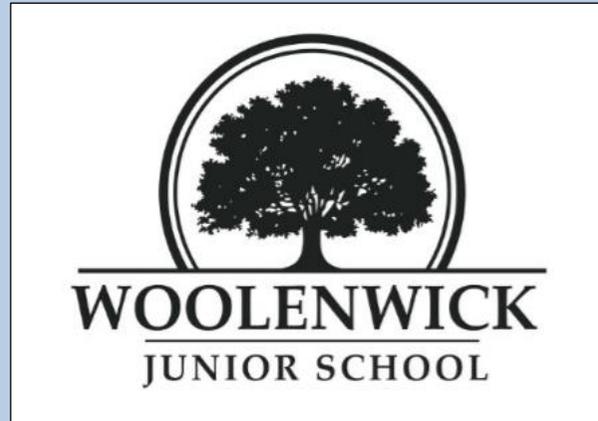


# Woolenwick Junior School

## PUPIL PREMIUM STRATEGY

April 2018 – July 2019



RESILIENT

RESPECTFUL

ACHIEVING

1. Summary information					
<b>School</b>	Woolenwick Junior School				
<b>Academic Year</b>	April '18 – July '19	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	11/01/18
<b>Total number of pupils</b>	232	<b>Number of pupils eligible for PP</b>	72	<b>Date for next internal review of this strategy</b>	July 2018

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for "other" pupils (pupils not eligible for PP)</i>
<b>% achieving age-related in reading, writing and maths combined</b>	33%	67%
<b>% making expected progress in reading</b>	- 4.7	0.3
<b>% making expected progress in writing</b>	-1.9	0.2
<b>% making expected progress in maths</b>	- 4.5	0.3

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	High levels of Pupil Premium children also have SEND needs – 32% of pupils in school are eligible for PPG (74/232 children). Of these PPG children, 43% have SEND needs (32/74)
<b>B.</b>	Well-being issues for pupils and low aspirations are having a negative impact on their academic progress and that of their peers. This impacts children readiness to learn in class (mental/emotional impact).
<b>C.</b>	Limited life and cultural experience restricts understanding and engagement of some curriculum areas.
<b>D.</b>	Gaps in prior learning impacts progress made during Key Stage Two.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance for our PPG is slightly behind national average attendance of all children (93.6%) and PPG children are late into school more often than non-PPG children.
<b>F.</b>	Partnership between school and home is not as strong in all cases as it could be in order to promote in school and at home learning.

<b>3. Desired outcomes</b>			
	<b>Desired outcomes</b>	<b>How they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	To increase attendance and being on-time for children eligible for Pupil Premium.	SIMS attendance records. Minutes from meetings with attendance officers. Attendance meetings with monitoring and action forms completed.	The attendance rate for those eligible for Pupil Premium will be in line with non-PPG children. The 'late before and after register closes' will be in line with non-PPG children.
<b>B.</b>	Children's readiness to learn will be improved and more can access the learning as their needs (psychological, emotional, safety and esteem) are met.	Case studies. Pupil voice records. Strength and difficulties questionnaire. Observation notes.	There is a clear progression in data for PPG children. More PPG children are reaching age-related expectations or better.
<b>C.</b>	To provide a wider range of experiences to children in receipt of Pupil Premium through extra-curricular opportunities, including social/cultural and sporting activities.	Club/trip/extra-curricular activities registers. Pupil voice. Case studies.	Pupils attend/visit opportunities/places they would not usually be exposed to.
<b>D.</b>	Gaps in pupils learning are correctly identified and targeted to accelerate progress.	Pupil Progress meeting notes. Learning books. Intervention notes. In-school data.	Quantative data shows there is an improvement in PPG data and learning is accelerated.
<b>E.</b>	To give targeted social, emotional and learning support to those eligible for PPG and their families building confidence and aspirations.	Pupil voice. Parental voice. Attendance records to workshops/family events.	The confidence and self-esteem of eligible pupils and their families will increase.

4. Planned expenditure									
Academic year	April 2018 - July 2019								
i. 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 this be implemented and reviewed?				Predicted costing
					End of Sum '18	End of Aut '18	End of Spr '19	End of Sum '19	
D. Gaps in pupils learning are correctly identified and targeted to accelerate progress.	<ul style="list-style-type: none"> <li>Improve the quality of both written and verbal feedback given to the children to improve their learning.</li> <li>Key PPG children will receive ring-fenced time in order to discuss their learning.</li> <li>Key PPG children will be targeted during REG time.</li> <li>Feedback targeted to PPG children throughout the lesson.</li> </ul>	<p>The EEF note the importance on providing high quality feedback. Doing so can add 8 months of progress on each year.</p> <p>Within school, we are aware of the need to improve feedback so it has a positive impact on children's progress. There is also a need to maximise use of both adults time when marking and when getting children to respond to feedback in the classroom.</p>	<p>Lesson observation focussing on quality of verbal feedback from all staff to identify CPD needs.</p> <p>Book scrutiny focussing on impact of marking in order to determine support for staff.</p> <p>Pupil voice notes exploring the quality of feedback.</p>	<p>SLT</p> <p>SLT</p> <p>PPG co-ord</p>	X	X	X	X	<p>£10,000</p> <p>(72 x £80 = £5760 + training costs). £80 per child (under according to EEF).</p>
Review date	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)					<b>Actual Cost</b>	
End of Summer 2018									
End of Autumn 2018									

End of Spring 2019									
End of Summer 2019									
D. Gaps in pupils learning are correctly identified and targeted to accelerate progress.	<ul style="list-style-type: none"> <li>Provide 1:1 tuition to key children in order to accelerate progress by covering the gaps in both maths and writing.</li> <li>Teachers work closely with the tutor in order to plan and deliver appropriate learning.</li> <li>The tutor needs to be a qualified, experience teacher.</li> </ul>	<p>In-house data shows that writing data is particularly poor and maths is close behind it.</p> <p>The EEF note that effective 1:1 tuition can support accelerating progress by adding on 5 months of progress.</p>	<p>Half-termly progress check on pupils receiving the tuition.</p> <p>Plans with annotations of the session to be kept by tutor and analysed by PPG co-ordinator.</p>	DHT/Asses sment co-ord		X	X	X	£30,000 (cost of a teacher)
				PPG co-ord		X	X	X	£15,000 as wouldn't be full time.
						X	X	X	
<b>Review date</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)						<b>Actual Cost</b>
End of Summer 2018									
End of Autumn 2018									
End of Spring 2019									
End of Summer 2019									

<p>D. Gaps in pupils learning are correctly identified and targeted to accelerate progress.</p>	<ul style="list-style-type: none"> <li>Develop higher quality CPD sessions for staff focussing on each staff member's individual needs whilst working in line with the SDP, as well as addressing the needs of children in receipt of Pupil Premium funding. This may be through; <ul style="list-style-type: none"> <li>team teaching</li> <li>subject leader co-ordinator support in PPA time</li> <li>whole school staff training sessions/INSET</li> <li>lesson study</li> <li>working with another school</li> <li>LA courses</li> </ul> </li> </ul>	<p>In-house data shows that learning across the board is below where it should be for all children. The gap between pupil premium and non-pupil premium is there. CFSM children are particularly concerning.</p> <p>OFSTED and Local Authority have identified inconsistencies across the school within teaching – this needs addressing and improving.</p> <p>Sutton Trust – “Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.”</p>	<p>Ensure ‘non-negotiables’ are being adhered to across the school to ensure consistency in teaching.</p>	<p>SLT</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>£10,000 (cost of cover in classes, training sessions, etc)</p>
<p><b>Review date</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>		<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>						<p><b>Actual Cost</b></p>
<p><b>End of Summer 2018</b></p>									

<b>End of Autumn 2018</b>			
<b>End of Spring 2019</b>			
<b>End of Summer 2019</b>			

<p>D. Gaps in pupils learning are correctly identified and targeted to accelerate progress.</p> <p>B. Children's readiness to learn will be improved and more can access the learning as their needs (psychological, emotional, safety and esteem) are met.</p>	<ul style="list-style-type: none"> <li>• Increase opportunities for use of ICT within lessons through using the IWB interactively focussing on selecting PPG children to come and use it.</li> <li>• Provide I-Pads/time in the ICT suite to PPG/SEND children in order to allow them to use I-Pads/computers to record their ideas within English.</li> <li>• Provide additional time to PPG and PPG/SEND children to practise with Timetable Rockstars (particularly if they do not have access to a computer at home). Club to be set up/MSAs to oversee.</li> <li>• Conduct/buy in training to staff on effective use of ICT within the classroom to accelerate progress.</li> </ul>	<p>The Sutton Trust say; "...studies have consistently found that ICT is associated with improved learning. Though the impact varies, the gains are moderate with a potential gain of four months...it is more beneficial for writing rather than spelling or mathematics... It is also the case that the way the technology is used proved to be more important than the technology itself. Therefore, as well as the extensive costs involved with buying the equipment, schools should also budget for additional training which makes a difference as to how effectively the technology is used."</p>	Staff to fill out 'PPG/SEND children accessing technology' tick sheet.	SEN CO		X	X	X	<p>£18,000</p> <p>(Purchase of additional ipads ringfenced for PPG, contribution to improving technology, cost off someone running a club, training).</p>
			Learning book scrutiny to see progress.	SLT	X	X	X	X	
			Timetable Rockstars reports on engagement and progress.	Maths co-ord	X	X	X	X	
						X	X	X	

Review date	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)	Actual Cost
End of Summer 2018			

<b>End of Autumn 2018</b>			
<b>End of Spring 2019</b>			
<b>End of Summer 2019</b>			
<b>Total budgeted cost</b>			£...53,000
<b>Total actual cost</b>			£.....

ii. Targeted support									
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 this be implemented and reviewed?				Predicted costing
					End of Sum '18	End of Aut '18	End of Spr '19	End of Sum '19	
B. Children's readiness to learn will be improved and more can access the learning as their needs (psychological, emotional, safety and esteem) are met.	<ul style="list-style-type: none"> <li>To run and deliver a daily breakfast club to all CFMS children and Ever 6 children – this will need to be at 8.20-8.40am.</li> <li>At the same time as this, another member of staff (FLW) will be available purely to speak to the children to settle them into the school day/talk through concerns/etc to support them being ready to learn.</li> </ul>	<p>The time will need to be close to the start of the school day time as we have previously found that PPG children invited to reading/breakfast club would not attend when the start time was earlier than this due to other commitments.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Running a breakfast club will also improve the attendance/punctuality of certain children.</p>	Attendance will be monitored.	DHT/ PPG co-ord  FLW?  Key TAs – JH/ PB?	X	X	X	X	£2000 (£100 a month for breakfast bits and additional pieces including)  £4000 for staffing
<b>Review date</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)						<b>Actual Cost</b>
<b>End of Summer 2018</b>									
<b>End of Autumn 2018</b>									

<b>End of Spring 2019</b>			
<b>End of Summer 2019</b>			

<p>D. Gaps in pupils learning are correctly identified and targeted to accelerate progress.</p>	<ul style="list-style-type: none"> <li>• Refocus TA support to a particular area/skill strength rather than only focussing on children within their class.</li> <li>• Use TAs before school to provide some targeted intervention sessions (like the reading group but adapting this to suit the needs across reading, writing and maths).</li> </ul>	<p>Historically, TAs were used in the afternoon to support children in areas of their expertise. This was changed to TAs working with children within their class only as then they knew them really well and what has been happening in class. This has had some impact but not as much as we had hoped – due to cover, sickness, etc and key classes have missed out. Putting TAs across the school supporting 1:1s/small groups in their expertise should positively impact.</p> <p>Two TAs are currently supporting key children in early morning reading clubs and this has shown a positive impact to children’s reading levels.</p> <p>The Sutton Trust say, “There is evidence that there is greater impact when teaching assistants are given responsibility in specific curriculum interventions, particularly when given training and support.”</p>	<p>Half-termly progress check</p> <p>Monitoring of intervention sessions.</p> <p>Plans with annotations of the session to be kept by TAs and analysed by PPG co-ordinator.</p>	<p>PPG co-ord &amp; SENCO</p> <p>SLT</p> <p>PPG co-ord Teachers</p>	<p>X</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>£16,200 staffing</p> <p>Included in breakfast club cost.</p>
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<b>Review date</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Actual Cost</b>
<b>End of Summer 2018</b>			
<b>End of Autumn 2018</b>			
<b>End of Spring 2019</b>			
<b>End of Summer 2019</b>			



End of Summer 2019			
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	<b>Total budgeted cost</b> £ 30.500.....
	<b>Total actual cost</b> £.....

iii. Other approaches									
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 this be implemented and reviewed?				Predicted costing
					End of Sum '18	End of Aut '18	End of Spr '19	End of Sum '19	
C. To provide a wider range of experiences to children in receipt of Pupil Premium through extra-curricular opportunities, including social/cultural and sporting activities.	<ul style="list-style-type: none"> <li>PPG will be able to partake in a range of cultural visits, e.g. to London, local museums, zoos, places of worship, etc.</li> <li>PPG children in year 6 to be financially supported with the residential trip (half of the trip will be funded by PPG funding).</li> </ul>	Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.	<p>Review programme of trips that have taken place and will take place.</p> <p>Each year group to identify the trips they plan to go on for the academic year to ensure there is a broad variety.</p>	<p>Off-site visits co-ord</p> <p>Teachers/PPG co-ord</p>	X	X	X	X	£10,000 (PGL, coach costs, contributions, etc).
	<ul style="list-style-type: none"> <li>Ensure PPG children are invited to attend sporting events provided by SSFT and Rising Stars.</li> <li>Provide free sporting clubs to CFMS children, i.e. trampolining with Rising Stars.</li> <li>Provide staff incentives to run additional after school clubs.</li> </ul>	We are aware of the difference in extracurricular activities for PPG pupils compared to our non-PPG children. It is also important to motivate staff to provide high quality provision outside of school hours when they have lots to do. Adding this to our budget shows the importance we place on delivering high quality extra-curricular opportunities.	<p>Festival invite and attendance registers.</p> <p>Review clubs on offer and who is attending – target PPG children.</p>	<p>PE co-ord/PPG co-ord</p> <p>PPG co-ord/SLT</p>	X	X	X	X	

Review date	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)	Actual Cost
End of Summer 2018			
End of Autumn 2018			
End of Spring 2019			
End of Summer 2019			

A. To increase attendance and being on-time for children eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>Attendance co-ordinator to monitor pupils and follow up quickly on absences.</li> <li>Hold parent contract meetings for persistent non-attendees.</li> <li>FLW to meet and build relationship with parents of PPG children with poorest attendance.</li> <li>Provide incentives/rewards for improving attendance and punctuality.</li> </ul>	<p>Attendance data shows that PPG are more like persistent-absentees.</p> <p>Attendance data also shows that PPG children are slightly behind all children and CFSM children are just behind this.</p>	<p>SIMs attendance reports.</p> <p>Parent meeting attendance records.</p> <p>FLW action notes.</p>	<p>Attendance co-ord</p> <p>Head</p> <p>FLW</p>	X	X	X	X	Included in costs above.
Review date	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)							Actual Cost
End of Summer 2018									

<b>End of Autumn 2018</b>			
<b>End of Spring 2019</b>			
<b>End of Summer 2019</b>			

E. To give targeted social, emotional and learning support to those eligible for PPG and their families building confidence and aspirations.	<ul style="list-style-type: none"> <li>Provide weekly growth mindset workshops to PPG children in school time working on meta-cognition and self-regulation.</li> <li>Target PPG families to attend growth mindset workshops with their children to develop understanding.</li> </ul>	The Sutton Trust states “Meta-analysis reports very high levels of impact with a potential gain of eight months in one year for very little cost. The Sutton Trust has found evidence that Metacognitive approaches are particularly helpful for lower achieving pupils and, though high impact is seen in primary schools, it tends to be even more effective with older students.”	Attendance, plans and reflection notes made on the sessions.  Pupil voice  Parental voice.  Attendance records of events involving parents.	PPG co-ord	X	X	X	X	£3000
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<b>Review date</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Actual Cost</b>
<b>End of Summer 2018</b>			
<b>End of Autumn 2018</b>			

End of Spring 2019			
End of Summer 2019			
<b>Total budgeted cost</b>			£15,500.
<b>Total actual cost</b>			£.....

### 5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.