

**Woodlands Primary School**

**Pupil Premium Grant Expenditure**

**2013/2014**

**Number of Pupils and Pupil Premium (PPG) received**

<b>Total Number of Pupils on roll excluding nursery</b>	<b>406</b>	
<b>Number of pupils eligible for PPG (Jan 13 census)</b>	<b>212</b>	
<b>Amount of PPG received per pupil</b>	<b>£430 (April 2011)    £62,780</b> <b>£600 (April 2012)    £133,322</b> <b>£900 (April 2013)</b>	
<b>Total amount received</b>	<b>£191,000</b>	
<b>PPG for LAC pupils</b>	<b>None - currently</b>	

**Proposed PPG spending 2013/2014**

<b>Item/Project</b>	<b>Cost</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Impact</b>
Early intervention support for nursery children with specific needs. 15 hours additional LSA support	Sept –Dec 2013 £2,148	Sept 2103 –Dec 2103 4 pupils entering Nursery with an extremely low baseline. 3 – afternoon Nursery.	Pupil progress 2014 will show impact	Children received 1:1 support for a short period of time from an LSA who modelled language, facilitated good quality play and supported pupils with settling into Nursery routines quicker.
<u>Time to Talk</u> – for children in Nursery -Yr1	3 days per week £12,817	Continuing from previous year.	30 children x ½ slots every day. Age related Speech / language has improved.	Speaking and communicating skills are vital at the early stages. Impact is demonstrated in writing progress and attainment, as well as reading.
<u>Time to Read.</u>	£51,061			The Y1 outcome for the phonics check was 68%

<p>Maisie Sowden (2days) 3 x LSAs for 5 days 30 children from Yr1 to have one to one ½ reading session daily.</p>	<p>Portacabin: £1,872 Resources: £1,500</p>	<p>Continuing from previous year.</p>	<p>75- 80% to make accelerated progress</p>	<p>18 pupils were Pupil premium. All made a minimum of 2 points progress.</p>
<p><u>Family Welfare Manager.</u> To support families with attendance issues All families to receive in – house support.</p>	<p>£24,091</p>	<p>Sept 2013. To support family stability for vulnerable pupils by linking agency involvement and support when needed</p>	<p>Impact on attainment and attendance</p>	<p>No exclusions this year.  Attendance 94.8%, an increase of 2% on previous year.Vulnerable pupils are well supported by the Family Welfare Manager who liaises with the SENCO and Behaviour Manager.  Less children now on child protection plans as we now manage them ourselves.</p>
<p><u>Booster Support teacher for Yr 1 /2</u></p>	<p>– 4 mornings per week. £20,907</p>	<p>Sept 2013. Literacy 10 x Yr 1 pupils.(low attainers)  Numeracy 10 x Yr2 pupils. (low attainers)</p>	<p>Pupils to make 3 / 4 points expected or above progress throughout the year.</p>	<p>All children made progress in reading, writing and maths, but as a small number are still slightly off track, interventions will continue next year.</p>

<p><u>Booster support teacher for Yr 3 and Yr 6.</u> Yr 3 13 middle attainers – Maths 15 low attainers Literacy Yr 6 -raise attainment for more able in Literacy and Numeracy. Sept –July 2014</p>	£45,345.00	Continuing from previous year	Yr 3 challenging targets are achieved  Improve L5 attainment for more able at Yr 6 4	Identified Y6 pupils made good and better progress in reading writing and mathematics. Attainment gap at Level 4 was closed. Yr 3 : gap closed for Pupil Premium children for both attainment and progress.
<p>Deliver focused support through the use of additional LSA's</p> <p><b>Item /project</b></p>	All classes receive LSA support	Identify children in each year group for targeted support. Plan and deliver additional programmes to support learning <b>Objectives</b>	The success of small intervention and personalised learning groups will impact on progress and attainment  <b>Outcomes</b>	The LSA's are well trained and support learning and behaviour across the school. This is impacting positively on achievement and as a result the attainment gap is closing.  <b>Impact</b>
<p><u>Extended Schools</u> Yr1 – Yr6 pupils have access to a range of After School Clubs</p>	£13,500 Resources: £2,000	Continuing from previous year.	All Children to have access to additional enrichment experiences free of charge	All clubs are full and children have access to a wide range of extra curricular activities after school. Pupils eligible for Pupil Premium are given priority to attend after school clubs but they are financially supported by the school for all pupils
<p><u>Inclusion Team Salaries</u> 3 Behaviour Mentors Yr 1, Yr 5 and Yr 6 or where a specific need has been identified.</p>	£36,029.00	Continuing from previous year	Improved behaviour impacting on attainment & progress  Less short fixed term exclusions	Deliver social and emotional support for children who struggle to maintain focus for the required length of time.

				Behaviour in most lesson observations was judged to be good or outstanding.
<u>Attendance</u> Monitored daily by Attendance Officer.	£500	Incentives continuing from previous year and new ones introduced.	Attendance data monitored and 3 weeks sweep throughout school when it is low.	Free outing to Fuzzy Eds increased 100% attendance to 180 pupils in the summer term (108 spring term)
<b><u>Total cost</u></b>	<b>£211,770</b>			

**Woodlands Primary School**

**Pupil Premium Grant Expenditure**

**2014/2015**

**Number of Pupils and Pupil Premium (PPG) received**

<b>Total Number of Pupils on roll excluding nursery</b>	<b>413</b>
<b>Number of pupils eligible for PPG (Jan 14 census)</b>	<b>212</b>
<b>Amount of PPG received per pupil</b>	<b>£430 (April 2011)    £62,780</b> <b>£600 (April 2012)    £133,322</b> <b>£900 (April 2013)    £191,000</b> <b>£1,300 (April 2014)   £275,600</b>
<b>Total amount received</b>	<b>£275,800</b>
<b>PPG for LAC pupils</b>	<b>£5,700</b>

**Proposed PPG spending 2014/2015**

<b>Item/Project</b>	<b>Cost</b>	<b>Objectives</b>	<b>Outcomes</b>
Outdoor provision for Reception and Nursery Early Excellence	Sept, 2014 £7,000	Sept 2014 – July 2015 Developing effective outdoor learning in Nursery and Reception classes	Quality outdoor learning will impact on progress and attainment for all pupils
<u>Time to Talk</u> – for children in Nursery -Yr1	3 days per week £12,817	Continuing from previous year.	30 children x ½ slots every day. Age related Speech / language has improved.
<u>Time to Read.</u> Maise Sowden (2days)	£51,061 Portacabin:	Continuing from previous year.	75- 80% to make accelerated progress

3 x LSAs for 5 days 30 children from Yr1 to have one to one ½ reading session daily.	£1,872 Resources: £1,500		
<u>Family Welfare Manager.</u> To support families with attendance issues All families to receive in – house support.	£24,091	To support family stability for vulnerable pupils by linking agency involvement and support when needed	Impact on attainment and attendance. Support for children and families with a range of agencies
<u>Commando Joe</u> Thursdays – A new initiative . Works with all the children including play times, lunchtimes, and an After School Club	£10,000	To improve team building, attitudes punctuality, learning behaviours.	All children will be encouraged to be positive so attainment overall will improve.
<b>Item /project</b>	<b>Cost</b>	<b>Objectives</b>	<b>Outcomes</b>

<p><u>Booster support teacher for Yr 3 and Yr 6.</u> Yr 3 13 middle attainers – Maths 15 low attainers Literacy Yr 6 -raise attainment for more able in Literacy and Numeracy. Sept –July 2014</p>	<p>£59,600</p>	<p>Continuing from previous year</p>	<p>Yr 3 challenging targets are achieved  Improve L5 attainment for more able in Yr 6 – Literacy and Numeracy</p>
<p><u>Extended Schools</u> Yr1 – Yr6 pupils have access to a range of After School Clubs</p>	<p>£13,500 Resources: £2,000</p>	<p>Continuing from previous year.</p>	<p>All Children to have access to additional enrichment experiences free of charge</p>
<p><u>Inclusion Team Salaries</u> 3 Behaviour Mentors  Yr 3 /4, and Yr 5 / Yr 6 or where a specific need has been identified.</p>	<p>£23,200</p>	<p>Continuing from previous year</p>	<p>Improved behaviour impacting on attainment &amp; progress Less short fixed term exclusions</p>
<p><u>Nurture Groups</u> KS1 pupils</p>	<p>£1,800</p>	<p>Small groups of children working on developing social skills.</p>	<p>Children will learn how to play together and develop their personal skills.</p>
<p><u>EMTAS</u> Support for children with English as an additional</p>	<p>£7,650</p>	<p>One to one support for children with little English language</p>	<p>Children will be able to communicate in English</p>

language			
<u>KS1 Keyworker</u>	£11,000	Supporting children who have suffered loss and trauma or have social and emotional difficulties	Children will receive support either 1:1 or in a small group. Impact on learning behaviours and progress of children who find learning difficult.



**WOODLANDS PRIMARY SCHOOL**

**PUPIL PREMIUM ACTION PLAN**

2015 TO 2016

<b>Pupil Premium Allocation: £258,900</b>	<b>Pupil Premium Support:</b>	<b>Total on roll- 458 Pupil Premium 214 = 47%</b>
<b>Pupil Premium Lead:</b> Mrs J Potts (Acting Headteacher)	Miss H Rann (Deputy)	

Pupil Premium Focus	Outcome	Actions	Staff Responsible	Timescales		Resources and Funding	Research	Success Criteria	Monitoring	Evidence
				From	To					
Academic Intervention	To ensure pupils make at least 1 step progress by the end of the half term.	Rapid response 1:1 intensive support in reading, writing and maths, provided by cohort TAs.	2x LSA's in each phase for each subject.	Summer 2015-ongoing		(£3,162 x 6)  Total <u>£18,972</u>	<i>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning'</i> Feedback, high impact, low cost, moderate evidence, +8mnths, Sutton Trust Toolkit	To use teacher's marking to secure and embed individual targets.  Following daily evaluation, to reshape learning to secure understanding of LO.	Data SLT	Book Scrutinies 1:1 Rapid response review sheets (TA folders)
	To ensure pupils make at least 1 step progress by the end of the half term.	Part time teaching staff to provide blocks of half termly, small group intensive support in each phase, aimed at closing the gaps for pupils working below ARE in reading, writing and maths.	Several Teachers	Autumn 2015-ongoing		(42% 01/04/15 – 01/07/15, 40% 02/07/15 – 31/03/16)  £18,198  (40% from 01/04/15 to 31/08/15)  £7,487  (40% 01/04/15 – 31/08/15)	<i>'Small group tuition enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support the lower attaining learners or those who are falling behind, but it can also be used as a general strategy to ensure effective progress. Overall the pattern is that small group tuition is effective.'</i> Small Group tuition, moderate impact, moderate cost, +4months. Sutton Trust Toolkit	Next Steps in learning identified and shared. Children grouped according to needs. Accelerated progress achieved through intensive quality teaching. Impact measured.	Data SLT	Outcomes from work scrutinise, lesson observations and pupil progress data.

					£7,399  (22% 01/09/15 – 31/03/16)  £5,572  Total  <u>£38,656</u>				
	To ensure pupils make at least 1 step progress by the end of the half term.	Qualified, non-teaching staff to provide blocks of half termly, small group intensive support in KS1 and KS2, aimed at closing the gaps for pupils working below ARE in reading, writing and maths.	3 x Teachers	Autumn 2015-ongoing	Teacher (4 x pm's = 40%)  Total £17,967 (40% each)  Total <u>£52,267</u>	(The Pupil Premium- How Schools are spending PP successfully to maximise achievement) Gap Busters- Effective Teaching & Learning <i>'There is a major drive for independent learning, the development of thinking skills and clear assessments that support learning- the vast majority of pupils' progress comes out of good teaching.'</i>	Next Steps in learning identified and shared. Children grouped according to needs. Accelerated progress achieved through intensive quality teaching. Impact measured	Data SLT	Outcomes from work scrutinies, lesson observations and pupil progress data.
Social & Emotional Intervention	Support vulnerable pupils to access the curriculum.	Officers	Officers		(G7 01/04/15 – 06/07/15) £6,579 (G8 07/07/15 – 31/03/16) £19,031  Total <u>£25,610</u>	(Effective Pupil Premium Reviews – Case Study 4) <i>'The school appointed an inclusion leader with responsibility for vulnerable learners..The school is now able to quickly identify the strengths and weaknesses within its structure and to plan provision for the next academic year'</i>	Identify the children who need social, emotional & behaviour support. Make links between families and outside agencies Provide tailored intervention. Remove barriers to learning through focused parenting support.	Data SLT	
	To implement evidenced based intensive support	Needs driven social and emotional intervention	Several Teachers and LSA's	Autumn 2015-ongoing	(£4,519 x 6)	(Case Study- Supporting Social and emotional difficulties via the Pupil Premium- HTU 2014)	Use Boxall profiles to establish a start point. Implement support plans	Data SLT	Completed Boxall Profiles. Intervention Files,

	which will enable disadvantaged children to access the curriculum and consequently make at least good progress in Reading, Writing and Maths.	programmes 1:1 or small groups, provided by 6 inclusion TA's aimed at breaking down barriers to learning & maximising use of staff expertise.			Total <u>£27,114</u>	Colley Lane Primary. <i>'The Boxall Profile provides a useful evidence- informed framework to help in the assessment process as well as providing strategies to support intervention with children struggling to cope in school who have social, emotional and behavioural difficulties.'</i>	outside Core learning time. Impact measured through Boxall profile after half a term.		review sheets. Pupil Progress Data
	To keep clear evidence trails of progress for all our disadvantaged & vulnerable pupils.	Employ a personal assistant to the inclusion team to enable the manager to maximise time spent supporting disadvantaged families.	Officer	Autumn 2015-ongoing	G3 (01/04/15 – 31/08/15) £4,287 G4 (01/09/15 – 31/03/16) £7,034 Total <u>£11,321</u>		Welfare Manager accessible to families. Families feeling supported at CAF, TAC & CIN level. A clear system of tracking progress of all interventions is evident through Case studies.	Data	All documentation in Welfare Manager's Office, Intervention Files.
Curriculum	To improve achievement in foundation subjects as a result of a focus on creative and collaborative learning, engaging pupils with low self esteem and wide ranging abilities to make at least good progress in R,W& M.	A cross curricular approach to learning will be implemented through the Cornerstones Curriculum. Progress across foundation subjects will be monitored along with development of skills by school's middle leader.	All Staff And Teacher	Summer 1 2015, ongoing	<u>£5,625</u>	(Learning: Creative approaches that raise standards)  <i>For most schools with a wide ability range, a focus on creative learning was driven by the need to break down barriers to learning and improve achievement. In all cases, the survey found that this was effective.</i>	Pupils feeling safe to contribute their ideas, make decisions and are inventive. New planning format providing evidence for monitoring coverage and development of skills. Raised aspirations, development of skills and confidence to encourage pupils to become independent learners in all subjects.	Data Middle Leaders	Planning, Cornerstones Profiles of work, Learning Environments, Lesson Observations
Access to off-	To enable all pupils to	To enable every class	All staff	Autumn	50% of	The Benefits of Outdoor	Curricular enrichment	SLT	Work Scrutiny

site enhanced provision	access out of school visits	to plan at least one off-site school visit as part of 'Engage' week, funding will be allocated to cover 50% of the total cost including coach hire.	And 1 x main Officer	2015-ongoing	total cost. Bus is £400 x 6, £2,400/2  Total <u>£1,200</u>	<b>Learning- Prepared by the School Travel Forum</b>  <i>'Disadvantaged students..will go places, experience events and engage socially in new and positive ways, they will learn in the real world in a manner that is not possible in a classroom'</i>	impacts positively on engagement and progress in lessons, improving the quality of work. All pupils experience social and cultural events.		Cornerstones Folders.
	To enable all pupils to access unique learning experiences outside school, raising self esteem, a sense of team spirit and creating positive learning attitudes.	Funding will be allocated to cover 50% of the cost of transport to sports fixtures. Enhanced provision planned around Active Fusion's competitive season.	1 x Teacher 2x Officers	Ongoing	50% of minibus hire  Bus is £45 x 10 events = £450/2  Total <u>£225</u>	<i>'..well planned out-of-the classroom activities..not only enhance pupils' learning, but can also re-engage those who are hard to motivate..additionally... necessary to ensure equal and full access for all learners by removing any barriers'</i>	PP children invited to attend sports clubs. After school sessions building towards a planned competition to motivate and raise expectations. Profile of pupils and Sport raised in Celebration Assemblies involving parents.	Data SLT	Club Registers. Pupil Voice
Enhanced provision	To ensure the outdoor areas in Early Years give children enough opportunities to investigate and explore.	Create a secure outside learning area based on the principles of a nature kindergarten/forest school.	1 x Teacher several LSA's	Ongoing	<u>£12,000</u>	<i>'Outdoor Learning can have a positive impact on long –term memory, there can be reinforcement between the affective and the cognitive, with each influencing the other to bridge higher order learning...impact positively on children's interpersonal, social, communication and teamwork skills.</i>	The school has quality outdoor provision for its learners. Evidence to show that outdoor learning experiences have enabled standards of attainment to be raised consistently for learners.	data	Learning Environment monitoring. Lesson Observations
	To provide a variety of clubs to engage all groups of children in collaborative learning.	To establish after school clubs as an alternative learning opportunity for all pupils including more able and disadvantaged. School Newspaper/ Enterprise Club.	Several Teachers and Officers	Autumn 2015 - ongoing	3-4pm  1 hour per week.  £2,873  Up to 4pm twice per	<b>Collaborative Learning, moderate impact ,low cost, +5mnths, Sutton Trust Toolkit</b> <i>The impact of collaborative approaches on learning is consistently positive.. Effective collaborative learning requires much more than just sitting</i>	Engagement, raised self esteem, team approaches, friendships developed. Increased attendance. Positive impact in the	data SLT	Registers for after school clubs Pupil Progress data – all groups.

		Parents invited for coffee mornings to read the newspaper.			week. £1,027 Total <u>£3,900</u>	<i>pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</i>	classroom as skills are transferred. Successful production of a school newspaper.		
	To provide intra and inter competitive sporting opportunities for disadvantaged pupils.	A variety of sports clubs with high quality teaching and coaching will run in conjunction with 'active fusion' competition calendar.	Several Teachers and Officers	ongoing	£35,506- £4,014 (PE Grant funded) £31,492 LSA's (1 hr p.w.) £451 x 2 £902 Total <u>£32,394</u>	<i>Gap Busters- The full range of educational experiences, 'support is given to ensure all pupils have full access to broad educational experiences such as competing in sporting events'</i>	PP children invited to attend sports clubs. After school sessions building towards a planned competition to motivate and raise expectations. Profile of pupils and Sport raised in Celebration Assemblies involving parents.	Data SLT Subject Leader	Registers for clubs. Competition Calendar and awards achieved.
	To develop team building, social and leadership skills.	Train Y6 pupils to become playground leaders, targeting PP children.	1 x Teacher	Autumn 2015-ongoing	Every dinner x4 per week from Sept 2015 Equipment		Develop confidence independence and leadership skills which transfer to the classroom. Fewer incidents of behaviour recorded.	data	Behaviour Logs Pupil Voice

Enhanced Provision					Total <u>£980</u>				
	To raise self esteem and improve engagement, attendance & behaviour through drama.	To provide a stage school developing singing, acting and dancing skills. Children will perform 3 times per year, targeting PP children.	1 x Teacher 1 x Officer	Autumn 2015 - ongoing	1hr per week during lunch or afterschool. (already 100% in the Action Plan)	<i>'Arts participation is defined as involvement in artistic and creative extra-curricular activities, such as dance, drama, music, painting, sculpture. Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and well-being have also consistently been reported.'</i> (Sutton Trust Toolkit)  Low impact, low cost, moderate evidence +2 months.	Develop confidence, self esteem and the ability to work as a team.  Positive learning attitudes in class.  Improved attendance and pupil progress.	Data  Behaviour Lead	School Productions  Attendance & Behaviour records.
	To provide Quality First Teaching of music.	To provide all pupils with the opportunity to learn a musical instrument in Y4 by funding peripatetic music lessons.	1 x Teacher	ongoing	50% of the cost of peripatetic music teachers  Total <u>£3,674</u>	<i>See above</i>		SLT	
	To ensure all pupils have equal access to support with home learning.	Provide access to a home learning club and ICT facilities.	1 x Teacher	Autumn 2015 - ongoing	1hr per week After school  Total <u>£1,487</u>	<i>'it is certainly the case that schools whose pupils do homework tend to be successful schools.'</i>  Sutton Trust  Low impact, low cost, +1month	All pupils supported in completion of home learning and provided with quiet space and access to ICT facilities as required.	data	
To improve attendance of disadvantaged pupils.	To provide incentives for parents and pupils to improve whole school attendance and	Several Officers	ongoing	Cost of certificates prizes - Ice Cream Van		Attendance of disadvantaged pupils to be in line with rest of school in order to	data	Attendance data	

		reduce persistent absenteeism .			Total <u>£200</u>		achieve accelerated pupil progress.		
Teaching and Learning	To provide Quality First Teaching through professional learning.	Continuing Professional Development in response to the Sutton Trust and Ofsted case studies. Marking & Feedback Building on Prior Learning, Moderation	Several Teachers and Officers		( All disaggregated hours)  Cover for Phase leaders visit Townfields provided by  1 afternoon (3 hrs)  Total £13,387	What Makes Great Teaching? Review of the underpinning Research October 2014 Sutton Trust  <i>Pedagogical- content knowledge – The most effective teachers have deep knowledge of the subjects they teach. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content and identify common misconceptions.</i>  <i>Quality of Instruction – Includes elements such as effective questioning and use of assessment by teachers</i>	Use National best practice to inform staff CPD, remove barriers to learning and lead to more effective T&L. All T&L to be at least Good.	SLT	See Staff training Programme and Monitoring Calendar Lesson Observations.
		Provide CPD for LSA's Deliver training sessions to establish clear expectations and up skill TA's in order for them to move learning forwards.  SPag, Phonics, Calculation, Prior Learning.	Several Teachers and Officers		X2 training days & 8hours of training all TA's  Total <u>£2,805</u>  Each teacher (x15) attends the training days (13hrs). Following teachers lead 1 hour  Total <u>£6,456</u>	Oxford School Improvement Teaching Assistants – A guide to good practice.  <i>'It is useful to foster a shared understanding in school that the value of the TA role is not in task management &amp; completion, but in helping &amp; prompting pupils to work things out for themselves through the use of effective questioning techniques'</i>	All TA's understand what is expected of them in the classroom and when delivering targeted support. They understand that they are accountable for pupil progress and that the impact of their support is monitored	SLT	See TA training programme.

	To provide additional staffing support for EAL children	Employ EMTAS to provide targeted support to accelerate the progress of disadvantaged children with EAL, focus on early intervention.			Cost of EMTAS  Total <u>£7,650</u>		Progress and attainment of children with EAL in line with ARE	SLT	Pupil Progress data. End of Year assessments.
	To improve attainment in Reading for all groups of learners.	Purchase Accelerated Reader Programme to provide reading resources tailored to individual pupils.	1 x Teacher, 1x Officer		Cost of Accelerated Reader 3 yr programme  Total <u>£5,502</u>	<i>‘There are indications that computer based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self questioning skills’</i> Sutton Trust Toolkit, Reading Comprehension Strategies Moderate impact, low cost,extensive evidence +5 months.	All pupils able to access quality texts at an appropriate level for independent reading. Individual pupil progress monitored and improved to meet and exceed ARE.	SLT	Pupil Progress data.
TOTAL EXPENDITURE					£268,620				
PUPIL PREMIUM ALLOCATION					£258,900				
WPS BUDGET					£9,720				