

Pupil premium strategy statement:

1. Summary information					
School	Wood End school				
Academic Year	2017/18	Total PP budget	£37,070	Date of most recent PP Review (External)	July 2016
Total number of pupils	77	Number of pupils eligible for PP	21 (Sept 17) This may change once foundation are admitted 24 (16-17)	Date for next internal review of this strategy	Jan 2018

Attainment for: 2016-2017 (Year 2 pupils)	<i>All children at Wood End 2017 in year group</i>	<i>National figure 2016</i>	<i>Pupils eligible for PP at Wood End (Brackets National 2016 figure)</i>	<i>Pupils not eligible for PP Wood End (Brackets national figure 2016)</i>
% achieving expected standard or above in reading (Cohort 28 cdn PP 9 cdn)	86%	74%	67% (60%)	95% (77%)
% achieving expected standard or above in writing (Cohort 28 chn PP 9 cdn)	79%	65%	67% (50%)	84% (68%)
% achieving expected standard or above in maths (Cohort 28 cdn PP 9 cdn)	82%	73%	67% (58%)	89% (75%)
Attainment for year 1 pupils				
% achieving pass in phonics test (Cohort 28 cdn PP 8 cdn)	96%	81%	88% (69%)	100% (83%)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers		
A.	Social and emotional intelligence	
B.	Low aspirations and lack of parental support e.g. homework	
C.	Poor speech and language skills and phonic knowledge on entry	
External barriers		
D.	Attendance	
E.	Lack of routine (sleep, food, homework,)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's phonic ability improves in line with non PP children. Pass rate of year 1 phonics test, PP children and non PP children matches.	Phonics pass rate is consistently above national Year 2 numbers in language and literacy increase
B.	PP Children make expected or better attainment and talk with enthusiasm about their academic future, parents also talk about their children's future and are well informed about how their children are performing at school.	Children talk about their future and future careers with enthusiasm Children talk about academic targets with excitement Children, parents and teachers set challenging targets in structured conversations Parents speak ambitiously about their child's future Parents attend structured conversations.
C.	PP children's reading , writing and maths improves in line with non PP children	PP children make good progress in reading, writing and maths – 3 points per year on classroom monitor Children enjoy reading and can talk enthusiastically about a book they are enjoying and the frequency that they read at home is in line or above non PP children PP children achieve in line or better than non-PP children.
D.	The attendance of PP children matches non PP children	Reduce the number of persistent absentees among pupils eligible for PP Attendance for PP children is as good as or better than national at 96%

3.Planned expenditure 2017-2018

Academic year	2017/18
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The headings below enable schools to demonstrate how Wood End will be 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated cost
Children are able to talk about their feelings in a controlled way and acknowledge how problems can be solved. Parents are more involved in school and their child's learning and they feel supported.	PHSE lessons are regular Circle time happens daily Class rules are agreed. All children feel safe to talk about their feelings. School council regularly consult classes. Pupil leaders support their peers. Children know which adults they can talk to in school. A TA will take responsibility for family support and children's emotional/social support. Structured conversations will be carried out in October and March.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. This helps with the day and achievement in the class and subsequent attainment. Structured conversations give a platform for parents and children to share their feelings about school and for parents to feel more involved in their children's learning.	Consultation with the children to ensure that they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time or restorative practice. TA line managed by Head. Evaluations of structured conversations and parents survey Sept 2018.	Jackie Baron Suzie Hall Karen Rayner	January 18 April 18 July 18	Cost of TA £15,730 Cost of structured conversation cover. 12 days £2,400

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Achievement for all supports whole school work around attainment. Interventions are organised for those who are under achieving. Read write inc support to raise Literacy attainment	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Speakers talking about jobs allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	All TAs will be trained in a variety of interventions. Headteacher will role model in assemblies by talking aspirationally and about career/education paths. Headteacher will support staff to invite people in to speak to the children about their jobs and careers. TA's will deliver interventions.	Jackie Baron Claire Wilson	January 18 April 18 July 18	Achievement for all visits £1,250 Cost of interventions currently unknown . Talking maths training £150 RWI development days x 2 £1,200
Children enjoy the topics and visits/visitors and experiences organised.	Children will be inspired by visitors who talk about their jobs/careers. Aspirations afternoon will let them try out role play at jobs. Update training for interventions where needed. Organise more events	Children produce better work after first hand experience. They also remember things that they have enjoyed, experienced, witnessed, felt and smelt.	Evaluate all visits and visitors. Ask the children if they enjoyed the visits/visitors.	JBaron	After each event.	£1770 (Owl £125 Reptile £120 Dinosaurs £425 Link to castles £250 TBC £400 Link to superheroes £450)
Children are supported to take part in activities outside of the school day.	Children are encouraged to come to Breakfast club with 50% deduction to cost. Children get support with holiday clubs and sports. Children are encouraged to come to after school clubs.	The more experience children have of social and sports events the more confidence they have. Children who come to breakfast club get a good breakfast and calm start to the day.		J Baron	Termly	£500 outside activities £300 breakfast club

<p>PP children's reading, writing and maths improves in line with non-pp children.</p>	<p>Identified children will receive extra daily reading with a TA. All children will receive support in changing their books. All children will receive RWI in small groups to improve phonics and 1-1 will be provided for some. Books will be celebrated and enjoyed in school An author of the term will be celebrated. Children will be encouraged to read at home with rewards. Year 2 homework will be provided.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated each term. Homework in year 2 will be checked and parents spoken to if not returned, it will be marked and children will receive feedback. Long pieces of writing give children more practice in secretarial skills. Maths homework encourages children to enjoy maths.</p>	<p>Pupil progress meetings will review interventions given and progress made. Class data sheets will identify groups and individuals. Drop ins to classes will show curriculum coverage. Drop ins to RWI will ensure consistency and quality of teaching. The children will be able to talk to me about the Author they are celebrating and learning about. Book scrutinies will show curriculum coverage, challenge and progress.</p>	<p>J Baron Claire Wilson Mandy Beaumont</p>	<p>January 18 April 18 July 18</p>	<p>Cost of PPM cover. £1,200 6 days Cost of morning TA to support changing reading books, RWI and maths £9,261</p>
<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include special days and special visitors days, Art/DT work and exciting activities throughout the term. Walking bus will collect children who struggle to get to school. Attendance awards will continue. All children will have forest schools every week.</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our children enjoy hands on activities and outdoor learning and this helps build self-esteem, confidence and a lot is learnt in the outside classroom. This enthusiasm and learning can then be seen in the inside classroom. Weekly top class, Friday stickers, attendance certificates are popular with children.</p>	<p>Topics will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.</p>	<p>J Baron E Rix S Swain</p>	<p>January 18 April 18 July 18</p>	<p>Walking bus – 1 person £2072</p>
<p>i. Targeted support</p>						
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>	<p>Estimated cost.</p>

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend social and emotional time to talk sessions where they get an opportunity to talk about their feelings with a Teaching assistant. Where necessary we will commission additional support e.g. art therapy for identified children.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. We have evidence that restorative practice builds relationships.	Behaviour charts and pupil progress discussions will show the children who need support in this area and progress made from interventions.	Jackie Baron Mandy Beaumont Suzie Hall	January 2018 March 2018 July 2018	TA cost see above
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy.	Feedback from progress and discussions with the children will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies and consultations will inform us as to whether the children are beginning to have visions of a productive happy future. School council discussions will show children can discuss how what they are learning is helping them. Pupil progress meetings will monitor progress. Head will carry out survey with PP children about school and their aspirations.	J Baron Claire Wilson	January 2018 March 2018 July 2018 March 2018	Cost of PPM see above
PP children's reading, writing and maths improves in line with non-pp children	Pupil progress meetings will look at PP children individually and as a group. The class data sheets will show information.	Homework will be given and marked. Children identified will read to an adult. Children will get support when choosing books.	Intervention delivery and results will be monitored by class teachers and SLT. Half termly meeting is held to feedback.	J Baron Claire Wilson	January 2018 March 2018 July 2018	Costs above PPM

The attendance of PP children improves	SLT will meet with any parent of children who's attendance falls below 90%. Awards are given to children for attendance. If travel is an issue for families they will be offered ways to help. The walking bus will pick up 2 PP children who had initial attendance issues when joining the school. Other children can be added when identified.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored daily and weekly. Any absence will be addressed immediately.	J Baron K Brock S Rees	January 2018 March 2018 July 2018	Cost of walking bus – 1 person See above
Parents contribute more to school life and attend events. Parents know more about their child's school achievements and have high aspirations.	Home visits and one page profile completed with parents. Structured conversations take place in October and March. At pupil progress meetings we will look at participation of parents and participation in homework and home reading.	Research shows that if parents are involved with school life the children make more progress. If parents hear their children read and help them with their homework the child will achieve higher attainment and the parent will feel involved.	Structured conversation attendance. Make new times for parents who do not attend. School event attendance. Monitor regularity of children doing their homework and home reading.	Teachers J Baron	January 2018 March 2018 July 2018	See costs of structured conversations above.

4. Review of expenditure for 2016-2017

Previous Academic Year	2016-2017 Total for year £40,920				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost

Improved attainment at end of key stage 1.	Maths training. MITA training looking at independence, and questioning. Peer observation. Regular Reading benchmarking. Achievement for all support for whole school attainment.	Teaching assistants feel a lot more confident and empowered . They enjoyed observing each other and learnt a lot. Attainment was improved in Reading, Writing and Maths end of key stage 1 and phonics end of year 1. Reading % expected or above 2016-75 Reading % expected or above 2017-86 Writing % expected or above 2016-67 Writing % expected or above 2017-79 Maths % expected or above 2016-71 Writing % expected or above 2017-82	Benchmarking is more appropriate to be completed by a teacher. There needs to be consistency of expectations. Some children were moving up book colours before they were ready. Next year only teachers will carry out benchmarking.	£1,850 (Maths consultant) New benchmarking books £262 Achievement for all support days £1,650
Read, Write, Inc /Phonics attainment improves	Additional TA's allow children to be taught in small groups. All staff trained in 1-1 intervention. Two RWI days a year help us develop and improve.	Small groups have enabled children to make good to outstanding progress. Pass rate for end of year 1 phonics 2017 was 97% compared to 83% in 2016 The year 2 re-take pass mark for year 2 in 2017 was 100%	Small groups and additional 1-1 support works. Regular monitoring and support improves practice.	£5,512 additional TA's for RWI 9-10am £1,200 (RWI development days)
Children are more supported in class with appropriate and monitored interventions.	Extra morning a week for Senco to monitor attainment and progress in particular SEN and PP children	The senco was able to monitor children's progress more carefully and had time to observe in classrooms. The SEN children made better progress than previous cohorts.	Monitoring is important and target setting needs to be regular.	£10,500
All staff have received RWI training	3 new members of staff and spelling training.	All adults were able to contribute to RWI teaching.	The more trained staff the more targeted the groups and the more progress made.	£1,050
Pupil premium is used efficiently and appropriately	Pupil premium review to look at school practices and provision.	The review gave us confidence that we were providing well for PP children.	There were lots of ideas and actions suggested that we are now working on to improve our provision.	£1,980
Parents feel more involved in their child's learning.	Hold structured conversations in October and March.	Parents felt more supported and knew more about their child's progress.	It worked better sending out dates with lots of notice to avoid non shows.	10 days supply cover £2,000
Children enjoy the curricuulm and feel enthused by visitors and Events.	Organise termly activities linked to topics.	Children enjoyed the events, talked about them for a long time and the impact was reflected in their topic work.	Organise more over the year.	Owls £115 Dinosaurs £425 Reptiles £120

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
Improved fine and gross motor skills handwriting, and reading.	Rainbow Road intervention and better readers. Handwriting clubs. Pupil premium TA running interventions.	Children who took part in interventions made good progress.	Interventions are more effective when organised and delivered within each class team.	£11,237
Attendance.	Walking bus for two identified PP children.	End of year attendance for those children was 95.53% and 96.13%.	An expensive intervention for 2 PP children but very successful and non PP children benefited from this provision. To save money next year because of lower breakfast club numbers we will fund one TA and a breakfast club staff member will join them.	£3,265
PP pupils take part in after school clubs and trips and visits. PP children are subsidised at breakfast club.	Children supported to attend and finances given to parents for outside activities.	Children who take part in clubs and outside activities have a lot more confidence and this in turn improves their progress. Children who have a good breakfast and calm start to the day are calmer in school. (3 children at BC –LLD, AM, GN)	Need to target children more who would benefit from this support.	£285 (BC) £174 (Football)
				Total spend for year £41,625 Overspend £705

5. Additional detail

Please read pupil premium review document – July 2016 and Ofsted inspection report March 2017.