

It is the intention of this Strategy to be adapted over the course of the academic year to run over a three-year period as recommended by the [DfE \(June 2019\)](#). This may result in the expenditure listed below changing. There will continue to be an annual review to ensure that monies are spent appropriately and in the best interest of the pupils at Woolenwick Junior School.

1. Summary information					
School	Woolenwick Junior School				
Academic Year	2019/20	Total PP budget	£79,350	Date of most recent PP Review	January 2020
Total number of pupils (Y3+)	229	Number of pupils eligible for PP	51	Date for next internal review of this strategy	January 2021
		Number of pupils eligible for CLA PP	0		

<i>In-school barrier</i>		<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Not able to effectively access materials or tasks at ARE	Improved repertoire of vocabulary used across the subjects and PP pupils able to discuss subjects on par with their peers leading to pupils accessing ARE materials/tasks.	Monitoring suggests the pupils have a wider exposure to cultural capital building leading to pupils attaining at ARE.
B.	A number of pupils who are in receipt of PP also have SEN needs	Bring the attainment in reading, writing and maths in line with pupils of non PP eligibility.	Pupils eligible for PP in each group begin to narrow the gap in their attainment in Reading, Writing and Maths
C.	Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.	Reduction in low level disruption and behaviour incidents in class and at other times.	Tasks completed and pupil reflections show greater understanding. Pupil voice suggests improvements and raised self-esteem and self belief
D.	Quality of teaching and learning does not fully meet the needs of all pupils	To ensure the quality of teaching is of a high standard	Teaching consistently and precisely meets the needs of PP pupils
<i>External barriers</i>			
E.	Parental difficulties with finance and limited resources outside school for them to provide out of hours learning experiences, support and learning resources e.g. uniform, books	Pupils have greater access to enrichment activities which will improve their cultural capital through extra-curricular and enrichment activities.	PP pupils will have priority for accessing an offered club. All PPG pupils will have access to online resources in school. All PP wanting to attend residential trips and other trips/events are able to attend. All PP pupils are helped to access the correct uniform with the school supporting them in feeling a part of the school.
F.	Persistent absence, poor attendance and punctuality has been a barrier.	Improved attendance and punctuality for pupils eligible for PP.	Overall PP attendance improves towards 95% in line with 'other' pupils and the school attendance target.

			Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows.
G	Low parental engagement and limited educational experience of some parents/carers affecting home learning support.	Increased home support, leading to greater parental engagement and ability to support with learning. More PP parents to be more confident and motivated to attend workshops which will enable them to support their children at home.	Tracking of PP pupils suggests there is regular reading at home and data shows a closing of the gap. This leads to accelerated progress in reading. All PP parents attend Parental Consultation Meetings twice yearly. Priority invitations offered to PP Parents for workshops.

How Pupil Premium money is spent				
Teaching and Learning		£	%	
Pastoral support				
Leadership - direct impact, monitoring and strategy				
Parental Engagement inc. attendance				
5. Planned expenditure				
Academic year 2019/20				
The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Quality of teaching for all				
Desired outcome	Chosen action / approach	Staff lead/ Monitored by	When and how you will you review implementation?	
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."				
A ,B, C and D	Access to building cultural capital opportunities: trips/events/workshops/vocabulary/books-linked learning comprehension/video/key speakers/themed weeks such as Science/Music week	SLT and subject leads	Ongoing- mapped on monitoring schedules	
A ,B, C and D	To secure a coherently sequenced curriculum and support pupils by: -Knowledge harvests feed into curriculum modification -Knowledge collections show impact -Knowledge organisers show the overview of teaching expected All subjects have progression mapping documents to assess small steps of progress and peel back or move forward to tailor the curriculum as needed	Subject leads and DHT	Half-termly- planning monitored by Subject Leads and half termly curriculum updates and Curriculum Modification Meetings	
A ,B, C and D	Whole school focus on vocabulary building: - Key vocabulary is referred to through Kos and through working walls - Key vocabulary is identified and definitions discussed (sometimes as pre-teaching)	All staff	Termly	



<p>EEF: The impact of collaborative approaches on learning is consistently positive. Structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>				
A ,B, C and D	<p>Quality of planning and teaching shows evidence of appropriate differentiated approaches to teaching taking place.</p> <p>Adaptation of the curriculum to support teachers to track back and to address gaps and understanding in learning.</p> <p>Curriculum plans are in place and ensure progression of skills and knowledge and consistent approaches being used across the school.</p>	SIP/SLT/ Subject leads	<p>Termly monitoring lesson visits, deep dives, pupils voice, monitoring of plans/resources,</p>	
A ,B, C and D	<p>Dedicated time allocated in every school day for learning of times-tables and reading.</p>	MB	<p>Half-termly- monitoring lesson visits, pupils voice</p>	
A ,B, C and D	<p>Supported to access shared reading of the class text- despite being higher than the pupils' independent reading level- due to equity of learning</p>	KJ	<p>Half termly monitoring lesson visits, pupils voice</p>	
<p>EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is more effective on average than other approaches to reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>				
A ,B, C and D	<p>Bespoke curriculum in place to support children in key areas of need: Phonics provision in place to target the bottom 20% of learners Spelling/reading in the school Maths grouped curriculum through adapted provision</p>	KJ External support	<p>Half-termly – lesson visits, deep dives and talking to support staff/pupils</p>	
<p>EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>				
A ,B, C and D	<p>Tailored Learning Time: allows for protected time to support individuals with pre/post learning opportunities- helping them to raise their self-esteem and better communication</p>	MB	<p>TLT visits and overview Half-termly</p>	
A ,B, C and D	<p>Expert teachers leading and delivering specific subjects across the school and tracking progression (E /g: history/music/art/MFL)</p>	Subject leads	<p>Tracking documents updated after every unit</p>	

A ,B, C and D	CPD: External support working with staff on subjects across the school in order to ensure the school provides the quality of teaching and learning required to move the provision and curriculum forward	External support	Termly - marking with subject leads, all staff, SLT	
A ,B, C and D	Team Teaching: Shared practice and teachers working together to share best practice and approaches to adapt the curriculum and modify the learning approaches in place. Protected staff planning time - with subject lead time in place to work on planning	SLT External support	Phonics- support staff need to share good practice- history lead working with class teacher	
<p>EEF: Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p>				
A ,B, C and D	Fast feedback: Stickers for fast feedback used to work with pupils and priority given for verbal conferencing with individuals. Particular focus on explaining what the next steps are and making the connections needed to make further progress.	SLT and subject leads	Termly- book looks, deep dives, lesson visits	
E, F and G	Subsidised trips and events PGL- residential Equity of provision for extra-curricular learning for those children who do not have the means to fund these.	Office JB (FLW)	As needed- admin records-	
<p>-EEF: Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</p> <p>- EEF: The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>-The Sutton Trust: 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.</p>				
A, B ,C and G	Online learning- Mathletics/TT Rockstars/ Reading Eggs/Reading Express/ Improved motivation of PP pupils through accessing online learning at their level and through technology.	MB and all class teachers	Weekly- online reports	
E, F and G	Workshops and coffee mornings Parental engagement opportunities to offer parents support with methodologies used at school and opportunities to talk through any concerns.	Inclusion and teachers	Termly- office keep records of engagement and parental voice	

E, F and G	<p>Clubs- Booster /lunchtime- inter-school/ science clubs/math's external clubs/</p> <p>Offer opportunities for pupils to develop their curriculum through provision of social engagement in school and with a view to want to come into school in order to access things which they enjoy.</p>	<p>Subject leads Support staff</p>		
<p>DfE "the links between attendance and achievement are strong".</p>				
E, F and G	<p>Breakfast offered as free bagels to families in order to ensure that children come to school punctually and ready to learn having eaten breakfast.</p> <p>Lunchtime support offered to a vulnerable groups of pupils (including SEND) to support positive social interactions</p>	<p>All staff</p>	<p>Headteacher and PA Take up - feedback from parents and attendance</p>	
F	<p>Family liaison worker- to monitor attendance, phone and meet parents and meet with the AIO with the view to keeping them informed and aware of potential fines and other implications. Send out notifications of concerns to parents.</p> <p>Track persistent absences and monitor barriers with a view to trying to alleviate these.</p> <p>Coffee morning to work with parents and ensure communication routes are open allowing them to raise concern in an unthreatening manner</p>	<p>FLW Admin Head</p>	<p>AIO scheduled visits Reports to the Head</p>	
<p>EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>EEF: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. School-level behaviour approaches are often related to improvements in attainment.</p>				
B and C	<p>Adaptations to the provision in order to ensure pupils are more motivated, engaged and able to learn, including access to: fiddle toys, wobble cushions, individual workstations, quiet areas, ear defenders, overlays, sensory garden etc.</p>	<p>SENCO</p>	<p>As needed - ongoing Teachers monitor and refer</p>	
			<p>Total</p>	