

Pupil premium strategy statement (primary)

1. Summary information					
School	Woodside Primary School				
Academic Year	2016-17	Total PP budget	£31,680	Date of most recent PP Review	FGB meeting Sept 2016
Total number of pupils	113	Number of pupils eligible for PP	24	Date for next internal review of this strategy	FGB meeting June 2017

2. Current attainment	
<p>See attached 'Closing the Gap for Disadvantaged pupil Headlines 2014-16' for analysis of EYFS, Y1 and Y2 phonics checks, KS1 and KS2 information over time. Narrative: due to very small numbers in each cohort, information over time has been gathered and analysed as this is more useful than looking at one year of data. Even so, numbers are very small and there are no emerging patterns to suggest there are issues with provision. Individual children are monitored and provided for and a range of circumstances are taken into consideration when looking into their attainment and progress and how we can best support them with the funding and resources available. See tracking of current pupil premium children for their progress and attainment. See provision map for pupil premium children within 2016-17.</p>	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Language skills on entry to school and limited language development/vocabulary development due to narrow reading experience
B.	Attitudes to learning/concentration (mainly boys)
C.	Self-esteem and confidence (mainly girls)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental engagement, valuing education, aspirations, limited opportunities/activities outside the school day

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Enrich language development at early stages (social groups and interventions such as Talk Boost)	
B.	Improve self-esteem, confidence and extend opportunities for enrichment	
C.	Raise love of learning/valuing of learning and aspirations	
D.		

5. Planned expenditure					
Academic year		2016-17			
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?
Good progress and improved attainment	Contribute towards costs of a fifth class to enable smaller teaching groups.	Greater access to QFT and feedback from TAs and class teachers	Regular monitoring and evaluation of teaching and learning; and impact on progress and attainment	Mel Davis	Nov 2016, Feb 2017, May 2017, July 2017
Total budgeted cost					£17,964

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?
Good progress and improved attainment, improved confidence	Interventions and part of family support worker role	See provision map with details of perceived barriers. Support of small groups to promote well-being and increase confidence.	Provision map, monitoring and discussions with staff, parents and children.	Mel Davis	Nov 2016, Feb 2017, May 2017, July 2017
Total budgeted cost					£9,216
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?
Enrichment opportunities	Various-clubs, resources, activities and visitors; assist with cost of trips and breakfast club	Some of the pupil premium children have limited opportunities for activities and enrichment outside school. Some families struggle with costs of trips or need access to breakfast club	Discussions with staff and families throughout the year	Mel Davis	Nov 2016, Feb 2017, May 2017, July 2017
Raising aspirations and value of education	Regular celebration of good attendance, Aspirations week June 2017	To promote the value of school and education; to raise aspirations and awareness of opportunities in the future	Monitoring and evaluation of provision	Mel Davis	July 2017
Total budgeted cost					£4,500

6. Review of expenditure (July 2017)				
Academic Year		2016-17		
i. Quality of teaching for all				
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
Good progress and improved attainment	Contribute towards costs of a fifth class to enable smaller teaching groups.	Long term cohort trackers show impact due to overall upward trend in standards in reading, writing and maths. Closing the Gap analysis shows positive impact for PP children.	Some children (not necessarily PP) did not benefit as much from smaller classes, as there were smaller friendship groups which concentrated some tensions. The fifth class is not an option as it was a temporary arrangement due to temporary additional funding. Funding will support targeted TA provision and resources in 2017-18.	£17,964
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
Good progress and improved attainment, improved confidence	Interventions and part of family support worker role	Individual support has been provided and there has been an impact on standards in reading, writing and maths and/or emotional development/wellbeing.	Continued support is required for individual barriers/needs.	£9,216
iii. Other approaches				
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

Enrichment opportunities	Various-clubs, resources, activities and visitors; assist with cost of trips and breakfast club	Participation in a range of clubs was good –impact shown in positive questionnaires/discussions. Children accessed trips and breakfast clubs.	Continued support is required for individual barriers/needs.	£4,500
Raising aspirations and value of education	Regular celebration of good attendance, Aspirations week June 2017	Attendance is tracked individually and swift intervention supports attendance. Aspirations Week was very successful and has been followed up with growth mindsets work.	Continue-growth mindset training and resources; Aspirations Week 2018 resources.	