

**WOODHOUSE WEST PRIMARY SCHOOL**  
PROPOSED PUPIL PREMIUM SPENDING PLAN 2017-2018

**Barriers for Disadvantaged Pupils Nationally**

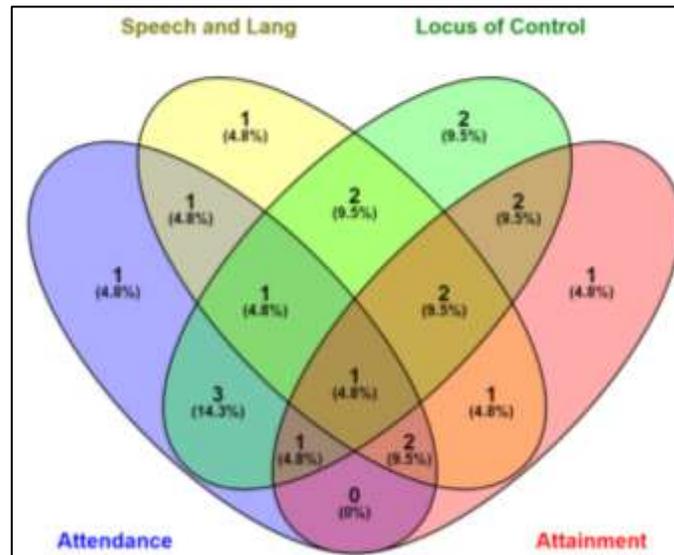
Nationally, children who are disadvantaged have a number of barriers which prevent them, on average, achieving as well as their peers. Research shows that the following are the most common barriers to disadvantaged pupils attaining well: When compared to their peers, disadvantaged pupils on average:

- have less home support for their learning
- have weaker language and communication skills
- are more likely to have significant difficulties in basic literacy and numeracy skills
- experience more frequent behaviour difficulties
- are less likely to believe they can control events that affect them (external locus of control).

(Tackling low educational achievement, Joseph Rowntree Foundation, 2007)

**Summary of the main barriers to educational achievement faced by eligible pupils at the school**

Due to the large numbers of pupils who are disadvantaged, it does not make sense to view them as a homogenous group. Therefore, the school aims to identify the specific barriers to individual pupils, and attempt to address these on a child-by-child basis. A pilot project in Year 6 in 2016-2017 trialled a process whereby the children were screened using a range of validated questionnaires and behaviour measures. In 2016-2017, screening showed that significant numbers of children not only had barriers to achieving well, but also often had multiple barriers (see figure 1).



A provision map was then created outlining interventions designed to address the specific barriers to individual children’s progress. This led to significantly improved outcomes, with disadvantaged pupils making better progress than ‘other’ children nationally, and with attainment being broadly in line with ‘others’ (see tables 2 and 3 below).

**Table 2: KS2 Progress 2017**

	Reading	Writing	Maths
2016-2017	+2.8	+3.9	+0.7
2017-2018	+0.1	+2.3	+0.1

**Table 3: KS2 Attainment 2017**

EXS	Reading		Writing		Maths		Combined		GPS	
	EXS	National ‘other’	EXS	National ‘other’	EXS	National ‘other’	EXS	National ‘other’	EXS	National ‘other’
2017	79%	77%	71%~	81%	75%^	80%	63%^	67%	81%	77%

^ ~ One child and two children respectively away from national average; one child was in an NHS mental health provision and therefore could not take the test, but was included in attainment data. Another’s mother had a mental health episode one week prior to the tests and had to be collected by the police and re-homed; the child was exhibiting significant self-harming behaviours during SATS testing week.

As this pilot project was successful, the approach is being rolled out across school in 2017-2018, starting in Years 2, 5 and 6.

In addition, across the school disadvantaged children will be supported through quality first teaching approaches. These include high quality feedback (+8 months), mastery learning (+5 months), reading comprehension strategies (+5 months), small group tuition (+4 months), social and emotional learning (+4 months) - see EEF toolkit; <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>. These approaches were successful last year for children reaching the end of KS2. However attainment in EYFS and KS1 was still below national ‘others’.

**Whilst there are individual barriers to learning, whole school data also shows several specific issues:**

- In 2015-2016, attendance for disadvantaged pupils was lower than the national average for other pupils (92.3% v 96.6%), and the percentage of disadvantaged children who were persistently absent was also higher than national. However, analysis of school's attendance shows that term-time holidays are a major factor in poor attendance, and these are taken disproportionately by our disadvantaged families. Any family who takes a holiday during term time are put forward for a fine, however this is not having an impact in terms of reducing the number of holidays taken. Attendance issues related to safeguarding concerns (e.g. children having to move out of Sheffield due to the risk of violence against the family) also have a significant impact on attendance, and disproportionately affect our disadvantaged families.
- Screening carried out in EYFS last year, and again in Autumn 2017, by the school's Speech and Language Therapist shows that a high proportion disadvantaged pupils have language and communication delay on entry to school. Research shows that more than half of children starting school in socially disadvantaged areas of England have delayed language (Development and disadvantage: Implications for early years and beyond, International Journal of Language and Communication Disorders, 37(1), 3-15, 2002). Disadvantaged pupils may enter school having heard up to 35 million fewer words than their better-off peers (The Early Catastrophe: The 30 Million Word Gap by Age 3, American Educator, 27(1), 4-9, 2003).
- Screening in Y6 in 2016-2017 (using the Nowicki-Strickland Locus of Control) shows that 57% of disadvantaged pupils scored in the top 15% of responders nationally, showing a high level of external locus of control. This indicates that they feel that success is a matter of chance and that they are not able to influence their own life chances. Research show that 'developing the social and emotional skills which give young people the resilience, persistence and motivation to deal with the stresses and the rebuffs of everyday life, are key to being able to move up the social ladder' (7 Key Truths about Social Mobility, The interim report of the all-party parliamentary group on social mobility, May 2012).
- Last year, progress for higher prior attaining disadvantaged pupils across KS2 was negative (although there were only 3 of these children). Higher prior attaining pupils will be a priority for 2017-2018.

The pupil premium strategy outlined below will be reviewed on an interim basis, prior to budget setting (April 2018) before being fully reviewed by 24 July 2018.

Number of pupils and expected funding 2017-2018	
Total number of pupils on roll	377
% eligible for deprivation pupil premium	44%
Amount of Pupil Premium per pupil - PP	£211200
Amount of Pupil Premium– LAC children	£1500
Amount of Pupil Premium - Nursery PP	£795
<b>Total amount of expected Pupil Premium funding</b>	<b>£213495</b>

#### Objectives in spending Pupil Premium Grant:

1. To increase the % attendance of children in receipt of pupil premium funding so that it is in line with all pupils nationally.
2. To maintain the outcomes achieved in 2017, with children being broadly in line with national 'others' at KS2, and to close the gap in the percentage of disadvantaged children at EXS and 'others' at KS1 in reading, writing and maths. This will be achieved through the accelerated progress of 'disadvantaged' pupils relative to all pupils nationally.
3. To improve outcomes at greater depth (GDS) for disadvantaged pupils, to bring them in line with 'others' nationally at KS1 and KS2.
4. Increase levels of communication, language and literacy (CLL) so that there is an increasing % of children at age-related expectations for CLL, to close the gap with national averages.
5. Broaden the vocabulary and use of technical vocabulary of our children in receipt of pupil premium funding through a range of enrichment activities (including residential), in order to raise attainment and progress.

Pupil premium activity	Barrier to learning / intended area of impact	Intended outcome	Cost	Milestone to measure impact	Outcome
Specific intervention for maths in Y6 (Sheffield Sharks)	Attainment & progress	Weekly project after school to support with key numeracy skills. Impact will be accelerated progress in key maths STAT objectives in the Spring / Summer terms.	£1600	Pupil progress data shows an increasing % of children at ARE in maths in Spring and Summer terms for Sharks pupils.	
Increased participation in residential (Whirlow, Scarborough and Thornbridge), and other trips, due to subsidising costs.	Language and communication, attainment & progress.	100% participation in residential by children in receipt of pupil premium. Increased breadth of vocabulary and quality of writing.	£10000	Percentage participation in residential (100% participation by PP children); pupil interviews following residential; pupil progress (writing).	

Employing an additional teacher to remove the need for mixed year classes in Y6	Attainment & progress	Accelerated progress of children in receipt of pupil premium funding in Y6 in each of reading, writing and maths, with an increasing % at ARE term on term.	£51911	Pupil progress meeting, lesson observations, work scrutiny, performance management target setting / review.	
Employing an additional TA to support with the social and emotional needs of children in school	Social and emotional support	Vulnerable pupils, referred by class teachers, offered a range of established and/or bespoke packages of support, both in and out of class.	£18692	Range of interventions delivered, leading to a reduction in reported behavioural outcomes in class (behaviour achievement scores).	
Employing additional learning mentor to support nurture / counselling provision (0.6)	Resilience / locus of control / attendance	Vulnerable pupils offered support as appropriate.	£19936	Spotlight meetings, behaviour intervention impact sheets and number of cards show a reduction in instances of behaviour related to SEMHD issues.	
Employing home-school link worker to support with raising attendance	Attendance	Walking bus established. Attendance of pupil premium children improves to closer to the national average.	£22419	Increasing participation in walking bus term on term. Increased average attendance of PP children.	
Purchasing IRIS software for peer critique / reflection on teaching practice	Attainment & progress	Peer critique of teaching (different termly focus) leads to improved quality of teaching. Intended outcome; 100% of teaching is judged as good or better.	£4937	100% of teaching judged as good or better during lesson drop ins / observations.	

Staffing for Inclusion provision	Social and emotional support	Increased capacity to support our most vulnerable learners, and support to develop the skills of teachers in this area.	£42783	Inclusion suite teaching group (daily each morning), leading to a reduction in barriers to learning in class, and improved attainment.	
Speech and Language Therapist working 1 day per week in school	Language and communication	Classroom environments are all language rich and support children with communication issues. TAs are trained in specific language interventions. Children access appropriate language interventions and make rapid progress in developing language skills.	£8791	Report from SALT on classroom environments.  TA feedback on training.  Pre and post intervention scores show rapid improvement.	
Waterstones trip	Attainment and progress	Children develop a love of reading.	£3170	Feedback from children across school	
Jamie Heathcote training	Attainment and progress	Staff better support pupils in their understanding of maths, using concrete resources (Numicon).	£300	Improvement in maths outcomes across school	
Numicon resources	Attainment and progress	Staff are better able to support pupils in their understanding of maths (Numicon).	£255.60	Improvement in maths outcomes across school	
2x TA salary for 1:1 SALT interventions (afternoons )	Language and communication	Children develop their communication through 1:1 speech and language interventions	£18692	Pre and post intervention scores show rapid improvement.	
A portion of the money has not currently been allocated and will be 'bid' for by phase leaders to overcome specific barriers to each cohort's learning throughout the year.			£10000		
<b>Total</b>			<b>£213487</b>		