

# Woodlands Community Primary School

## Pupil Premium Strategy 2019-20



<b>Ratified by Governors</b>	<b>Draft</b>
<b>Date for Review</b>	<b>July 2020</b>
<b>Signed – Chair of Governors</b>	
<b>Signed – Headteacher</b>	

## **Pupil Premium Strategy**

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## **Section A – Background Information**

The Pupil Premium is a government initiative that targets additional funding for pupils in receipt of free school meals, service children and those pupils who are Looked After or have been adopted. The funding is expected to support the raising of attainment for disadvantaged pupils and to close the gap between them and their peers.

At Woodlands we believe the targeted and strategic use of Pupil Premium funding will support in raising the attainment of all pupils and ensuring all pupils achieve to the best of their ability.

## **Section B – Principles**

Our overarching principle is that Pupil Premium funding is used to support children who are in danger of not achieving age related expectations or higher, due to social disadvantage.

- We ensure that all teaching and learning opportunities meet the needs of all our pupils
  - We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils, and those who are Looked After, are assessed and addressed
  - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
  - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil, or groups of pupils, the school has identified as being socially disadvantaged or in need of greater support.
  - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

## **Section C – Barriers to Achievement**

Woodlands is in an area of extremely high total deprivation (ranked 3565 out of 32844 neighbourhoods, where 1 is the most deprived). The total deprivation is made up of key areas which include income, employment, health, crime and living environment. This means that our children face many barriers to educational achievement including:

- limited access to high quality English language
- poor literacy levels
- poor attendance
- low aspirations
- low expectations
- narrow experience of life outside school

38% of our children are of Bengali heritage and speak English as their second language. This compounds some of the above barriers in particular access to high quality English language and life experiences.

### **Section D - Provision**

All our work through the pupil premium will be aimed at accelerating progress to move children to at least age related expectations in English and maths.

The range of provision may include:

- Reducing class sizes to enable more focused support within lessons
- Providing small group work or individual work with an experienced staff member focused on overcoming gaps in learning
- Additional learning opportunities provided by Learning Mentor, TAs or external agencies
- Additional educational resources including specific computer software.
- Providing additional experiences to enhance the curriculum and so broaden the opportunities available
- Rewards for good attendance and work

### **Section E – Measuring and Reporting on the Impact of PP Funding**

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body including:

- the progress made towards closing the gap, by year group, for socially disadvantaged pupils and their peers
  - an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular intervention

At the end of each academic year the Governors of the school will ensure that their Pupil Premium Strategy is published. The content of this report will fulfil the requirements of the DfE but will include how the funding has been used and its impact on closing the gap for disadvantaged pupils. The strategy will appear on our school website.

## **Section F – Current Academic Year 2019-20**

In the 2019 to 2020 financial year, schools will receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £2300 for each pupil who has left local-authority care due to adoption or a special guardianship order and £300 for service children

At Woodlands 42% of our children are eligible for the funding and so we expect to receive £207 360 for 2019 - 20

<b>Area of Focus</b>	<b>Approx. Cost</b>	<b>Proposed Activity</b>	<b>Expected Impact (How it addresses barriers to learning)</b>
The quality of education	£150,484	To fund an extra teacher within each band to enable single age and smaller group teaching	Accelerated progress of PP children and non-PP children leading to improved outcomes across the whole school  Barriers to be addressed: <ul style="list-style-type: none"> <li>● limited access to high quality English language</li> <li>● poor literacy levels</li> <li>● low expectations</li> </ul>
	£54,532	To fund an extra TA within each band who can support learning and target PP children through appropriate interventions	
	£5,685	To offset costs of bilingual staff to enable them to carry out pre-teaching	
	£2000	To pay for Young Chambers and Enterprise workshops for targeted classes to raise aspirations and prepare pupils for the world of work	Raised aspirations and awareness of opportunities that pupils can aspire to. Barriers to be addressed: <ul style="list-style-type: none"> <li>● narrow experience of life outside school</li> <li>● low aspirations</li> <li>● low expectations</li> </ul>
	£500	To subsidise the costs of music tuition as an extra-curricular activity	Appreciation of music and a skill to be taught  Barriers to be addressed: <ul style="list-style-type: none"> <li>● low aspirations</li> <li>● narrow experience of life outside school</li> </ul>
	£5 000	To subsidise the cost of residential visits	Children develop skills of independence, resilience and responsibility and have more opportunities so that they have a
Personal	£3 000	To subsidise the school	

development       Behaviour and attitudes		residential so it is financially accessible to lower-income families	greater wealth of experiences about which to write and talk  Barriers to be addressed: <ul style="list-style-type: none"> <li>● limited access to high quality English language</li> <li>● poor attendance</li> <li>● narrow experience of life outside school</li> </ul>
	£500	To release staff to liaise with local youth centre to build opportunities to raise aspirations and address mental health issues	Pupils able to engage in worthwhile opportunities within the local community and develop life skills. <ul style="list-style-type: none"> <li>● narrow experience of life outside school</li> <li>● low aspirations</li> <li>● low expectations</li> </ul>
	£500	To fund 'Thumbs Up' program to address the wellbeing of pupils with mental health needs.	Pupils equipped with strategies that will help them become happy and confident members of the school community able to engage in learning.
	£1500	To purchase ADHD foundation counselling package to address wellbeing, behaviour and attitudes issues.	Barriers to be addressed: <ul style="list-style-type: none"> <li>● poor literacy levels</li> <li>● poor attendance</li> <li>● low aspirations</li> <li>● low expectations narrow experience of life outside school</li> </ul>
	£1500	To develop home-school links through parent workshops and individual parenting skills sessions	Parents to be supportive of school and help their children to develop the skills of good citizens  Barriers to be addressed: <ul style="list-style-type: none"> <li>● poor attendance</li> <li>● low aspirations</li> <li>● low expectations</li> <li>● narrow experience of life outside school</li> </ul>
	£500	To fund school uniform	Children to be proud to be one of the woodlands team  Barriers to be addressed: <ul style="list-style-type: none"> <li>● poor attendance</li> <li>● low aspirations</li> </ul>
	£2 000	To fund a mental health and well-being team to support children, parents and staff	School community to appreciate the importance of fostering positive mental health and well-being Barriers to be addressed: <ul style="list-style-type: none"> <li>● poor attendance</li> <li>● low aspirations</li> <li>● low expectations</li> <li>● narrow experience of life outside school</li> </ul>

Expected Expenditure - £228 501

Expected PE Funding - £207 360

Expected Overspend - £21 141

## **Section G – Previous Academic Year 2018-19**

In the 2018 to 2019 financial year, schools will receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £2300 for each pupil who has left local-authority care due to adoption or a special guardianship order and £300 for service children

At Woodlands 44.5% of our children are eligible for the funding and so we received £199,675 for 2018 - 19

<b>Area of Focus</b>	<b>Approx. Cost</b>	<b>Proposed Activity</b>	<b>Commentary</b>
Teaching Learning and Assessment (Basic Skills) Leadership and Management (Curriculum and Enhancements)	£140 000	To fund an extra teacher within each band to enable single age and smaller group teaching	This has impacted significantly on social and academic progress of all children. Materials have also been purchased to enable basic skills to be promoted in year groups throughout the school as well as on-line learning resources.
	£40 000	To fund an extra TA within each band who can support learning and target PP children through appropriate interventions	
	£4 000	To offset costs of bilingual staff to enable them to carry out pre-teaching	
	£3 000	To subsidise the school residential so it is financially accessible to lower-income families	A successful residential. Repeat annually. Continue to promote to Bengali families.
	£5 000	To subsidise the cost of educational visits	Children enjoyed a range of educational visits and so had more experiences about which to write
Personal Development, Behaviour and Welfare	£2000	To pay for Young Chambers and Enterprise workshops for targeted classes to raise aspirations and prepare pupils for the world of work	Very popular and engaged children in thinking about their aspirations and the world of work.
	£500	To release staff to liaise with local youth centre to build opportunities to raise aspirations and address mental health issues	A successful programme of events planned for the academic year. Plan for next academic year.

	£1000	To fund 'Thumbs Up' program to address the wellbeing of pupils with mental health needs.	Continues to be well attended and especially important at key times of the year e.g. transition between classes.
	£250	To subsidise the costs of music tuition as an extra-curricular activity	To be continued. Children had the opportunity to perform in assemblies for peers and parents
	£1500	To develop home-school links through parent workshops and individual parenting skills sessions	Parents very supportive and the benefit is clearly expressed in their comments. To be continued.
	£300	To pay for extra glasses for children to be kept in school	Child benefited but this is no longer a requirement
	£500	To fund school uniform	To be continued in order for children to develop a sense of pride and belonging
	£2 000	To fund a mental health and well-being team to support children, parents and staff.	The importance of promoting positive mental health is high profile around school.

Attainment of Pupil Premium children is lower than their non-disadvantaged peers however their progress is in line except in Year 2.

Our data shows that children are coming to school with far more complex backgrounds and it is therefore taking longer for interventions to impact on academic outcomes. We believe that pupils' well-being has to be addressed before their academic needs if we are to maximise the learning opportunities e.g. this is clearly shown by the nurture group in Year 2 which ran for 2.5 terms where all the members of the group were entitled to pupil premium.

The data below shows the differences between the groups and the context of the cohorts in the year groups where the biggest discrepancies occur.

#### Attainment of Pupil Premium Children

	On Track ARE and above		
	Reading	Writing	Maths
Y1	62%	52%	57%
Y2	26%	39%	47%
Y3	55%	51%	58%
Y4	55%	60%	55%
Y5	62%	67%	57%
Y6	72%	56%	55%

#### Attainment of Non Pupil Premium Children

	On Track ARE and above		
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	Reading	Writing	Maths
Y1	64%	64%	61%
Y2	51%	56%	60%
Y3	59%	62%	60%
Y4	64%	66%	61%
Y5	61%	65%	70%
Y6	67%	67%	74%

#### EYFS Attainment

	<u>End of Year</u> <u>ARE</u>
Non Disadvantaged	71%
Disadvantaged	33%

#### Progress of Pupil Premium Children

	5+ steps progress or more		
	Reading	Writing	Maths
Y1	76%	81%	85%
Y2	58%	74%	79%
Y3	86%	90%	96%
Y4	90%	100%	95%
Y5	90%	90%	95%
Y6	94%	91%	80%

#### Progress of Non Pupil Premium Children

	5+ steps progress or more		
	Reading	Writing	Maths
Y1	85%	87%	94%
Y2	77%	87%	86%
Y3	91%	94%	96%
Y4	92%	97%	95%
Y5	91%	92%	96%
Y6	97%	92%	88%

*Yellow highlights a gap larger than 10 percentage points*

#### **Year 6 - 26 Disadvantaged Pupils**

- 39 % of these pupils had SEND including three with extra funding
- All of those who didn't have SEND made ARE except one child (4%)
- Outcomes in reading were better as this had been the focus of the interventions

#### **Year 2 – 20 Disadvantaged Pupils**

- 40 % of these pupils had SEND
- 20% attended nurture provision for 2 ½ terms

#### **EYFS – 18 Disadvantaged pupils**

- 66% of these children did not achieve ARE
- 33% have SEND (1 has an EHCP 2 EP involvement and 3 have SALT involvement)
- 11% have significant Social service involvement
- 17% have poor attendance

## **Section H – Reviewing the Pupil Premium**

Each term the headteacher and teacher responsible for vulnerable groups will evaluate the progress made by Pupil Premium children and so measure the impact of the provision. This will be reported to Governors.

A full review will be made during the summer term in order to prioritise spending for the next academic year.