

## Pupil Premium Statement – 2019 -2020

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM); the number of children of service families; and the number of pupils who have been 'Looked After' (in care) for 6 months or more, or have been adopted from care in the last seven years. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. (EV6)

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

Summary Information					
School	Woodham Burn Community Primary School	HT Mrs Riannon Edwards	Disadvantaged/PP Governor: Tracy Roberts – meetings held half termly		
Academic Year	2019-20	Total PP Budget	£163,440.00	117 fsm pupils @ £1320; 3 service children @ £300; 3 Looked After Children @ £1700; 10 EYFS children @ £300	
Total Number of pupils	216	Number of Pupils eligible for PP	<b>123 (57%) Increase of 4 percentage points since 2018-19</b>	Date of Review	
Strategy Reviews	October 2019	February 2020	July 2020		

### Current Attainment

Reception Profile Data 2019

National GLD: 74% (2018)

% Children Achieving GLD		% Children Not Achieving GLD		% Girls Achieving GLD		% Boys Achieving GLD		SEN Children Achieving GLD		PP Children Achieving GLD		Summer Born Achieving GLD	
28/36	78%	8/36	22%	14/16	88%	14/20	70%	4/6	67%	12/19	63%	5/9	56%

KS1 Outcomes 2019

Subject	2018 National	2019 Percentage all children achieving expected standard  (gap between school and national)  25 children	Greater Depth  (gap between school and national)	2019 Percentage all children achieving expected standard  Pupil Premium (gap between school and national)  12 Children	Greater Depth  Pupil Premium (gap between school and national)
Mathematics	76/22%	76% (0)	16% (-6)	67% (-9)	25% (+3)
English Reading	75/26%	80% (+5)	32% (+6)	67% (-8)	33% (+7)
Writing	70/16%	76% (+6)	32% (+16)	67% (-3)	33% (+17)

**KS2 Outcomes 2019**

Subject	2019 National Stats (interim)	2019 Percentage all children achieving expected standard  (gap between school and national)  31 children	Greater depth  (gap between school and national)	2019 Percentage all children achieving expected standard  (gap between school and national)  Pupil premium 19 Children	Greater depth  (gap between school and national)  Pupil Premium
Mathematics	79%/24%	77% (-2)	6% (-18)	68% (-11)	11% (-7)
Average scaled score mathematics	105	103 (-2)		102 (-3)	
English Reading	73%/28%	71% (-2)	16% (-12)	63% (-10)	16% (-12)
Average scale score reading	104	103 (-1)		103 (-1)	
English grammar, punctuation and spelling	78%/34%	81% (+3)	29% (-5)	84% (+6)	26% (-8)
Average scaled score gps	106	106		105 (-1)	
Writing	78%/20%	74% (-4)	19% (-1)	79% (+1)	21% (+1)
Reading, Writing and Maths Combined	65%/10%	68% (+3)	0% (-10)	68% (+3)	0% (-10)

Barriers to Future Attainment for Pupils eligible for PP	
Barriers Within School- also based on research from EEF, NFER, FFT Aspire, staff and pupil discussions	
1.	<p>The percentage of children working at ARE is rapidly approaching being in line with or even above, National Standards in KS1, however, a gap remains between outcomes in reading, writing and mathematics for pupil premium children and all children. Although children working in greater depth score better than national in reading and writing, in mathematics there is still a gap between the outcomes for pupil premium children and for all children.</p> <p>In KS2 there has been a significant improvement in all outcomes at the end of the Key Stage, however, the gap between school outcomes and National for pupil premium children is larger than for all children in reading and mathematics at ARE. Outcomes in RWM combined for all pupils, including pp pupils is better than national at ARE, however, at greater depth, for all pupils, including pp pupils, there is a gap of 10 percentage points.</p>
2.	Uneven distribution of PP pupils across the school resulting in some classes having significantly higher levels of need. There is a general trend of increased numbers of children qualifying for PP support.
3.	Many pupils identified as PP also have significant SEND needs. Although progress for these groups can be swift, attainment is often lower than for others.
4.	Increased social, emotional and behavioural issues for children and parents continues to impact on attainment/progress.
5.	Lack of parental involvement/engagement with some pupils eligible for PP may lead to lack of progress across school
External Barriers to Learning	
1.	Although rapidly improving, attendance for PP children continues to be lower than other children and may lead to under achievement.
2.	Lack of experiences and activities for children eligible for PP can lead to poor speaking and listening skills and access to a significantly smaller range of vocabulary than all children Nationally.
3.	Many PP pupils come from families officially designated to be living 'in poverty'.
4.	Many of the most recent cohorts of PP pupils have attended more than one school which leads to a lack of continuity in education.

Desired Outcomes	Success Criteria
1. Gaps in reading, writing, GPS and mathematics at Age Related Expectations and Greater Depth to be closed.	The gap will close to less than -2 at ARE and to no more than -5 at GD in Reading, Writing and Mathematics.
2. Progress for all groups identified as PP will continue to be at least in line with all other groups of learners.	
2. Children will continue be taught in smaller classes to enable higher staff/pupil ratio for all and in particular, higher teacher/child ratios (as opposed to non-teaching of staff).	<p>The proportion of time a teacher spends with each child will be increased.</p> <p>Child/adult interactions will be planned and focused and result in measureable impact.</p>
3. The pastoral leader will continue to work with parents of disadvantaged children with identified social and emotional issues, or issues relating to attendance.	<p>Not less than 95% of parents meeting the criteria will continue to engage with the pastoral leader and undertake relevant programmes of work and support.</p> <p>Attendance for PP pupils will meet set targets and the percentage of persistent absentees from this group will reduce to below 15.</p>
4. The revised curriculum will provide wider and more focused opportunities for development and achievement of all pupils, including PP pupils.	<p>Measureable outcomes for all pupils will continue to improve rapidly in the following areas:</p> <p>Academic (reading, writing and mathematics)</p> <p>Behaviour and exclusions</p> <p>Engagement in wider opportunities eg out of school activities.</p>

Planned Expenditure 2019/20

1. Quality of Teaching for all

Desired Outcomes	Chosen Approach	Evidence for this and rationale for choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Evaluations and Review
Effective leadership continues to be in place to support quality first teaching at 'good' or above across the school	Maintenance of current leadership structure (Head, Deputy and Assistant Head)  Devolvement of curriculum leadership across other teaching staff.	Historically, audits identified lack of leadership capacity to influence quality teaching. Following improvement in this area, focused leadership is to be rolled out to support focused curricular development.	Performance management arrangements.	HT	Termly and at end of the academic year.	
Effective but efficient marking is in place throughout the school. Feedback is focused and impact on outcomes and progress are measurable.	Continued training and support for staff from AHT and outside agencies on effective feedback. Review of Marking Policy/use of codes 1 to1 feedback given high priority by all staff	This is vital in ensuring that pupils know their next steps in learning in order to move on. Evidence shows that this has very high impact for little cost but identifies individual needs and provides support for those needs NFER(3,4)	Monitoring of books, pupil discussions-SMT/TR Discussions with staff Data Analysis	HT with AHT	Termly at meetings of SLT and with governing body.	
Gaps in all subjects at Greater Depth (GD) will close across school	Interventions in place for the HAG where identified to be an issue. Challenge for the HAG to be priority in all classes	At the GD standards the PP pupils are not attaining as highly as NPP in reading, writing and mathematics. NFER(3,4)	Monitoring of books, pupil discussions Discussions with staff Data Analysis – impact on outcomes	HT/DHT	ditto	
Gaps in maths will close in KS1 and 2. Less than – 5 and at least in line with NA	Review of mathematics scheme of work across the school. Continuation of current teaching methods with strong focus on both basics and on problem solving/reasoning	Attainment in mathematics has traditionally been a school strength but this dipped in last two years. Though recovery has taken place, it is not yet in line with former attainment levels.	Impact on data termly Lesson Observations Book scrutiny Drop in sessions Discussions with Maths Lead External moderation by EDP and EDA/TR	HT/DS	ditto	

Gaps in reading and writing in KS1 and in reading in KS2 to narrow to less than -5 in all key stages.	Maintenance of Accelerated Read from Y1 – Y6.  RWI phonics training for all staff including KS2 teachers.  Participation in 'No More Marking' national moderation.  Engagement in Philosophy for Children Programme to support metacognitive approach.	Data shows this to be an area of priority across the school especially encouraging the pupils to read for pleasure. Reading is the key to success in all areas of the curriculum and therefore all pupils must be given the opportunities to read in school and develop their comprehension skills NER research shows that when there is QFT and individual needs are met then this leads to increased attainment for PP pupils	Impact on data termly Lesson Observations Book scrutiny Drop in sessions Discussions with Literacy Lead External moderation by EDP and EDA/LC	HT/AHT	ditto	
Budgeted Cost					£42,000 intervention (teaching assistants), resources, CPD £45,000 appointment of AHT	
<b>2. Targeted Support</b>						
Improved progress for high attaining PP pupils especially in reading and writing at KS2 so that the gap is closed to less than -5	Weekly sessions for HAG in maths reading and maths Improved resources especially in maths Booster groups in areas of highest need across school-Y1/Y3 Homework clubs across school Parent Meetings	Extra support will maintain and improve high attainment. Small group interventions have proved to be very effective as discussed in the EEF toolkit Pupils are motivated	Impact on data termly Lesson Observations Book scrutiny Drop in sessions Discussions with Literacy/Maths Lead Parental discussions	HT/DHT Lit and maths leads		
Extended and more focused early years provision (15 and 30 hour provision)  Introduction of toddler group for babies and 2 year olds	Nursery provision offered to rising 3 and 3 year olds, giving most children 5 terms in nursery prior to starting school  Spring term 2020, toddler group offered to	EEF provides strong evidence that early intervention is of high impact, particularly where there is a wide mix of children accessing the setting for a	Impact on data termly Observation of groups Book scrutiny Drop in sessions			

	babies and younger children.	sustained period of time.				
Improved outcomes in reading, writing and maths for PP pupils Booster classes and groups in areas of specific need	<p>Reading interventions by class teachers, facilitated by employment of PE specialist to release them.</p> <p>Accelerated reader from Y1 – Y6</p> <p>Specific teaching in small groups across school in identified areas of need.</p> <p>Participation in standardised moderation of writing tasks via 'No More Marking'</p>	<p>All children must securely know 'non-negotiables' for their age and stage in order to be able to move on.</p> <p>Areas of highest need across school to be identified and will access small group intervention and teaching as per above.</p> <p>National moderation will validate teacher assessments in writing and help identify gaps</p>	<p>Impact on data termly</p> <p>Observation of groups</p> <p>Book scrutiny</p> <p>Drop in sessions</p> <p>Discussions with Literacy/Maths Lead</p>	DS/AHT		
Improved outcomes in spelling/GPS/mathematics basic skills across school	Identified basic skills teaching time every day for both literacy and mathematics	<p>All children must securely know 'non-negotiables' for their age and stage in order to be able to move on.</p> <p>Targeted intervention with the youngest pupils in order to avoid issues in KS2</p> <p>All pupils must be able to read fluently and comprehend the books they read by the end of KS1</p>	<p>Impact on reading/VGPS outcomes</p> <p>Observations</p> <p>CPD evaluations</p>	AHT/DS		
All children to be taught in small classes to improve teacher/child ratio across this area of need	A teacher employed to create six classes Support staff to work across the classes	Smaller groups leads to higher 1-1 input and targeted teaching	Monitoring-books, lessons, pupil discussions Test results to show progress	HT		
Budgeted Cost					£42000 additional teacher, booster staff, resources, CPD, ICT	

3. Other Approaches						
Improved parental involvement from YN Engagement of vulnerable families in projects Mentoring vulnerable children Behaviour support and coaching to vulnerable children and families.	Continued employment of a full time Pastoral lead to work with reluctant parents and parents with family issues Supporting pupils across school with specific needs	Parents are reluctant to come into school to see the leadership team when it is a very personal often financial matter. Building up a relationship with the Pastoral Leader, means that they are more likely to engage. Parent groups run on basic skills and basic finance. Sutton Trust – moderate impact NFER-( 2,4, 5)	Regular weekly meetings with the Pastoral Leader to review families involved and children and identify priority children across school with any emotional, social issues that need following up. Discussions on how attendance impacts on progress at parental groups Feedback from parents and professionals Data for identified pupils	SENDC O FA/KR		
Improved Attendance of PP pupils to 96% and reduce PA in PP	Breakfast Club The use of rewards – prizes and visits and whole school approaches	This is an area of need for the school and the need to improve outcomes requires the children to be in school. NFER document (1, 2) the EEF highlight this as a key step.	Monitoring of breakfast club – impact on attendance Attendance data analysed half termly to ensure impact on improving picture of attendance	KR		
Enhanced opportunities provided for pupils to allow access to a wider and more relevant curriculum.	Revision of wider curriculum including out of school hours opportunities. Visiting authors, , theatre visits and companies in school, links with the library, and help with costs towards visits and the residential in Y6	Many PP pupils in our school do not get to go to places like the theatre or museums or outside the immediate local area. It is our intention to give them the best experiences we can in order to impact on outcomes for example having an experience to write about.	Participation in visits Impact on outcomes Discussions with parents and carers	HT		
Budgeted Cost					£38000	pastoral leader,, enhancements, attendance, parent groups
Total Budgeted Cost					£167,000	-£3560