

Pupil Premium Statement – 2018 - 2019

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	2018/19	Total PP Budget	£147,240.00		
Total Number of pupils	228	Number of Pupils eligible for PP	120 (53%) (49% 2017/18) National 24% YR: 17/34 50% Y1: 22/42 52% Y2: 15/28 54% Y3: 12/27 44% Y4: 16/39 41% Y5: 21/29 72% Y6: 17/32 53%	Date of Next PP Strategy Audit October 2018	EDP Audit January 2019
Strategy Reviews	October Review	January Review	April Review		July Review

Reception Data 2018

	Non FSM/EV6	FSM/EV6	Gap
GLD	83%	71%	-12
Reading	100%	71%	-29
Writing	100%	71%	-29
Number	100%	76%	-24
SSM	100%	100%	0

	Non FSM/EV6	FSM/EV6	Gap
Exceeding GLD			
Reading	38%	10%	-28
Writing	24%	12%	-12
Number	14%	0%	-14

Year 2 Results 2018

Subject	Percentage all children achieving expected standard 2017	Percentage all children achieving expected standard 2018	Percentage all children achieving greater depth within the expected standard 2017	Percentage all children achieving greater depth within the expected standard 2018	Percentage children achieving expected standard 2017 Pupil premium	Percentage children achieving expected standard 2018 Pupil Premium
Mathematics	69%	81%	10%	11%	53% gap - 16	88% gap +7
English Reading	62%	67%	13%	14%	40% gap - 22	75% gap + 8
Writing	67%	70%	5%	19%	40% gap - 27	59% gap - 11

KS2 Results 2018

Subject	2017 Percentage all children achieving expected standard	2018 Percentage all children achieving expected standard	2017 Percentage children achieving expected standard Pupil premium	2018 Percentage children achieving expected standard Pupil premium
Mathematics	50%	53%	27% gap - 23	46% gap - 7
Average scaled score mathematics	102	102	98 gap -4	106 gap +4
English Reading	66%	66%	60% gap - 6	54% gap - 12
Average scale score reading	102	105	93 gap - 9	109 gap + 4
English grammar, punctuation and spelling	53%	78%	27% gap - 26	71% gap - 7
Average scaled score gps	102	107	99 gap - 3	106 gap - 1
Writing	53%	66%	27% gap - 26	61% gap - 5

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.	Despite significant improvement since 2017, some gaps in writing are evident at the end of KS1 and in writing and mathematics in KS2.
2.	Uneven distribution of PP pupils across the school resulting in some classes having significantly higher levels of need.
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 has 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.	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 Literacy skills
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 to be closed.	The gap will close to less than -7 in all areas
2. Progress for all groups identified as PP will be at least in line with all other groups of learners.	
2. Children will be taught in smaller classes to enable higher staff/pupil ratio for all.	The proportion of time a teacher spends with each child will be increased. Child/adult interactions will be planned and focused and result in measureable impact.
3. The pastoral leader will work with parents of disadvantaged children with identified social and emotional issues, or issues relating to attendance.	Not less than 95% of parents meeting the criteria engage with the pastoral leader and undertake relevant programmes of work and support.
4. Parental involvement and engagement increases, particularly in relation to attendance issues and supporting reading and rote learning at home.	Attendance for PP pupils will meet set targets. Parental engagement will improve from a given starting point to an identified end point .

Planned Expenditure 2018/19						
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 is in place to support quality first teaching at 'good' or above across the school	Appointment of Assistant head Teacher to lead teaching in KS2. DHT to lead teaching in KS1 and EYFS	Audits have identified lack of leadership capacity to influence quality teaching.	Performance management arrangements.	HT	Termly and at end of the academic year.	October 2018 AHT appointed DHT is KS1 and EYFS lead. January review No further update April review

						No further update
Effective but efficient marking is in place throughout the school. Feedback is focused and impact on outcomes and progress are measurable	Training 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.	Marking policy extensively revised and new policy now in place. Monitored by SLT and governors during spring term. Some amendment introduced as a result, inc use of labels to determine LO in KS1 and lower KS2.
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 NFER(3,4)	Monitoring of books, pupil discussions Discussions with staff Data Analysis – impact on outcomes	HT/DHT	ditto	Statistics across the year show decreasing gaps and increase overall in pupils working at GD (see attached results)
Gaps in maths will close in KS2 Less than -7 and at least in line with NA	Review of teaching maths – introducing reasoning across the week and basic skills sessions. Continuing CPD in reasoning and problem solving for all staff Audit of resources and more practical maths introduced in KS1	Attainment in mathematics has traditionally been a school strength but this has dipped in last two years.	Impact on data termly Lesson Observations Book scrutiny Drop in sessions Discussions with Maths Lead External moderation by EDP and EDA/TR	HT/SW	ditto	Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils.
Gaps in reading, GPS and writing to narrow to less than -6 in all key stages.	Introduction of Accelerated Reader. Comprehension/Guided Reading taught weekly Cracking Writing and related assessment used weekly 1-1 reading encouraged through parent meetings/use of planners Training for all staff. EDA on teaching reading Phonics remains high profile across the school Designated GPS time for all classes every day	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 NFER research shows that when there is QFT and	Impact on data termly Lesson Observations Book scrutiny Drop in sessions Discussions with Literacy Lead External moderation by EDP and EDA/LC Appointment of part-time accelerated reading lead to scrutinise implementation and data on weekly basis.	HT/LS	ditto	Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils.

		individual needs are met then this leads to increased attainment for PP pupils				
Budgeted Cost					£40,000 intervention (teaching assistants), resources, CPD £45,000 appointment of AHT	
2. Targeted Support						
Improved progress for high attaining PP pupils especially in reading and writing at KS2 so that the gap is closed to less than -10	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		Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils.
Improved outcomes for YR PP pupils with gap narrowing to less than -6.	Baseline Assessments to take place in September 2018 Children identified and interventions in place	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 Observation of groups Book scrutiny Drop in sessions			Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils.
Improved outcomes in reading, writing and maths for PP pupils Booster classes and groups in areas of specific need	Reading interventions Accelerated reader Use of focused writing and assessment resource Specific teaching in small groups across school in identified areas of need.	All children must securely know 'non-negotiables' for their age and stage in order to be able to move on. Areas of highest need across school to be identified and will access small group intervention and teaching as per above.	Impact on data termly Observation of groups Book scrutiny Drop in sessions Discussions with Literacy/Maths Lead	SW/LS		Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils. Booster classes and focused intervention groups operating across all year groups.
Improved outcomes in spelling/GPS across school	Identified basic skills teaching time every day	All children must securely know 'non-negotiables' for their age and stage in order to be able to move on. Targeted intervention with the youngest	Impact on reading/VGPS outcomes Observations CPD evaluations	Literacy Lead LS		Statistics across the year show decreasing gaps and improvement in standards across all groups of pupils.

		pupils in order to avoid issues in KS2 All pupils must be able to read fluently and comprehend the books they read by the end of KS1				
All KS2 children to be taught in small classes to improve adult/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		All children across the school are currently taught in small classes with a high ratio of teacher to child. Support staff are employed to target specific needs and gaps.
Budgeted Cost					£40000 additional teacher, booster staff, resources, CPD, ICT	
3. Other Approaches						
Improved parental involvement from YN Engagement of vulnerable families in projects Mentoring vulnerable children	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		Pastoral manager in place with clear focus on targeting vulnerable children and families. Extensive ongoing revisions made to behaviour support and parental engagement programmes across the year. Strong focus on PP persistent absentees has caused significant improvements .
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	Monitoring of breakfast club – impact on attendance Attendance data analysed half termly to ensure impact on improving picture of attendance	KR		Strong focus on PP persistent absentees has caused significant improvements . Whole school attendance is

		highlight this as a key step.				on track for 96% by end of the year.
Enhanced opportunities provided for pupils to target reading and allow them to take part in visits	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. 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		Charging policy allows for PP pupils to attend visits without payment including residential visits.
Budgeted Cost					£35000 pastoral leader,, enhancements, attendance, parent groups	
Total Budgeted Cost					£157,000.00	-£9760

Current Statistics Pupil Premium and All Pupils

Data to follow (July 2019)