

Introduced in 2011 by the Coalition Government, the Pupil Premium is additional funding provided to publicly-funded schools in England schools with the aim of raising the attainment of disadvantaged children. In 2017-18, £2.4 billion of Pupil Premium funding was allocated in respect of around 2 million pupils. In 2018 -2019 the following pupils attract this funding:

- £1,320 per pupil for each Ever 6, free school meal (FSM), full time educated (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the looked after child (LAC) or post looked after child (post-LAC) premium. Children registered as eligible for free school meals (FSMs) at any point since May 2011 (referred to as Ever 6 FSM).
- £2,300 per pupil for each post looked after child (post-LAC) in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child in full time educated (FTE) or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For pupils recorded aged 5 and over on the school census, Pupil Premium Grant (PPG) will be allocated on the basis of sole and dual main registrations only.

2018 – 2019 Financial Year – Impact Review

Named Trustee responsible for the monitoring of Pupil Premium – Vince Hunt

<u>Pupil Premium Summary Information</u>	
School	Woodside School
Academic Year	2018 - 2019
Total Pupil Premium budget	£158,994
Total number of pupils	662 (including nursery)
Number of pupils eligible for Pupil Premium	116
Date of most recent review	September 2018
Date for next internal review	September 2019

Internal Barriers to future attainment of Pupil Premium pupils – Nursery/Reception

1. Language barriers – Proportion of children with EAL

Internal Barriers to future attainment of Pupil Premium pupils – KS1

1. Reading – children not reading at home therefore they have low level understanding and lack of fluency
2. Maths – number sense, making models and drawing images, formation of numbers
3. Handwriting – letter formation
4. Letters and Sounds knowledge and understanding, application of sounds
5. Extending our more able children to ensure that they reach their full potential/ability within maths and English

Internal Barriers to future attainment of Pupil Premium pupils – Year 3/4

1. Reading
2. Maths – knowledge of multiplication facts
3. Friendships
4. Emotional and social support
5. Learning attitudes

Internal Barriers to future attainment of Pupil Premium pupils – Year 5/6

1. Reading – children not reading at home therefore they have low level understanding/comprehension
2. Maths – not knowing multiplication facts, place value
3. Spelling – daily spellings not always completed
4. Homework – homework not always completed

External Barriers to future attainment of Pupil Premium pupils

- A. Basic life skills – unable to tell the time, work with money
- B. Limited access to good language role models in the home environment
- C. Low parental aspirations
- D. High levels of deprivation
- E. Parenting skills
- F. Pupils suffering from any form of crisis and/or are in need of pastoral care and counselling which can impact of a child’s daily life in school.

<u>Desired Outcomes</u>		<u>Success criteria</u>
1/2/3/4 A-F	Pupil Premium children will attain in-line or better than their non-Pupil Premium peers	Pupil Premium children will meet age-related expectations.
1/2/3/4 A-HF	To accelerate the progress of Pupil Premium children	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum.
1/2/3/4 A-F	PPG Specific/Moderate Learning Difficulties children will attain in-line or better than their non-Pupil Premium peers	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum.

Planned expenditure 2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u> <u>/ Staff Lead</u>	<u>Review date</u>
Reading outcomes at Ks1 and Ks2 in line with/above National	<ul style="list-style-type: none"> • Quality 1st teaching • Reading moderation • Attending CPD • Intervention groups • 1:1 reading/comprehension • Pupil Premium TA working within KS1 and KS2 • Additional support in class where required • Toe by Toe 	<p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 1 – Recommendations</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics</p>	CB/LJ SLT	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>
Writing outcomes at Ks1 and Ks2 in line with/above National	<ul style="list-style-type: none"> • Quality 1st teaching • Writing moderation • Attending CPD • Intervention groups • 1:1 writing opportunities • Pupil Premium TA working within KS1 and KS2 	<p>There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics</p>	CB/LJ SLT	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>

	<ul style="list-style-type: none"> • Additional support in class where required. 			
Maths outcomes at Ks1 and Ks2 in line with/above National	<ul style="list-style-type: none"> • Quality 1st teaching • Maths moderation • Attending CPD • Intervention groups • 1:1 maths • Pupil Premium TA working within KS1 and KS2 • Additional support in class where required. 	There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics	CB/LJ SLT	Reviewed termly by PP TA and CT Reviewed termly for Trustees
To provide support to close gaps in children's spelling knowledge showing impact on writing	<ul style="list-style-type: none"> • Quality 1st teaching • Targeted support/intervention to raise profile of spelling • Attending CPD • Intervention groups • 1:1 spelling • Pupil Premium TA working within KS1 and KS2 • Additional support in class where required. • KS1 Letters and Sounds booster groups 	Education Endowment Foundation (EEF)- Improving literacy in Key Stages 1 and 2.	CB/LJ SLT	Reviewed termly by PP TA and CT Reviewed termly for Trustees
To ensure that all children feel safe	<ul style="list-style-type: none"> • Learning mentor • Clear behaviour policy • Homework club 	<p>School-level approaches to developing a positive school ethos and improving discipline aims to support greater engagement in learning.</p> <p>Education Endowment Foundation (EEF) found that monitoring had positive benefits such as improved attitudes to</p>	CB/LJ/KW SLT BW/GS LM All staff	Reviewed termly by PP TA and CT Reviewed termly for Trustees

		school, better attendance and improved behaviour have been reported.		
To ensure that children receive high quality before and after school provision encouraging children to participate in after school clubs	<ul style="list-style-type: none"> • Wide variety of clubs offered • Clubs reviewed on a termly basis • Breakfast, After School Club and Holiday Club places available • Homework club 	Enrichment approaches	CB/LJ After School Club SP All staff	Termly review of preschool/ afterschool opportunities
To ensure that children look and feel part of Woodside School.	<ul style="list-style-type: none"> • Uniform • PE Kits • Forest School Kits 	<p>Education Endowment Foundation (EEF) There is some evidence that free school uniforms improve attendance in areas of very high poverty, however this does not appear to be true in all cases.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	CB/LJ SP All staff	Termly
To provide breakfast to ensure that children start the day with sufficient food	<ul style="list-style-type: none"> • Breakfast club provision 	The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club, including to all Year 2 and Year 6 pupils. The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast.	CB/LJ Breakfast Club SP	Termly

		The Education Endowment Foundation (EEF) tested the impact of Magic Breakfast clubs on pupil attainment. It found that running a breakfast club before school delivered an average of 2 months' additional progress for pupils. It also improved behaviour.		
To provide musical opportunities for children	<ul style="list-style-type: none"> • Musicians come into school • A wide range of musical lessons • Musical instrument hire 	Enrichment approaches	CB/LJ CH/MR	Termly
To ensure that children take part and attend school trips to enhance their learning	<ul style="list-style-type: none"> • All children take part and attend school trips so that they experience a wide and balance curriculum. 	Enrichment approaches	CB/LJ HP/SP All staff	Termly
Raise the profile of and love of reading	<ul style="list-style-type: none"> • Range of authors visit the school • Books are available for the children 	Enrichment approaches	LJ All staff	Termly

Other approaches

Musicians in

Pedestrian training

TNS

CPD

After school clubs

Sports leaders

Change for Life