

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Woodham Walter C of E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£26,400	<b>Date of most recent PP Review</b>	06/2018
<b>Total number of pupils</b>	99	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	06/2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>2017-2018 Year 6 – 1 child with Statement of SEN</b>		<i>64% tbc</i>
<b>% achieving Age Related Expectations (ARE) or above in reading, writing &amp; maths (or equivalent)</b>	<b>0</b>	
<b>% making at least 2 steps progress in reading (or equivalent)</b>	<b>100</b>	
<b>% making at least 2 steps progress in writing (or equivalent)</b>	<b>100</b>	
<b>% making at least 2 steps progress in maths (or equivalent)</b>	<b>100</b>	
<b>2016-2017 Year 6</b>		
<b>% expected to achieve Age Related Expectations (ARE) or above in reading, writing &amp; maths (or equivalent)</b>		
<b>% expected at least 2 steps progress in reading (or equivalent)</b>	<b>100</b>	92%
<b>% expected at least 2 steps progress in writing (or equivalent)</b>	<b>100</b>	95%
<b>% expected at least 2 steps progress in maths (or equivalent)</b>	<b>100</b>	91%

<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>	Spelling and handwriting is inconsistent and this prevents some children from achieving high levels they are capable of.	
<b>B.</b>	Speech and Language difficulties for many children (over ¼) eligible for PP having detrimental effect on progress across curriculum (including vocabulary).	
<b>C.</b>	Specific learning difficulties for some children eligible for PPG (including working memory difficulties).	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for many pupils eligible for PP are below school average. This reduces their school hours and causes them to fall behind on average.	
	Poor home learning environment, or disadvantage, meaning lack of support for continued learning, reading homework or extracurricular clubs.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	For all children, including those eligible for PP, to reach Age Related expectations in Reading, Writing, Maths.	Pupil's progress will be equal to non-PP (with exception of those whose SEN have significant impact) class).
<b>B.</b>	Improve speech and language skills for pupils eligible for PP across the curriculum.	Pupils can use sounds and words as per their individual targets. Pupils can speak in a small group to share ideas (eventually in front of whole class)

<b>C.</b>	Increased attendance rates for all pupils eligible for PP.	Pupil's attendance rates are in line with non-PP children.
<b>D.</b>	All children have equal opportunity to participate in extra curricular learning.	Pupils attend clubs of their choice, regardless of any/financial disadvantage.

5. Planned expenditure					
Academic year	2018-2019				
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?
Children will attend school every day (be on time).	<p>Targeted intervention at start of day - <b>Gym Trail</b>.</p> <p>Close monitoring of attendance rates. Regular contact with home. Positive rewards in school for good attendance rates.</p> <p>Provision to purchase <b>new Gym Trail equipment</b> and for staff to attend update course during the academic year.</p>	<p>Parents and children who have previously attending are keen to continue and benefit from additional support.</p> <p>A continuation of previous years focus on attendance as it is expected that improvements can take 3-5 yrs to show impact (Nfer 2015).</p> <p>Nfer Report (2015) 'supporting the attainment of disadvantaged children' sites lower attainment association with poor attendance.</p>	<p>Register of attendance and <i>weekly</i> contact between attendance officer and parents to emphasise the importance of attendance to the intervention group.</p> <p>Attendance figures shared with parents to highlight patterns or gaps that parent may be 'unaware' of.</p> <p>Seek involvement from external agencies (home school liaison, Traveller services etc) to support families who continue to struggle.</p>	<p>SENCO Head Teacher Attendance Officer</p> <p>Gym Trail run by trained HLTA + 1 LSA.</p>	February 2019
<b>Total budgeted cost</b>					£1500-£1750

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?
For all children, including those eligible for PP, to reach Age Related expectations in Reading, Writing, Maths.	<p><b>1) Resources</b> to support targeted interventions purchased- Plus One (maths), Bear Necessities (spelling and reading) and Reading Gladiator Books.</p> <p><b>2) Pupil support</b> timetable agreed September 2018 with specific, small group or 1:1 interventions targeting groups that are currently working below, or above, ARE. HLTA employed full time plus 1 additional LSA to provide interventions, or class cover so that class teachers can provide interventions.</p>	<p>Evidence based interventions as recommended by external professionals ( Educational Psychologists, Speech and Language Therapist, Literacy Consultants etc).</p> <p>A continuation of previous years focus on smaller adult:child ratios as it is expected that improvements can take 3-5 yrs to show impact (Nfer 2015).</p> <p>Our HLTAs have subject specific specialisms that support learning across the school- P.E and Speech and Language training.</p>	<p>SENCO/HEAD TEACHER to monitor interventions. Order resources as required.</p> <p>Termly Pupil Progress meetings with all teaching staff to review what is in place and make adjustments as necessary.</p>	Class Teachers	February 2019

<p>Improve speech and language skills for pupils eligible for PP across the curriculum</p>	<p>HLTA to lead 1:1 and small group S&amp;L groups to target specific difficulties.</p> <p><i>Any new children with any S&amp;L difficulties to be referred to NHS S&amp;L as consortium no longer offering private therapist in school.</i></p> <p>1:1 music lessons (guitar and drumming)</p>	<p>Nfer briefing cites 'best teachers to support those who need most support' HLTA is only member of staff with specific training from Speech Therapists in leading interventions.</p> <p>Previous recommendation from Specialist Teachers relating to skills for learning and performing music supporting areas of SEN (including ASC, dyslexia, working memory, vocabulary development).</p>	<p>Termly Pupil Progress meetings with all teaching staff to review what is in place and make adjustments as necessary.</p> <p>Termly reviews with SENCO and music co-ordinator.</p>		
<b>Total budgeted cost</b>					£24, 000

<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>
All children have equal opportunity to participate in extracurricular learning.	School to fund extracurricular clubs for those who would otherwise be unable to attend. These currently include Homework Club, Fencing, Karate and music lessons 1:1 – drumming and guitar.	Ensure no disadvantage of opportunity for any pupil in school.	Pupil voice- which club they wish to attend, regular attendance, active participation and enjoyment.	Head Teacher to liaise with various club leaders.	Termly
<b>Total budgeted cost</b>					<b>£500-£800</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Children will make expected progress in maths across Key Stage 2 through small, year group, maths lessons.	Employment of additional teacher with QTS for 4 mornings a week.  Key Stage 2 separated into year groups for maths - taught in small groups.	93% achieved ARE in maths in 2018 SATS.	Latest research (Nfer, EEF 2016) indicates use of most qualified adult supporting those most vulnerable.	<b>£16,369</b> (year)
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
Improve speech and language skills for those children with identified needs.	Weekly individual targeted speech and a language programme for those with identified needs. HLTA 1 / 2 day per week.	Positive improvement seen in Key Stage 1 children. In Key Stage 2, children who were previously struggling were able to actively participate in class performance to a wide audience.	HLTA to continue small group support for targeted children. However, those with significant needs will be referred to NHS for Therapy as we do not have a qualified therapist in school.	

All children have access to support with reading and other homework within school from class teachers, if not accessible at home.	Small group support for those who do not have support with homework/reading etc outside school.  Homework club- in school run by teacher with QTS	All children are able to consolidate what they have learned in class and therefore make progress in line with their peers.	Nfer briefing cites one of most effective ways of supporting children as use of 'best teachers to support those who need most support'.  Sutton Trust Toolkit 'Believe in better (2016)': Disadvantaged children should have additional encouragement and support to 'enable them to engage in self -directed study'.	
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<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>
Children will attend school every day (be on time).	Targeted intervention at start of day - <b>Gym Trail</b> . Close monitoring of attendance rates. Regular contact with home. Positive rewards in school for good	Parents and children who have previously attending are keen to continue and benefit from additional support. Unfortunately some families declined to send their children to Gym Trail.  A continuation of previous years focus on attendance as it is expected that improvements can take 3-5 yrs to show impact (Nfer 2015).	A continuation of previous years focus on attendance as it is expected that improvements can take 3-5 yrs to show impact (Nfer 2015).  We will continue to offer the intervention to those whom we feel would benefit, including those who have previously declined.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.