



Woodnook Primary School

2017-18 Pupil Premium Plan

Pupil Premium Grant Summary	
Number of Pupils	195
Number of pupils eligible for PPG	86
Total PPG received	£101,639

Internal Barriers to future attainment of PP pupils	
<p>High proportion of pupils with language difficulties (including EAL pupils) giving rise to poor:- vocabulary acquisition/ lack of ability to use higher levels of Standard English comprehension / inference and deduction skills retention of previous learning in maths and English ability to reason and apply in mathematics</p>	
External Barriers to future attainment of PP pupils	
<p>Attendance – Tracking is termly and actions to tackle absence are in place. Many families take extended holidays to visit extended family during term time. Limited access to good language role models in the home environment Narrow life experiences outside of school Low parental aspirations High mobility rates (White British pupils) High levels of deprivation Parenting skills / Difficult home circumstances that can impact children’s daily life in school</p>	
Desired Outcomes	Success Criteria
PP children will to attain in-line or better than their non-PP peers	<p>In line with whole school targets, at least 85% of PP children will be at age-related expectations or above at the end of the year. 30% will be above age-related expectations. This will be closely monitored through termly PP data reports to SLT and at termly Pupil Progress meetings.</p> <p>Achievement Data Summer 2018 5/7 = 71% PP chn achieved GLD compared to 13/25 = 52% non PP</p>

	Reading		Writing		Maths	
	All%	PP%	All %	PP%	All%	PP%
Year 1	68	60	41	40	50	60
Year 2	68	86	56	86	64	86
Year 3	55	65	48	65	55	60
Year 4	58	43	47	14	50	43
Year 5	71	63	36	25	43	38
Year 6	44	38	56	63	50	50

3 of the 10 disadvantaged pupils (30%) only joined the school in Year 5 and had

To accelerate the progress of all PP children

Assessment data will show that 100% of PP children make good or better progress (3 steps or more). This will be closely monitored through termly PP data reports to SLT and at half termly Pupil Progress meetings.

Terms progress. (Expected progress is 1.0 per term (entering to developing / developing to secure etc).



	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Year 1	2.77	2.6	2.5	2.4	2.77	2.6
Year 2	2.96	2.71	2.96	2.71	3.12	2.71
Year 3	2.78	2.8	2.75	2.9	2.85	2.9
Year 4	2.77	3	2.77	2.71	2.7	2.78
Year 5	3.21	3.16	3.1	3.16	2.89	3.0
Year 6	3.06	3.1	3.06	3.4	2.87	3.0

Some of the progress steps are affected by steps being measured by PIVATs which makes comparisons difficult.

Objective	Chosen action/approach	Evidence and Rationale	Implementation
To develop communication friendly environments throughout the school	Three twilight sessions delivered by Speech Therapist to ensure a consistent Woodhook approach that build upon prior	Poor oracy skills at baseline SALT referrals Poor language for learning Poor home language/ language	3 twilight sessions including preparation and travel £600 £40 per hour for 117 hours of

	<p>learning/experiences</p> <p>Speech therapist and assistant to:-</p> <ul style="list-style-type: none"> • Support class based staff to identify children who are struggling with Speech and Language difficulties. • Develop resources to support staff to develop language • Work with individuals whose difficulties are below threshold intervention • Provide pre-referral assessment and advice strategies • Baseline assess the CLL of all reception children • Work with and offer advice to parents and carers as appropriate. 	<p>that does not support academic learning</p> <p>Health professionals advice and involvement</p>	<p>qualified staff time = £4680</p> <p>£27 per hour for 195 hours of non- qualified staff time =£5,265</p> <p>Total £10,545</p> <p>Review July 2018</p>
<p>Close the learning gap between PP children and others.</p>	<p>Effective delivery of in class interventions.</p>	<p>Learning gap evident on entry to school. Without intervention the learning gap can widen further.</p>	<p>Rigorous and regular tracking and monitoring by class teachers. Termly analysis by PP co-ordinator and reported to SLT. Liase with teachers and interventions staff. Staff trained on interventions and attend relevant courses.</p>
<p>To ensure that learning gaps are quickly addressed following the return of children who have taken extended holidays</p>	<p>Effective delivery of bespoke interventions both in class and 1-1 as appropriate.</p>	<p>Children who have taken extended holidays can miss specific units in English and Maths that are not visited regularly throughout the year and the impact is more noticeable the following year.</p>	<p>Teaching Assistants to deliver interventions under the supervision of the class teacher. Monitoring by the English and Maths co-ordinators to assess the effectiveness of delivery. £87,594 (Staffing Costs)</p>
<p>To provide first hand experiences</p>	<p>Staff to identify experiences at the</p>	<p>Many children are unable to</p>	<p>Curriculum lead to collate a</p>

as often as possible to enrich the curriculum.	start of the year and link to curricular areas to ensure that during their journey through the school childrens' experiences are broadened and developed.	recount experiences during the holidays or at weekends beyond visiting family, going to mosque or the park.	directory of experiences linked to each year group/class. £5000
Increase parental involvement Provide training opportunities	Provide training opportunities Parent Workshops Meet the Teacher Increase community events Encourage activities that parent and children can do together.	More awareness of the curriculum allows parents to assist children better. New skills can be transferred to improve lives.	Delivery of courses by outside agencies with accredited qualifications. Staff expertise to deliver workshops Links to opportunities and support in the local community £500

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