



Woodhall Primary School Pupil Premium Strategy Statement 2018-2019



1.					
School	Woodhall Primary School				
Academic Year	2018-2019	Total PP budget	£82150	Date of most recent PP Review	
Total number of pupils	191	Number of pupils eligible for PP	51	Date for next internal review of this strategy	January 2019

2. Current attainment									
	No. of PP pupils	Reading		Writing		Maths		RWM	
Key Stage 2	10	School	National (non-disadvantaged)	School	National (non-disadvantaged)	School	National (non-disadvantaged)	School	National (non-disadvantaged)
Progress Score 2018		1.13	0.31	5.36	0.24	2.36	0.31		
EXS		80%	70%	100%	83%	80%	81%	80%	70%
GDS		10%	12%	30%	24%	10%	28%	10%	
Key Stage 1	8	School	National	School	National	School	National	School	National
EXS		38%	79%	25%	74%	50%	79%	25%	
GDS		20%		13%		20%			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP pupils have a lower baseline on entry in reading and writing. Woodhall School aims to diminish the difference each year and ensure that PP pupils attain age-related expectations.
B.	PP pupils have poor speech and language skills and English as an Additional Language (EAL)
C.	PP pupils have a lower baseline on entry in maths. Woodhall School aims to diminish the difference each year and ensure that PP pupils attain age-related expectations.
D.	PP pupils need to develop good learning behaviours, good self-esteem, and resilience.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Lower attendance of PP pupils.
F.	Education has a lower priority within the family setting.
G.	Social factors (family trauma, domestic violence, mental health needs, involvement of Children's Services): South Oxhey is one of the most deprived areas in Hertfordshire (Index of Multiple Deprivation 2015)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' attainment is in-line with age-related expectations in reading and writing.	The difference between reading and writing expectations and reading and writing attainment of PP and non-PP pupils will be diminished.
B.	Language skills improve and pupils are working at age-related expectations.	The difference between attainment of PP and non-PP pupils will be diminished.
C.	Pupils' attainment is in-line with age-related expectations in maths.	The difference between maths expectations and maths attainment of PP and non-PP pupils will be diminished.
D.	The learning behaviours, self-esteem and resilience of PP pupils continues to improve.	Evidence that PP pupils are engaged and taking responsibility for their learning consistently.
E.	The attendance of PP pupils continues to improve and persistent absence decreases.	Attendance for PP pupils is in line with national at 96%. Persistent absence among PP pupils is 5% or below.
F.	Education is seen as a higher priority within the family.	PP families work in partnership with the school to support pupils in their learning. Homework is completed.
G.	PP pupils SEMH/safeguarding needs are met, enabling them to access learning.	Evidence that PP families are working in partnership with school and appropriate outside agencies to improve outcomes for pupils.

5. 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 evidence and rationale for this choice?	Staff lead	Review January 2019
Pupils engaged in and take ownership of learning.	Half-termly 'assertive mentoring' approach - dialogue with class teacher. Pupils discuss their progress and next steps in learning. Dialogue will focus on R/W/M targets; and homework/behaviour for learning/uniform/attendance. Teachers feedback to SLT through termly Pupil Progress Meetings.	Teachers are held to account for the progress of all pupils in their class, using pupil voice to find out what they perceive barriers that they are experiencing and what we can do to overcome them. Teachers spend quality time assessing and talking to children about their learning - any barriers and/or gaps in knowledge and understanding can be addressed.	HT Governor PP lead - monitoring.	
PP pupils make good or better progress and achieve age-related expectations in English and maths.	TAs to work across year groups, providing targeted phonics/R/W/M intervention for individuals or small groups as directed by class teacher. Precision teaching to address gaps in pupils learning.	We have high expectations for all of our children regardless of gender, ethnicity, background or ability. Within the framework of strong teaching, regular assessment and accountability for pupil progress across the whole school, we acknowledge that our Pupil Premium children are entitled to receive additional support in order to close the gap between themselves and their peers and to support them to maintain good levels of progress.	HT Maths/ English leads Governor PP lead - monitoring.	
PP pupils make good or better progress and achieve age-related expectations in English and maths. Pupils are supported in their SEMH development through consistency of adults.	Full time TA allocated to each class, providing focused support and reinforcement of skills/concepts for individuals/groups.	Using funding to provide expert support staff to support disadvantaged children and improve self-esteem and resilience. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.	SLT	

PP pupils make good or better progress achieve age-related expectations in maths.	Some of PP money invested in purchase/implementation of 'Maths No Problem' scheme of work. Longer term change.	Many evidence sources suggest the organisation of effective lessons that include high quality modelling/exemplars for calculations as well as use of visual methods for learning ensure high rates of progress for all levels. Whilst PP pupils will benefit from this daily approach, all children will have access to it.	SLT	
PP pupils increase academic/SEMH progress through improved quality of teaching across the school.	Some of PP money invested in staff training and CPD. County (HfL) support accessed to support quality teaching - school works with EY/maths/English/PP etc advisers to offer support around teaching and learning for PP pupils.	Research indicates that the biggest single factor for improving outcomes at school is the quality of teaching. Sharing best practice - helping others to develop effective strategies to improves outcomes. Prioritise and invest in improving support for staff, with a specific link to improving outcomes for disadvantaged pupils.	HT Maths/ English leads SENDCo Governor PP lead - monitoring.	
Total budgeted cost				55300
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review January 2019
PP pupils in Reception make good progress and attain GLD where possible.	Low numbers of PP pupils (2) in Reception - bespoke support. Additional TA allocated to increase number of phonics groups.	A high quality Early Years education is the cornerstone of improving social mobility. Improving opportunities for children to develop strong cognitive, social and emotional foundations. Children who are behind in language development at age 5 are six times less likely to reach the expected standard in English at age 11, and eleven times less likely to achieve ARE in maths.	EY Lead Governor EY lead - monitoring.	

PP pupils make good or better progress from their starting points and achieve age-related expectations in maths and English. PP pupils who are also SEND show strengths as well as progress through achievement of targets in Education Plans.	Bespoke maths/English/EAL/SEMH interventions for identified PP pupils	Gaps in learning are identified and addresses, enabling pupils to make good progress. High quality provision mapping which outlines pupils needing support in order to make accelerated progress - identifying which strategies will be used to ensure that this happens.	HT Maths/ English leads SENDCo	
PP pupils make good or better progress and achieve age-related expectations.	Increase efficiency of core subject leaders - further development of strategies and systems to support and manage delivery of schools PP strategy.	Focus on high quality teaching and provision to improve attainment and progress.	HT Maths/ English EY lead	
PP pupils are kept safe and supported in their SEMH well-being through ongoing school and partnership work.	Membership of South West Herts Partnership - Families First Assessment support and admin. Support for families as appropriate at home and in school.	Pupils and their families are supported with family workers visiting the home in addition to support in school.	HT SENDCo DSPs	
Total budgeted cost				12500
iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review January 2019
Improvement in attendance for PP pupils (in line with national at 96%) Decrease in persistent absence (to 5% or below) No difference between PP and non-PP pupils.	Half-termly dialogue with class teacher to include attendance/lateness. Half-termly certificates, termly rewards for good attendance.	Multiple sources of research prove that regular attendance at school is vital in order for pupils to reach their full potential. Attendance data highlights a concern with the PP group.	HT Governor attendance lead - monitoring.	
PP pupils have opportunities to widen their experiences and develop lifelong learning skills through school.	Capitalise upon enrichment opportunities such as music lessons (steel pans/guitar), workshops, visiting groups, trips.	Through ongoing work with our families and with outside agencies, we know that there are many challenges faced by our pupils which may have an impact on their levels of engagement and ability to learn. We are mindful that our school lies in an area recognised as suffering from multiple deprivation	HT Subject leads as appropriate to theme	

PP pupils develop social and behavioural skills such as teamwork and resilience. PP pupils experience positive play/lunchtimes and further develop skills to support all areas of learning.	Funding of lunchtime and after school clubs; clubs outside school as appropriate to need (eg South Oxhey Boxing Club); transport to/from outside support eg Chessbrook, Acorn Nurture Centre.	and we strive to deliver a wide and varied curriculum which offers a wide range of enrichment opportunities. However, we fully recognise that our PPG children are not a homogenous group and an individual register of provision allows us to acknowledge their differing needs and respond appropriately. Evidence from the Social Mobility Commission suggests that the gap in developmental time investment by parents has grown significantly from the 1970s. Parents with less education can be less likely to have the right information and tools to support their child's development.	SENDCo	
Removal of specific barriers to learning for individuals.	Funding for particular needs which will have an impact on learning and SEMH eg provision of school uniform, furniture such as a bed.	School spend needs to be more bespoke (as well as fluid) to meet the highly specific needs of pupils.	HT SENDCo DSPs	
Identification of strengths of school's work to support PP pupils and next steps to improve provision and impact upon outcomes.	Commission PP review (HfL) to take place in spring term 2019.	School's outcomes for PP pupils so not consistently close the gap across each key stage.	HT	
Total budgeted cost				14350

Sources of Evidence/Rationale (used to inform impact statement)

'Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education' (DfE 2017)

'Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice' (DfE 2015)

'Divergent Pathways: the Disadvantage Gap, Accountability and the Pupil Premium' (Educational Policy Institute 2016)

'Putting Children First - Delivering our Vision for Excellent Children's Social Care' (DfE 2016)

The Educational Endowment Foundation (various)

School's in-house pupil/parent voice

'Transforming Children's and Young People's Mental Health Provision' (DoH Green Paper 2017)

The English Indices of Deprivation (DfCLG) 2015