



## Pupil premium strategy statement: Woolenwick Junior School

1. Summary information					
<b>School</b>	Woolenwick JM School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£88,440	<b>Date of most recent PP Review</b>	June 2016
<b>Total number of pupils</b>	234	<b>Number of pupils eligible for PP</b>	80	<b>Date for next internal review of this strategy</b>	July 2017

Current attainment Year 6 Summer 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	20%	44%
<b>% making progress in reading 44% of all pupils</b>	33%	50%
<b>% making progress in writing</b>	67%	82%
<b>% making progress in maths</b>	39%	56%

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>	Children do not have a love of reading or a wealth of reading experience to call upon.
<b>B.</b>	Children's social, emotional, mental health issues impact on their motivation, wellbeing, involvement & confidence, thus affecting children's ability to achieve well.
<b>C.</b>	The new level of challenge in curriculum assessment criteria has been a real challenge for children.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance is slightly below non-PPG children at WWJ - (93% to 96%), and lateness is more significant (2.56 to 0.66).	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PPG children read more regularly and develop a love of reading.	Before and after school reading clubs to take place; run by named TAs. All classes have a class reader. Volunteers hear PPG readers weekly.
<b>B.</b>	Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement & confidence will improve.  Children will receive high quality 'first wave' Teaching, Learning & Assessment.	Children can work through their worries so that they are able to access their learning more effectively.  Children with barriers to learning will be better able to access their learning.
<b>C.</b>	PPG children will be able to access the new curriculum and make good or better progress.  Lessons will meet the needs of children through use of resources, challenge and AFL.	Children will be active, have a good self-image and feel happier, which will impact positively on their learning.  Children will develop a growth mindset, so they are open to mistakes and are more able to move forwards in their learning.
<b>D.</b>	Improved attendance rates for pupils eligible for PPG.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016/17				
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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B) Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement & confidence will improve.	<p>Children will receive high quality 'first wave' Teaching, Learning &amp; Assessment. Including;</p> <ul style="list-style-type: none"> <li>Individual tuition in maths</li> <li>Small group teaching in English</li> <li>Small group teaching in maths</li> <li>Children who are 1 or 2 steps behind will become a focus child of the class teacher.</li> <li>Additional pastoral support.</li> </ul>	Children are 1 or 2 steps behind age related expectations.	<ul style="list-style-type: none"> <li>Termly pupil progress meetings will identify focus children.</li> <li>Teachers will prioritise focus children for support.</li> </ul>	Deputy head teacher/ Inclusion dept.	<p>Termly</p> <p>£15,000</p> <p>£11,000</p> <p>£11,000</p> <p>£6,000</p>
C) PPG children will be able to access the new curriculum and	Dedicated HLTA support in years 4 – 6 every morning during core curriculum time.	In writing 49/78 (62.8%) children are working below ARE.	<ul style="list-style-type: none"> <li>Teachers will have an increased awareness of how to address individual PPG pupils' needs monitored</li> </ul>	SLT	<p>Termly</p> <p>£9,000</p>

make good or better progress.	<p>In all year groups focus children will be a priority.</p> <ul style="list-style-type: none"> <li>• Small group interventions, such as Big Maths &amp; spelling/phonics.</li> <li>• In Year 6 teachers to do rapid follow up in afternoons.</li> <li>• An extra teacher in Year 6 in the mornings.</li> <li>• Purchase of curriculum materials as necessary.</li> </ul>	<p>In maths 33/78 (42%) children are working at below ARE.</p> <p>School Development Plan target - by the end of the academic year 2017, 85% of the vulnerable group's gap will have diminished in comparison to non-vulnerable groups.</p>	<p>through learning walks and observations.</p> <ul style="list-style-type: none"> <li>• Teachers will prioritise focus children for support.</li> <li>• Staff INSET/training.</li> <li>• Afternoon TA small group support can help respond to areas of difficulty identified for rapid follow up.</li> <li>• Pupil progress meetings to consider actions to overcome barriers to learning.</li> <li>• HT will review Year 6 plan with the year 6 team.</li> <li>• HT will carry out regular pupil focus meetings with Y6 teachers to ensure strategies are working.</li> <li>• Teachers will use a new approach based on the advice from TLA. Teachers will use HfL designed resources.</li> </ul>	HT	<p>£12, 040</p> <p>Termly</p> <p>£3,400</p>
<b>Total budgeted cost</b>					£67,440
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>A) PPG children read more regularly and develop a love of reading.</p>	<p>Before school reading clubs to take place; run by named TAs.</p> <p>WI volunteers support reading.</p> <p>1:1 support for those children who have fallen behind in reading and phonics.</p>	<p>Home reading is not taking place frequently enough, so children do not have a love of reading or a wealth of reading experience to call upon.</p> <p>31/78 (39.7%) of PPG children are working below age related expectations.</p>	<ul style="list-style-type: none"> <li>• Set up groups/invite children etc.</li> <li>• Ensure TAs are fully prepared with resources, etc.</li> <li>• Provide a breakfast snack.</li> <li>• Teachers will oversee WI reading with key children.</li> <li>• TAs will be supported/monitored by the Inclusion department.</li> <li>• Training will be delivered as necessary.</li> </ul>	<p>Deputy head teacher</p> <p>Jo M/MK</p>	<p>July 17</p> <p>£2,000</p> <p>Summer 2017</p> <p>£7,000</p>
<p>C) Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement &amp; confidence will improve.</p>	<ul style="list-style-type: none"> <li>• Sports clubs to be offered: Autumn term 2016 Gymnastics, Spring term 2017 Trampoline club.</li> <li>• Places on school trips will be subsidized/ funded where necessary</li> <li>• Additional pastoral provision.</li> </ul>	<p>43/77 (55.8%) of PPG children are on the vulnerable register.</p>	<ul style="list-style-type: none"> <li>• Rising Stars to carry out clubs Autumn &amp; Spring terms.</li> <li>• PPG children will be offered places in the clubs first.</li> <li>• These clubs will be offered free of charge to PPG children.</li> <li>• Funding used to support PPG attendance on trips.</li> <li>• Support for healthy eating, support for PP children to have access to a healthy snack at break time</li> </ul>	<p>MK/Jo M to oversee.</p> <p>HT/office</p> <p>Inclusion dept.</p>	<p>Termly</p> <p>£10,000</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<b>£19,000</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 you review implementation?
D) Increased attendance rates	Family Liaison worker /office staff employed to monitor pupils and follow up quickly on absences. First day response provision. TA dedicated to SEND admin: 2hrs	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>• FLW thoroughly briefs Head/Asst Head about existing absence issues.</li> <li>• PP coordinator, FLW, head etc. will collaborate to ensure standard school processes work smoothly together.</li> </ul>	Inclusion team/FLW	Termly
<b>Total budgeted cost</b>					£2,000

5. Review of expenditure				
Previous Academic Year 2015 - 16				
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
Progress and attainment to be good or better across the school.	<ul style="list-style-type: none"> <li>• Experienced teachers to be moved to year 6.</li> <li>• Additional HLTAs to support small group learning.</li> <li>• Contribution towards small group group teaching for Big maths and guided reading.</li> </ul> <p><b>Including;</b></p> <ul style="list-style-type: none"> <li>➢ Additional teacher</li> <li>➢ Additional adult support in maths</li> <li>➢ Additional adult support in English</li> </ul>	<p>SC were not met:</p> <ul style="list-style-type: none"> <li>• WWJ was significantly affected by 3 full time teachers leaving</li> <li>• difficulties in recruitment</li> </ul> <p>Therefore, the impact was marginalised.</p>	<p>Ring fencing adult support, prioritising year6 for terms 1 &amp; 2, term 3 moving this approach throughout the rest of the school.</p> <p>Big maths to continue into next academic year.</p>	<p>£20,000</p> <p>£24,000</p> <p>£20,000</p>
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
<p>Children will be able to access their learning, using strategies developed through counselling.</p>	<p>To provide counselling services to promote positive mental health and wellbeing.  <b>Including;</b></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Early morning self-esteem/confidence booster group focussing on girls' maths skills</li> <li>• Additional pastoral support for children with barriers to learning so they are better able to access learning</li> <li>• Purchase of curriculum materials as necessary.</li> </ul>	<p>Children achieve good or better.</p> <p>SC not met as counsellors could not commit to continued support throughout the year.</p>	<p>Where possible have alternative counselling options available.</p>	<p>£3,000 £2,000</p> <p>£6,500</p> <p>£3,900</p>
<p><b>iii. Other approaches</b></p>				

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
<p>Children who have fallen behind in phonics will be well supported and make good progress.</p>	<p>Contribution towards 1:1 support for those children who have fallen behind in reading and phonics.  <b>Including;</b>            ➤ Contribution towards small group teaching for Big Maths and guided reading            ➤ Adult support for phonics            ➤ Additional teacher</p>	<p>Children will feel more confident in their learning.            Children's spelling ability will be good or better.</p> <p>SC partially met but room for improvement, i.e. to better tailor provision to individuals.</p>	<p>Next year 1:1 groups will continue to take place, with trained staff delivering programmes such as Sprite.</p> <p>Small group support will be directed by teachers, and delivered by TAs who will be accountable for acting on and developing on the advice given. 1:1 and small group work will be better matched to the needs of the children.</p>	<p>£7,000</p> <p>£7,000</p> <p>£9,000</p>

<p>C) Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement &amp; confidence will improve.</p>	<ul style="list-style-type: none"> <li>• Places on school trips will be subsidized/ funded where necessary</li> <li>• Additional pastoral provision.</li> </ul>			<p>£5,000</p> <p>£6,500</p>
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