

## Our Pupil Premium Funding 2019 - 2020

Total Number of pupils on role 397 (Reception to Year 6)

Total number of pupils currently on role 78 \*  
eligible for PPG

Amount of PPG received for each pupil £1,320

Total amount of PPG received £98, 313 \*\*

## Main Barriers to Achievement

Generally, at Woodloes Primary School, the main barriers disadvantaged pupils face are:

- Lower than average attendance and lateness
- Below age related expectations (ARE) entrance attainment
- Safeguarding concerns
- Limited access to the Internet – affecting access to the Virtual Learning Environment, Mathletics (Maths support website) and Accelerated Reader
- Low levels of parental engagement
- 22% of PP pupils are also SEND

## Our Targeted Areas

In order to continue to improve the progress and outcomes for Pupil Premium (PP) pupils, we aim to:

- Ensure that all pupils who are in receipt of the Pupil Premium Grant (PPG) have the teaching and learning opportunities to enable them to meet age related expectations (ARE) and to make at least expected progress from the end of their previous key stage (or from the September baseline for pupils in Reception)
- Improve support and partnerships to ensure full access to all learning opportunities
- Enrich the lives of all PP pupils with a focus on new experiences and opportunities
- Expand resources to support access to all learning opportunities for pupils in receipt of the Pupil Premium Grant (PPG)
- Increase the provision and support for Pupil Premium pupils and their parents beyond the school gate

\*\* This is based on the information given in the January census. There is a variance in funds for Children who are Looked After & Service personnel with children in State School. \*The current number of pupils on role in receipt of the PPG reflects new starters.

Nature of Planned Support 2019 - 2020					
Desired outcome	Chosen action / approach	Cost	How will we ensure that it is implemented well?	Staff lead	When will we review the implementation?
Every child receives teaching which is at least good and frequently outstanding	Regular monitoring of subjects and groups of learners by SLT and SMT ensuring opportunities for the sharing of outstanding practice	£44,500	Observations, learning walks, work trawls, pupil interviews and evidence collated from deep dives	SLT and SMT	Half termly monitoring schedule
	Relevant CPD and subscription to quality resources, initiatives and websites		Designated weekly staff meeting will include a slot for subject leaders to disseminate information and CPD	SLT, SMT and subject leaders	Half termly
	Improvement of ICT facilities (including iPads and apps, IWBs and laptops)		ICT lead will provide relevant CPD to maximise impact of new equipment	ICT lead	End of Autumn Term
Pupils make at least expected progress from the end of the previous key stage starting point (or the September baseline for Reception pupils)	Targeted high quality interventions	£18,500	Analysis of data will identify pupils working below age related expectations (ARE) and/or not making at least good progress from the end of the previous key stage/September starting point. Intervention opportunities for these pupils will be identified on accelerated progress proformas and reviewed half termly	Class teachers (this will be monitored by the SEND Co and Deputy and Assistant Head Teacher)	Half termly accelerated progress proforma monitoring by SEND Co  Termly data
	Books and equipment to support the delivery of interventions and individualised		Observations, learning walks and data	Subject leaders and class teachers	Ongoing throughout the year

	learning (E.g. Mathematics)				
	Use of Accelerated Reader to raise attainment in Reading		English lead will provide relevant CPD to ensure staff use AR reports and STAR reading tests to monitor growth and progress. They will also ensure that parents can access this programme at home	English lead	Half termly monitoring
	Use of Project X reading intervention in lower Key Stage 2		Observations, learning walks and data	English lead and SEND Co	Half termly monitoring
Pupils have access to all learning opportunities	Provide support from specialist services for targeted pupils	£20,000	SEND Co will identify pupils requiring specialist support (e.g. from Early Intervention Service, IDS, Educational Psychologist and Speech and Language) and ensure that they receive it	SEND Co	Ongoing throughout the year
The social and emotional needs of pupils in receipt of the PPG are met	Counselling sessions	£7,913	SEND Co will ensure relevant pupils receive counselling sessions and that parents/carers are informed	SENDCo	Counsellor will review needs on an individual basis with the SENDCo after pupil has had an agreed number of sessions
	Weekly Beanstalk nurture and reading sessions		Targeted pupils will be identified by the Deputy and Assistant Head Teacher to receive the weekly session	Deputy and Assistant Head Teacher	Termly
	Lego therapy		SEND coordinator will identify targeted pupils and ensure resources and training linked to the successful deliverance of this programme are in place	SENDCo and designated 'Lego TA'	Ongoing throughout the year
	Lunch time nurture club for targeted pupils and/or		Head, Deputy and Assistant Head Teacher will monitor		Half termly

	access to a named adult		lunchtime procedures with the lead MDS		
Attendance at school is in line with non – PPG receiving pupils	100% attendance will be rewarded and poor attendance will be challenged	£2,400 + ADMIN staffing costs	Designated member of the ADMIN team will call the parents/carers of pupils not in school. Parents/carers will be reminded of target school attendance and of their child's in relationship to this. Parents will be invited in for a meeting if the attendance drops below an agreed percentage. ACE team will be informed as necessary	ADMIN and ACE team in conjunction with SLT	Ongoing throughout the year
Pupils have a breadth of experiences that enable them to contextualize their learning	A range of curriculum enrichment activities will be provided outside the classroom including class visits to enhance/support learning and residential trips  Forest schools provision	£2,000	Lesson observations will show high levels of engagement with learning by PP pupils which results in embedded learning seen in summative assessments  Pre and post assessments carried out by the Forest School lead teacher will assess progress	SLT and SMT  Forest school leader	Ongoing throughout the year  Sessions as required
Supportive home/school partnership	Support targeted parent/carers with pre post child care  Ensure pupils have access to essential school uniform	£3,000	Wrap around care provided if required  Pupils have essential school uniform and PE kit	Deputy or Assistant Head Teacher  Deputy or Assistant Head Teacher	Ongoing throughout the year  Ongoing throughout the year
<b>NB: Whilst many of our focused short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.</b>					

## 2019 – 2020 Review of Attainment and Progress

To be completed at the end of the academic year 2019-2020