

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Woodside Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£29,040	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	112	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	Jan 2018

## 2. Current attainment

Children at this school entitled to pupil premium grant do well at this school compared to pupil premium children nationally. Eg KS2 2017 (FFT):

Filtered by **Pupil Premium**: FSM (in last 6 years)

### Attainment & progress

**KS2 Attainment 2017**  
4 pupils

**Average Scaled Score (Re, Ma)**

**103.0**

FFT Rank

LOW 80 60 40 20 HIGH

In line with the national average (101.5)

Year	Your School	National Average
2014	97	100
2015	98	100
2016	97	100
2017	103	101.5

**% Expected standard+ (Re, Wr, Ma)**

**50%**

FFT Rank

LOW 80 60 40 20 HIGH

In line with the national average (47%)

Year	Your School	National Average
2014	0%	40%
2015	40%	40%
2016	0%	40%
2017	50%	47%

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.

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Language skills on entry to school and limited language development/vocabulary development due to narrow reading experience	
<b>B.</b>	Attitudes to learning/concentration	
<b>C.</b>	Self-esteem and confidence	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental engagement, valuing education, aspirations, limited opportunities/activities outside the school day	
<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Enrich language development at early stages (social groups and interventions such as Talk Boost)	
<b>B.</b>	Improve self-esteem, confidence and extend opportunities for enrichment; growth mindset work	
<b>C.</b>	Raise love of learning/valuing of learning and aspirations	
<b>D.</b>	Involve and inform parents through face-to face meetings, newsletters, groups etc	

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Good progress and improved attainment	Contribute towards costs of pupil premium lead; cpd for staff; supply cover for staff to facilitate involvement in networks	Involvement of staff in pupil premium network; growth mindset network; oracy project; Glow maths hub etc	Regular monitoring and evaluation of teaching and learning; impact on progress and attainment; increasing expertise of staff	Mel Davis	Nov 2017; Feb 2018; June 2018
<b>Total budgeted cost</b>					<b>£14,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Good progress and improved attainment, improved confidence	Teaching assistant hours for 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 2017; Feb 2018; June 2018
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2017; Feb 2018; June 2018

Raising aspirations and value of education	Regular celebration of good attendance, Aspirations week June 2018	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	Nov 2017; Feb 2018; June 2018
<b>Total budgeted cost</b>					<b>£5,040</b>

<b>6. Review of expenditure (July 2018)</b>				
<b>Academic Year</b>		<b>2017-18</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Good progress and improved attainment				
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Good progress and improved attainment, improved confidence				
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Enrichment opportunities				
Raising aspirations and value of education				