

WOODCHURCH ROAD PRIMARY SCHOOL

PUPIL PREMIUM (2019-2020)

At Woodchurch Road Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. We aim to ensure that all our pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend.

We also realise that some vulnerable, socially disadvantaged children are not in receipt of Free School Meals, some of our Pupil Premium funding will be used to support these children also. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school. Our pupil premium grant is not just spent on an academic focus. The emotional/mental and social aspects of development are also a key focus. Essential support from school staff and 'Place to be' counselling service ensure that our children are ready to learn and support those children for which these may be a barrier to learning.

Early identification of children with specific needs is essential and effective support put in place for them. Some pupils may receive a higher proportion of the funding according to their need.

Barrier to education achievement at Woodchurch Road Primary School	Action
Low levels of speaking and listening and communications skills for many of our children Low entry level Low attainment and spld	Extra staffing across the school for intervention groups and support of groups/individuals. Wellcomm programme Speech and language ORRETS outreach IDL programme
Lack of engagement by some parents and parental understanding of how to support their child's educational needs Parents own barriers (personal school experiences, unemployment)	Home school liaison officer, parent groups, parent workshops, open door policy. Communication – Open door policy, Building positive relationships with parents, Text/leaflets/twitter etc, Parent workshops and courses.
Lack of aspirations – few children have close experience of university and a wide range of careers Many children have a lack of experiences/limited life experiences e.g. visits to different places	Extra curricular clubs Visits and Visitors, subsidising trips, raising aspirations. Subsidised music lessons. Classroom in the Clouds link with Nepal gives Global perspective.
Low attendance or persistent absenteeism	Home School Liaison Officer, ESW support, Rewards.
Stressful and complex home background/circumstances Lack of self esteem/confidence, emotional needs Behavioural issues	Breakfast club Place to talk PSHCE curriculum Mental health awareness Positive behaviour/reward system Gilbrook support
Low attainment/low self esteem/ low emotional resilience	Whole school ethos, positive relationships. High quality wave 1 first teaching Maths Mastery – Singapore maths training and resources Writing – effective feedback. Talk for writing.

We have analysed our data thoroughly and have used research such as the Sutton Trust toolkit to inform our decision making.

Provision	Cost	Brief summary of Impact
Monitoring and support from progress leaders	£15 000	LG –undertook regular monitoring and support in F2 and Y1 throughout Autumn and start of Spring term. JT – some monitoring and support in Y3/4. Was increasingly used to provide support for alternative provision.
SEND manager to track and monitor pupils and ensure needs are being met appropriately	£10000	Termly data for those children receiving Literacy interventions, shows that all the children have made steady progress with 18% now achieving ARE in Reading and Writing.
Target tracker software to track and analyse efficiently vulnerable groups	£300	Teachers use software to identify need, then write a support/additional support plan, clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities for achieving these targets. TAs then use these plans to direct their intervention sessions.
CPOMS safeguarding software	£390	Used daily to track and triangulation incidents related to pupils' welfare and to enable information sharing between all stakeholders.
Additional support from Assistant H/T teaching MATH 5 mornings in year 6- Unable to continue DHT was assigned to alternative provision base with TA- this was to support x6 PP pupils (Y5/6) all with complex SEND who were at risk of exclusion/permanent exclusion. Additionally, these pupils were a safeguarding risk to others in their classes whose learning was being disrupted.	£20 039 % DHT Salary TA COST New additional costs.	1/The small group setting enabled a comprehensive assessment of each child's needs. Leading to referrals for each child (X 4 EP reports, use of Evolve, Gilbrook Outreach, other professionals.) Four EHCP applications have been submitted (2x accepted, 2 pending.) 2/ Pupils in the base received a personalised curriculum. 3/ Pupils in Year 5 and 6 benefited from reductions in disruptions to their learning.
Additional Support from Teaching Assistants for small intervention groups for Literacy and Numeracy and for support in lesson time.	£40 000	Children receiving Literacy interventions, shows that all the children have made steady progress with 18% now achieving ARE in Reading and Writing. In Maths TAs have been used to enable some pupils to access Singapore maths at their own level.
EYFS support from Teaching assistants	£20 000	Children settled well into F2 and beginning to become independent. End of year data unavailable due to school closure.
Additional teaching support for Year 3/ 4 maths and Year 5 literacy	£20 000	Evidence in books showed some accelerated progress of target groups. Long term data to quantify impact is not available.
Additional support from Teaching Assistants to support individuals to settle in the morning and through the day, breakfast, calm time, and to oversee social skills and behaviour	35,343	Qualitative measures show that a number of the most vulnerable and "at risk" pupils were receiving effective support which was enabling them to be "ready" to access learning. Impact to be evaluated in Longer term.

and to work with identified pupils in all year groups		
Purchase of Educational Psychologist/Gilbrook sessions/Orretts outreach/SENAAT/ Evolve Outreach	Sennat £1817 Orrets £2737 Gilbrook £1000, Evolve £2000 Ed Psych £5000	10 children have been assessed by a private Educational Psychologist and recommendations given by the EP have been effectively written into support plans. Our designated school EP has visited school to carry out statutory assessments for EHCP applications and provided advice for a further 2 children. Gilbrook Outreach have helped to support 3 at risk children. 6 children with a specific learning disability e.g dyslexia have received the Orretts Meadow Outreach within the last 12 months to support their literacy development. SENNAT provide regular, as needed, Assessments for individual pupils Evolve alternative provision has supported 5 pupils with nurturing interventions.
Purchase of Speech & Language sessions	£4,448	Awaiting SaLT update
Home School Liaison Officer - helping pupils and families with difficult circumstances. Getting reluctant pupils into school who have social and emotional difficulties.	£26 377	Some success at start of year but unable to maintain consistently due short and ultimately long-term absence of HSLO.
Place2Be – Children’s Counselling	£27,226.	Place2be counselling therapy - 12 pupils-awaiting report on impact. 17 pupils / families are being supported remotely during school closure.
For External Sport Provider - 2 After-School clubs , 2 Lunchtime Clubs on same day ((on same days as curricular support) competition; structured play; target groups etc)	£1 600	Clubs and activities well attended.
School Trips (Partially or Wholly Subsidised - £300 per yearband) (Colomendy £800)	£2,100 £800	Most trips cancelled due to Covid 19 restrictions.
Wrap-Around care for children – Little Buddies Before & After School Club	£6,965	
Total	£243 142	

Summary of Provision from PPG and breakdown of costs

Total amount of funding received £243 142

Links with School Development plan			
Key Issue 1		Quality of education To develop the quality of the curriculum so that all groups of learners are making at least sufficient progress from their starting points.	
KEY PRIORITY	ACTIONS/Rationale	TIME SCALE	LED BY
<p>Increase aspirations.</p> <p>To diminish the attainment gap in through quality first teaching</p>	<p>Increase aspirations through providing a wide range of opportunities Extra curricular clubs, Visits and Visitors, subsidising trips, raising aspirations. Subsidised music lessons. Classroom in the Clouds link with Nepal gives Global perspective, sports clubs and activities Cost £Sports Clubs £3 333 Music lessons £900 School trips £2900</p> <p>Quality first teaching to enable barriers to be removed. Regular CPD through INSET, courses, coaching informed by performance management reviews, monitoring of the School improvement plan priorities ensuring standards of teaching are at least good. £Cost No additional cost</p> <p>Use of Singapore Maths resources and training to provide high quality resources enabling quality first teaching to ensure good progress.</p> <p>See School development plan for Core subjects plan</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>JB</p> <p>JB core subject leaders</p>
Measures of success			
<ul style="list-style-type: none"> • Triangulation of monitoring judges the quality of teaching, learning and assessment to be at least good across the school. • Attainment in reading, writing and maths is above national at the expected standard at the end of key stage 1 and 2 in July 2020. • Attainment in reading, writing and maths at the high standard is in line or above national at the end of key stage 1 and 2 in July 2020. • In-school year group performance data shows pupils are making good progress to attain in line with expectations related to their starting points in July 2020. • Phonics attainment at or above National in July 2020. • The majority of pupils (above 75%) in EYFS attain the expected standard in reading, writing and maths. • School achieves a positive progress score for writing, reading and maths in July 2020. • Across the school disadvantaged pupils attain in line with their peers in reading and writing. <p>SEND progress is considered comparable against National Other progress (contextualised and based on SEND needs).</p>			

Behaviour and attitudes and personal development			
Key Issue 2	To embed the new behaviour systems so that all adults are able to support children to build their capacity to reflect on their behaviour and actions in order to develop personal, social and emotional wellbeing.		
Key Issue 3	To develop a personal, social, health and emotional curriculum which will equip our children to be able to make informed choices about healthy eating, fitness and their emotional and mental well-being.	TIME SCALE	LED BY
To diminish the attainment gap through targeted intervention and support	<p>Purchase of ORRETS outreach to support children with Dyslexia. An intensive weekly programme providing focused teaching and support for children with dyslexia to improve their reading enable them to manage in the classroom with increased independence. Cost £2737</p> <p>Purchase of support from SENAAT to identify children with specific learning difficulties and suggest appropriate interventions to enable them to make good progress. Cost £1817</p> <p>Targeted additional year 3, 4 and 6 teachers enables children to be taught in small class sizes with some ability grouping to ensure more able learners are challenged. Cost £ 3 x 0.6 teachers £47 738</p>	Ongoing	Progress leaders
Support family engagement in learning and school life.	<p>Part funding of Teaching Assistants for each year group enabling targeted intervention and classroom support. Cost £40 000</p> <p>Reading support for individual children. Cost £ 0.5 x TA £14 571</p> <p>Cost of Ed psych and external services to assess children and support effectively through detailed and focused actions. Cost £already included elsewhere</p> <p>Engage parents in school life through: Parent workshops for Phonics, reading, maths, e safety, food hygiene, Tea and toast parent drop ins, Stay and learn sessions, Meet the teacher sessions Open door policy, Communication through twitter, website newsletters. Leaflets sharing information on school life – homework, uniform, behaviour e safety. Parent’s evenings, Weekly Parent support group Cost £ part of HSLO role</p>	Ongoing	SEND Manager
Improve attendance and reduce persistent absence for PP children	<p>Raise profile of attendance and punctuality through whole school focus: Weekly raffle for all good attenders (>96%) for afternoon tea. Half termly and termly prizes for good attendance. Children with 100% celebrated(reward badges) Half-termly meetings with EWO, HSLO and parents to address low attendance First day call out to parents, HSLO and parent support worker to follow up on poor attendance and punctuality All staff involved in positively engaging with hard to reach families to improve persistent absence Targeted support for identified families through family support worker and TAF Cost £ part of HSLO role, ESW service</p> <p>All children supported by positive behaviour management system</p>	Termly	Progress Leaders
		Ongoing	Class teachers SEND Manager
		Throughout the year	
		Ongoing	HT R Rowe/ J Cox Y Brizell
		Ongoing	All staff
		Ongoing	

<p>Improve self esteem/confidence and support emotional and behavioural needs of pupils</p> <p>To ensure Vulnerable children and families are kept safe and supported effectively.</p>	<p>Individual behaviour plans in place where needed; All staff to be positive and encouraging. Use of services and support where needed eg place to be, Gilbrook, After school club places for wrap around care. Place to be children’s counselling service. Teaching assistant support for social development, breakfast, settling in time in the morning Cost Gilbrook £1000 £Buddies £6965 £Place to be £27 226 £ TA support £35 343</p> <p>All staff fully trained and aware of signs and symptoms of abuse so that children can be quickly identified and correct pathway followed for reporting concerns and support put in place Cost £ no extra cost</p> <p>Training for HSLO and ongoing support to work vulnerable families so that concerns can be quickly identified. Good relationships with parents opens communication and enables parents to access support. Cost £part of HSLO hours (total HSLO £26 377)</p> <p>Improve communication to ensure children are supported effectively Regular meetings with HSLO and SLT to discuss vulnerable groups</p> <p>Introduction of CPOMS to improve record keeping and monitoring of safeguarding concerns. Cost £390</p>	<p>Ongoing</p>	<p>HSLO TA’s</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	----------------------

MEASURES OF SUCCESS

- Improvement in attainment and progress of vulnerable children to meet national averages for reading, writing, maths and attendance.
- Improvement in well being evidenced through pupil voice.
- All safeguarding procedures followed swiftly and correctly. Increased engagement from parents. Clear, accurate and consistent record keeping,
- Pupils’ attitudes to learning have a positive impact upon their progress, resulting in nearly all pupils making at least ‘sufficient progress’ across the curriculum
- The planned school curriculum creates opportunities for pupils, of all ages, to discuss and debate issues in a considered way, showing respect for others’ ideas and points of view
- Attendance is high (96%+) PA improves from 11% 2018-2019
- and no groups of pupils are disadvantaged by low attendance
- Standards of behaviour are high and incidences of low-level disruption are extremely rare
- A new PSHE curriculum has been created in partnership with pupils, staff and parents
- A revised SRE policy and curriculum in place which takes into account equality and diversity of our school and wider community
- The school’s open culture actively promotes all aspects of pupil’s welfare.
- PE curriculum (including extra-curricular activities) is designed to promote equality of opportunity.
- Pupils say they are and feel safe in school
- School held monitoring records show the planned curriculum and school ethos contributes positively to pupils’ emotional and mental well-being
- Pupil voice surveys evidence that they have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation
- Bullying behaviour is extremely rare
- School held records evidence adults and pupils deal effectively with bullying behaviour

KEY ISSUE 4	Leadership and Management To review the framework of our school curriculum to ensure the aims of the education for our all pupils, including the knowledge and understanding to be gained at each stage are set out clearly and pupils are building cultural capital.		
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

KEY PRIORITY	ACTIONS/Rationale	TIME SCALE	LED BY
--------------	-------------------	------------	--------

<p>1 Middle and senior leaders to focus on raising attainment and wellbeing of vulnerable children and diminishing the attainment gap.</p> <p>Analysis of assessment data to support targeted support and interventions</p> <p>Development of a rich, engaging curriculum which will promote cultural capital</p>	<p>Progress leaders to monitor and track progress and attainment of vulnerable children, Class teachers to ensure appropriate interventions are in place for off track children and monitor the impact of these interventions. Half termly progress meetings with focus on progress and attainment of vulnerable children. Cost £ Half a day a week release x 3 progress leaders AHT £15 000</p> <p>Send manager to have overview for SEN pupils and track and monitor support and interventions for these. Monitoring and tracking progress of vulnerable children regular meetings, analysis and measure of impact of interventions Cost £ 10 000</p> <p>Use of tracking software for ongoing assessments and data tracking to monitor progress. Through accurate and regular analysis using target tracker, children can be quickly identified who are not making expected progress and support put in place. Cost £Target tracker £300</p> <p>Each subject manager critically evaluate the curriculum intent related to their subject and ensures that the NC is covered. Ensure progression across each key stage and school. Audit planning and pupils' work for evidence that British values are embedded, pupils are developing knowledge of other</p>	<p>Throughout the year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HT</p> <p>HT</p> <p>HSLO</p> <p>SEND Manager</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	-----------------------------------------------------

<p>MEASURES OF SUCCESS</p> <ul style="list-style-type: none"> • The curriculum provides suitable breadth, balance and relevance to pupils with British values at its core. • The planned curriculum is unique to the vision of our school and context; deepening pupils' knowledge and skills in each year group against expectations. • The curriculum improves pupils' understanding of the cultures of different people and communities • Improved teacher subject knowledge has enabled teachers to plan learning that sustains pupils' interests and challenges their thinking. Planning has increased opportunities for pupils to write in other subjects than English. • Almost all teachers feel confident in planning the new curriculum by February 2020 and all teachers by July 2020 • All teachers can accurately assess standards using the school's tracking system to ensure the curriculum meets the needs and interests of all pupils. • An effective and engaging curriculum has been planned and implemented across the school so that outcomes at the end of each key stage are closer to or better than national standards by July 2020.

Key Issue 5	Effectiveness of the early years Ensure that adults in early years consistently challenge children, including the most able and disadvantaged, so that they make rapid progress.		
KEY PRIORITY	ACTIONS/Rationale	TIME SCALE	LED BY
<p>1 To improve language and communication outcomes for pupils at end of EYFS</p> <p>2 to develop an environment which supports curriculum intent</p>	<p>1 Speech and Language service support to work with children identified as having speech and language needs across the school and in EYFS. Half termly analysis of impact of provision by SEND manager. Cost:£4 448</p> <p>2Wellcomm screening tool used to identify early difficulties in language enabling teachers to plan focused interventions Cost:£included in TA costing</p> <p>3Regular meetings/discussions re progress and attainment. Half termly progress meetings for teaching staff, SEND manager and SLT to monitor progress, measure impact and discuss strategies. Cost £Included in progress leader release</p> <p>4Part-funding of Additional TA's in EYFS. High adult ratio so support can be focused and targeted with interventions being delivered. Children with low baseline to be targeted through intervention and Quality first teaching. Cost:£20 000</p> <p>Targeted support for identified families through family support worker and TAF Cost included eslewhere</p>	<p>Autumn term</p> <p>Weekly/half termly</p> <p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p>	<p>HT</p> <p>HSLO</p> <p>HSLO</p> <p>HSLO, FSW</p> <p>Progress leaders</p> <p>HSLO.FSW</p>
<p>MEASURES OF SUCCESS</p> <ul style="list-style-type: none"> • An ambitious, coherent and sequenced programme of study has been designed with a vision to develop self- belief and cultural capital. • Children display positive attitudes to work and are beginning to manage their own feelings and behaviour. • Staff have created an environment that supports the curriculum intent. • All staff are promoting and extending early reading, writing and number skills taking into account what pupils already know so that progress is rapid. • The teaching of phonics is systematic and takes enough account of what children already know, understand and can do when they join the school. • 75% of pupils to achieve GLD by July 2020. <p>Improved speech and language development through targeted support Increased confidence Reducing barriers to learning by supporting children in communication.</p>			