



Pupil premium strategy statement: Woolenwick Junior School

1. Summary information					
School	Woolenwick JM School				
Academic Year	2017-18	Total PP budget	£102,000	Date of most recent PP Review	June 2016
Total number of pupils	233	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2018

Current attainment Provisional Data 2016/2017 (unvalidated)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33% (18 pupils)	67%
% making progress in reading	50% (18 pupils)	77%
% making progress in writing	78% (18 pupils)	81%
% making progress in maths	44% (18 pupils)	80%

2. 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.	Learning is not always seen as something that is continuous, both inside and outside of school.
B.	Children's social, emotional, mental health issues impact on their motivation, wellbeing, involvement & confidence, thus affecting children's ability to achieve well.
C.	Children do not have a love of reading or a wealth of reading experience to call upon.

External barriers (issues which require action outside school, such as low attendance rates)Not sure		
D.	Attendance/lateness.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminishing the difference between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils make good/outstanding progress in English and Maths, especially more able pupils.	<p>Children will be active, have a good self-image and feel happier, which will impact positively on their learning.</p> <p>Children will develop a growth mindset, so they are open to mistakes and are more able to move forwards in their learning.</p> <p>Progress/attainment gaps are diminished.</p>
B.	Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in behaviour.	<p>Reduction in challenging behaviour as evidenced in behaviour incident logs on CPOMS.</p> <p>Children's emotional resilience will improve. Increase in confidence and more positive interactions with other pupils and staff are evident.</p> <p>Children can work through their worries so that they are able to access their learning more effectively (strategies outlined in Pupil progress meetings).</p>
C.	PPG children read more regularly and develop a love of reading.	<p>Children will attend before school reading clubs.</p> <p>Children will develop a love of reading and have a greater experience of different books.</p> <p>Children will make improved progress in reading.</p>
D.	Improved attendance rates for pupils eligible for PPG, with a focus on children being in class by 8.50 am for a prompt start and discouraging in-term holidays.	<p>PPG children will be in class for the start of the day and be able to fully access their learning.</p> <p>Get PPG children in reading/jobs before school. 2016 – 17 holidays taken in term time = 70 unauthorised holidays: of which 25 were PPG children (35.7%).</p>

4. Planned expenditure					
Academic year	2017/18				
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?
A) Diminishing the difference between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils make good/outstanding progress in English and Maths, especially more able pupils.	<p>Dedicated HLTA support in years 4 – 6 every morning during core curriculum time.</p> <p>In all year groups focus children will be a priority.</p> <ul style="list-style-type: none"> • Small group interventions, such as Big Maths & spelling/phonics. • 1:1 interventions: <i>Write Away</i>, social groups, phonics support. • Each year group will have an aspirational plan, with a view to closely monitoring and improving attainment and progress. 	<p>In writing 64% children are working below ARE (not including broadly age related). 35% are on track (including broadly age related).</p> <p>In maths 46% children are working at below ARE (not including broadly age related). 54% of PPG children are working at ARE (including broadly age related).</p> <p>School Development Plan target - by the end of the academic year 2017 - 18, the gap between vulnerable and non-vulnerable children will be diminished, with vulnerable children attaining closer to 85% in maths, 90% in reading and 85% in writing.</p>	<ul style="list-style-type: none"> • Teachers will have an increased awareness of how to address individual PPG pupils' needs monitored through learning walks and observations. • Teachers will prioritise focus children for support. • Staff INSET/training – Write Away. • Pupil progress meetings to consider actions to overcome barriers to learning. • Aspirational plans for all year groups will be established, monitored and reviewed termly. • Aspirational plans will be reviewed termly. • HT will carry out regular pupil focus meetings with Y6 teachers to ensure strategies are working. 	<p>SLT</p> <p>SLT</p> <p>SLT</p>	Termly

					Termly
B) Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement & confidence will improve.	<ul style="list-style-type: none"> Children will receive high quality 'first wave' Teaching, Learning & Assessment. <p>Including;</p> <ul style="list-style-type: none"> Individual tuition in maths Small group teaching in English Small group teaching in maths Children who are 1 or 2 steps behind will become a focus child of the class teacher. Additional pastoral support, e.g. counselling. 	<p>Children are 1 or 2 steps behind age related expectations.</p> <p>Vulnerable children find accessing their learning difficult and need to work through issues before they can progress.</p>	<ul style="list-style-type: none"> Termly pupil progress meetings will identify focus children. Teachers will prioritise focus children for support. Inclusion team will monitor vulnerable PPG children who need additional pastoral support. 	Deputy head teacher/ Inclusion dept.	<p>Termly</p> <p>£20,000</p> <p>£15,000</p> <p>£15,000</p> <p>£10,000</p>
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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 you review implementation?
<p>C) PPG children will attend before school reading clubs.</p> <p>Children will develop a love of reading and have a greater experience of different books.</p> <p>Children will make improved progress in reading.</p>	<ul style="list-style-type: none"> Reading clubs 4 days per week before school, where key TAs to read books to/with children to extend their reading repertoire. Children will do fun activities associated with books they have read. Children will be given breakfast before the club. WI volunteers will read with key children. Before school reading clubs to take place; run by named TAs. All classes have a class reader to enthuse, motivate and inspire children to read. 	<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>11.6% of PPG children were one step behind ARE in reading.</p> <p>76% of PPG children are one or more steps behind ARE in reading.</p> <p>35% of PPG children are broadly age related in reading or above.</p>	<ul style="list-style-type: none"> Drop in observations. Monitoring of progress. Set up groups/invite children etc. Ensure TAs are fully prepared with resources, etc. Provide a breakfast snack. Teachers will oversee WI reading with key children. TAs will be supported/monitored by the Inclusion department. Training will be delivered as necessary. 	SLT	<p>Termly</p> <p>£10,000</p> <p>£15,000</p> <p>£5,000</p>

	<ul style="list-style-type: none"> Teachers to monitor reading in their class and to respond quickly to irregular reading. 1:1/small group support for those children who have fallen behind in reading and phonics. 				
C) Social, Emotional, Mental Health issues impacting motivation, wellbeing, involvement & confidence will improve.	<ul style="list-style-type: none"> Places on school trips will be subsidized/ funded where necessary. Additional pastoral provision: SET worker/Tapping Teepee/GLAS counselling to support named vulnerable children/counselling 	65 pupils (28%) vulnerable 70 pupils (30 %) PPG	<ul style="list-style-type: none"> Funding used to support PPG attendance on trips. Support for healthy eating, support for PPG children to have access to a healthy snack at break time Inclusion dept receive feedback from agencies. 	Head Inclusion dept.	Termly £12,000 Ongoing

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	<ul style="list-style-type: none"> • 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 • FLW to target below 95% attendance incl lateness. • Office staff to target persistent lateness before 9am. • Note in newsletter to remind parents of 8.50am start with 8.40am playground support in place. • Message to be given/sent to remind parents of 8.50am start of school day, for late arrivals. 	<p>Lateness before register closing is 2.15% vs 0.67%</p> <p>Lateness after register closing is 1.85% vs 0.51%</p> <p>Attendance is slightly below non-PPG children at WWJ</p>	<ul style="list-style-type: none"> • FLW briefs Head/Asst Head about existing absence issues. • FLW will follow up with parents where attendance is becoming concerning. • Head/Asst Head will monitor progress. 	Inclusion team/FLW	Termly