

Pupil premium strategy / self- evaluation (Primary/Middle)

1. Summary information					
School	Woodhouse Academy				
Academic Year	18-19	Total PP budget	£66,496.00 £978 per pupil	Date of most recent PP Review	
Total number of pupils	455	Number of pupils eligible for PP	68 (15%)	Date for next internal review of this strategy	Jan '19

2. Current attainment (end of 2017/18)		
	Pupils eligible for PP (your school)	Non-PP (national average)
% achieving expected standard/above in reading, writing & maths (KS2 Sats '18)	50%	70%
Average progress in reading (KS2 Sats '18)	2.12	0.31
Average progress in writing (KS2 Sats '18)	-0.35	0.24
Average progress in mathematics (KS2 Sats '18)	-0.91	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of fluency in maths (eg less confidence with tables), weaker literacy skills
B.	A lack of wider experiences which narrows understanding of subjects, careers and reduces motivation
C.	Increased social, emotional and mental health (SEMH) issues leading to lack of resilience, poor concentration/behaviour in lessons
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates leading to lower attainment and progress
E.	Lack of parent support for school activities, leading to weaker organisational and study skills, less motivation, lower attainment and progress

4. Intended outcomes		Success criteria
A.	Strong 'quality first teaching' and appropriate targeted academic interventions will support disadvantaged pupils to make expected or better progress from entry	Pupils to make expected or better progress; Teacher assessment and GL end of year tests demonstrate no significant difference between disadvantaged and non-disadvantaged pupils
B.	All disadvantaged pupils will be offered priority booking for school visits and have the opportunity to undertake additional visits linked to subjects and/or careers, leadership roles and attend school clubs	Disadvantaged pupils will have attended one school club per year, gone on an additional visit per key stage and have undertaken at least one leadership role in their time at Woodhouse.
C.	Disadvantaged pupils with SEMH issues will be offered additional intervention and support with a view to improving outcomes	Feedback from interventions shows changing attitudes/developing strategies etc. Behaviour points to be less than 10 or improved compared with own points in the previous year/term
D.	Attendance support will enable average disadvantaged pupil attendance to be in line with that of other pupils	Average attendance to be within 1 percentage point of other pupils
E.	Parents will be offered help with supporting their child through parent meetings and additional events/strategies Disadvantaged pupils will be given additional support for homework and organisation according to need	All parents of disadvantaged pupils will have priority booking for progress evenings and meet with a member of staff at least once a year. Additional events/support will be offered. Records show improvement with homework, organisation etc.

5. Planned expenditure

Academic Year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Training on differentiation + interactive strategies	Pupils will engage with learning more + make expected or better progress	EEF toolkit shows that improvements in quality first teaching have the greatest effect on children's learning	SLT and subject leads monitor through lesson obs and learning wks	DF	Weekly in learning walks, half-termly for pupil progress
Review of feedback and implementation of more immediate feedback	Pupils will find feedback more effective + make expected or better progress	EEF toolkit shows improvement in feedback has substantial impact	Subject leads ongoing monitoring	DF	Half-termly
Whole staff training on attachment disorder	Staff will implement strategies to enable pupils with attachment disorder to succeed in school	Evidence shows that 1 in 6 pupils have some form of 'uneven parenting' and strategies to support attachment disorder are effective.	Lesson obs and learning walks observing techniques in practice	DF	Weekly learning walks and termly lesson obs
Total budgeted cost					£16,378

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Group/ one to one SEMH courses run in Pupil Support centre with follow-up in lessons	Pupils cope with SEMH issues, engage with learning	Feedback from EEF toolkit shows short courses are effective if linked back into class work	Learning walks and half-termly impact reports	PR and MP	Half-termly
Teacher led small groups	Pupils work on areas of difficulty and make expected or greater progress	EEF toolkit shows this is expensive but can be effective in short courses	Learning walks and half-termly impact reports	DF, SP and NW	Half-termly
Additional set in Y5 to enable pupils to benefit from smaller		Research shows pupils have greater success when the teacher	Ongoing class teacher feed-back to English and maths leads... half-	DF, SP and NW	Half-termly

Teaching assistant led boosters	Pupils work on areas of difficulty and achieve targets	EEF toolkit shows this is effective if TA's are well trained and work feeds back into class work	Learning walks and half-termly impact	DF, SP and NW	Half-termly
TA/tutor support for how to learn and organise learning	Pupils complete homework and classwork, make good progress	EEF toolkit shows teaching meta cognition and self –regulation is effective	PR and pastoral leads will monitor	PR, JZ, CMcK	Half-termly
Employ Educational welfare support	Meet parents and pupils, home visits, improve attendance	Gov educational data shows poor attendance reduces GCSE results	Fortnightly meeting with office staff,	PR, CP	Half-termly

Total budgeted cost £42,961

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Admin time for office staff to priority book meetings and visits	More disadvantaged pupils attend trips, more parents meet with staff	Govt data shows that children make better progress when parents engage with school.	Records of calls will be kept	PGr	Half-termly
Additional small group visits run by librarian with TAs	Broaden experience	Govt data shows that disadvantaged children generally have a narrower experience of life	Records of visits will be kept	VB	Half-termly
Purchase of Rock stars times table software	Improve fluency with tables	Evidence from other schools shows pupils engage well with this resource	Minutes of maths meetings will record progress, half-termly awards for pupil progress will be given, NW will update CB fortnightly	NW	Half-termly
Food tech projects for disadvantaged pupils - parents invited to tastings (summer term)	More disadvantaged parent contact, pupil understanding of healthy eating as part of resilience	Govt data shows that children make better progress when parents engage with school – healthy lifestyle is a priority	Learning walks and observations of activities. Records of attendance.	PR	End of summer term
Support funding available for ingredients, materials, clothing, breakfasts, trips etc.	Disadvantaged pupils can take part in curricular and extra-curricular activities	Evidence shows that the body needs a healthy breakfast to perform well, all pupils should have equal access to the curriculum	Records of support provided	PR	Termly reviews

Total budgeted cost
£7,157

6. Review of expenditure from previous academic year (2017/18) £73, 865

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £18,254
<p>Training for maths mastery, networking meetings to share best practice</p> <p>Networking meetings to develop knowledge of reading and writing moderation and share best practice.</p> <p>English consultant visit to support moderation.</p>	<p>Attainment in maths comparable to other pupils</p>	<p>In KS2 SATs the average scaled score of disadvantaged pupils for maths was 100 (whole school 104). By the end of Y8, all pupils targeted for S+ achieved their target in both reading and maths. End of year GL tests demonstrated no significant difference between school disadvantaged pupils and other pupils nationally.</p> <p>shows our disadvantaged pupils are attaining well compared to others.</p>	<p>The maths lead will meet fortnightly with SLT. Visits to other schools will focus on developing reasoning skills.</p>	
<p>Progress and attainment in reading and writing to be comparable with other pupils</p>	<p>Progress and attainment in reading in KS2 Sats 2018, above that of all pupils nationally. In GL tests by KS3 averages showed no significant difference between disadvantaged pupils in Woodhouse and non-disadvantaged nationally.</p> <p>In writing at KS2 there were 11 percentage points difference between Woodhouse average and other pupils nationally</p>			

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £49,954
<p>Booster sessions run by TAs/teachers</p>	<p>Progress and achievement at KS2 to be in line with non-disadvantaged pupils.</p> <p>(12 pupils, 2 with special needs)</p>	<p>The average progress of disadvantaged pupils was higher than others for reading and slightly lower in writing. 3 pupils exceeded targets and 3 pupils did not meet their targets in writing.</p> <p>2018: rd 2.12 wr -0.35 ma -0.91</p>	<p>Boosters were most effective in reading, enabling pupils to achieve secure.</p>	

Targeted SEMH by pastoral team and pupil support	Pupils identified with SEMH issues will make expected progress.	8 disadvantaged pupils accessed ongoing support in our Pupil Support centre. Additional pastoral support was given to 10 disadvantaged pupils Average progress made by these pupils was just below expected (- 0.07 where 0 = expected progress). Before interventions some of these pupils were not able to access lessons fully and were disengaged. The interventions helped	These interventions will continue as they enabled pupils to take part in lessons successfully and start to achieve more.	
Teacher led small groups	Pupils work on areas of difficulty and make expected or greater progress	EEF toolkit shows this is expensive but can be effective in short courses	Learning walks and half-termly impact reports	
Additional set in Y6 to enable pupils to benefit from smaller classes		Research shows pupils have greater success when the teacher builds a good relationship	Ongoing class teacher feed-back to English and maths leads,, half- termly	
Employ Educational welfare support	Meet parents and pupils, home visits, improve attendance	Gov educational data shows poor attendance reduces GCSE results	Fortnightly meeting with office staff,	

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £5,657
Pupils were supported to attend more clubs, take on leadership roles. Organisations were booked to inform pupils about educational possibilities	Pupils will express higher aspirations and have a knowledge of their educational journey.	Our pupil premium questionnaire demonstrated that all KS3 pupils were able to talk about some of their options going forward- regarding school, college, university, apprenticeships. KS2 knew less details, focussing on the High school and GCSEs. Pupils are aware of a wider range of jobs than in previous years but aspirations have not changed significantly.	Put up an ongoing display about options to remind pupils about information given in workshops etc. Going forward we will set up a clearer tracking document for the softer objectives. Form tutors will have training and support PP to access at least a club a year and a leadership role per key stage.	

Run additional trips	Pupils will express higher aspirations and have a knowledge of their educational journey.	The vast majority of disadvantaged pupils are confident and enthusiastic about taking on leadership roles and joining extra curricular activities at least once during their time at Woodhouse. 31 pupils went on additional trips run specifically for	Extra trips etc. to continue; every disadvantaged child to access one at least per key stage. A follow-up presentation to be tried.	
School contact with all PP pupils through parents eves, meetings, phone contact	Parents will engage actively with their child's education.	64% of pupil premium parents attended parent evenings compared with 75% of other pupils. Several parents took up appointments when school offered to book but then did not attend. Meetings were therefore arranged with form tutors who met more informally and updated parents about all areas. Over the Year all parents of PP pupils met with teachers.	Disadvantaged parents who have failed to attend the progress evenings will be offered different options. We'll try to make these more 'comfortable' ways of visiting school for parents whose experience of school is negative.	
Funding for ingredients, materials, clothing, breakfast, whole schools trips etc	Pupils will be able access the curriculum and extra-curricular activities	No pupil was unable to join in curriculum activities because of lack of equipment, uniform, inability to pay etc.	This is a necessary element that should continue.	