours / Self-regulation strategies Future in Mind (FIM) project – allocated teacher FIM project authority wide projected aimed at	We want to implement further behaviour interventions that will reduce challenging behaviour, develop our positive school ethos, support pupils in developing 'learning power', implemented alongside 1-1 interventions/small group work / meta-cognition & self-regulation. Phonics for reading / reading comprehension strategies / reducing class size in Y6 JIGSAW – small groups specialist teaching for lower attaining pupils who have multiple needs/barriers to learning	Regular monitoring of non-negotiable Progress checks Data analysis Learning mentor Coach planning for CTS Lesson study Modelled teaching Master classes Learning mentor 1-1 Behaviour and reward charts Secrets of Success Diary Celebration Assemblies FIM CPD Intervention for pupils experiencing a higher number of adverse factors that put them at risk of poor mental health of mental health and well-being	YC/SLT MF/JDun/JS/TM	Pupils showing resilience in tests Less pupils experiencing emotional outbursts requiring the support of learning mentors or senior leaders Pupils recording more frequently in their reading diaries Homework is being completed more frequently Learning mentors evidence impact through their evaluations Outcomes from monitoring Lesson study evaluations Increasing numbers of pupils achieving the secrets of success

	supporting the mental health and well-being of pupils and staff	Counselling / outside agency support for in school and home related barriers to pupils' learning			Outcomes from SATs