

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

1. Summary information					
School	Woodhouse Academy				
Academic Year	19-20	Total PP budget	£69,740	Date of most recent PP Review	July 19
Total number of pupils	452	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan '20

2. Current attainment (end of 2018/19)		
	Pupils eligible for PP (your school)	Non-PP (national average)
% achieving expected standard/above in reading, writing & maths (KS2 Sats '19)	59%	
Average progress in reading (KS2 Sats '19)	0.9	
Average progress in writing (KS2 Sats '19)	0.36	
Average progress in mathematics (KS2 Sats '19)	0.18	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> (issues to be addressed in school, such as poor oral language skills)	
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
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
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

<b>E.</b>	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?
Develop further differentiation for less able: Maths dept consultant support, other depts. networking, developing resources	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 wlks	DF	Weekly in learning walks, half-termy for pupil progress, book looks
Embed live marking	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-termy
Attachment training for new teaching assistants	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, book looks
<b>Total budgeted cost</b>					<b>£12,067</b>
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 SEMH nurse based in school	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-termy impact reports	PR and MP	Half-termy
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 course	Learning walks and half-termy impact reports	DF, SP and NW	Half-termy
Additional set in Y5 to enable pupils to benefit from smaller groups			Ongoing class teacher feed-back to English and maths leads,, half-termy	DF, SP and NW	Half-termy

Teaching assistant led rapid response 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
<b>Total budgeted cost</b>					<b>£53,638</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	KS	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
Develop use of Timetable Rockstars	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, transport to school, 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
<b>Total budgeted cost</b>					<b>£4,035</b>

**6. Review of expenditure from previous academic year (18/19) £66,495**

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £16,378
Training on differentiation + interactive strategies	Pupils will engage with learning and make expected or better progress	Key stage 2 results show that our disadvantaged pupils this year have made better progress than similar pupils in other schools.	Challenge activities in particular have been effective this year. We will focus differentiation in the coming year on supporting the lower ability pupils.	
Review of feedback and implementation of more immediate feedback	Pupils will find feedback more effective + make expected or better progress	Pupils said that they felt the more immediate feedback was very useful and helped them to improve their work. They liked the different types of feedback in different subjects.	In the coming year, live feedback needs to be embedded across the school.	
Whole staff training on attachment disorder	Staff will implement strategies to enable pupils with attachment disorder to succeed in school	All staff understand attachment disorder and ways to support children with this.	It's good to remind staff termly of the key strategies and we need to run training for new teachers and TAs as they arrive.	

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £42,961
Group/ one to one SEMH courses run in Pupil Support centre with follow-up in lessons	Pupils cope with SEMH issues, engage with learning	9 disadvantaged pupils accessed ongoing support in our Pupil Support centre or Visyon courses on confidence, anxiety and mindfulness. Additional pastoral support was given to 10 disadvantaged pupils 6 out of the 9 pupils made expected progress in their core subjects and all 9 were able to access lessons successfully	These interventions will continue as they enabled pupils to take part in lessons successfully.  We have new PP pupils in September with SEMH needs who will benefit from this support.	
Additional set in Y5 to enable pupils to benefit from smaller classes	Pupils benefit from lower pupil: teacher ratio to enhance quality first teaching	At the end of year 5 there is still a large gap in attainment between all pupils and disadvantaged pupils in the school. However, KS2 results demonstrate that by the end of Y6, that gap is decreasing. Y6 attainment (having been in 5 sets in Y5) at expected and above: PP: Rd 94%                  Wr 81%                  Ma 88% All:    87%                  82%                  85%	With the improvement being made by disadvantaged pupils, and Year groups increasing in size, we will continue 5 sets into Year 5 and 6 2019/20	

Teacher/TA led small groups for KS2 Sats	Pupils work on areas of difficulty and make expected or greater progress	PP progress from KS1 to KS2 this year was the highest it has been: 0.9 in reading, 0.36 in writing and 0.18 in maths (all pupils in the school 1.9, 0.6, 1.2)	The group made best progress when clear links were made between class and group work. Therefore we will trial rapid response system where E and M teachers can ask the TA who supports their lesson to do follow up with pupils in the week immediately following the lesson.	
TA/tutor support for how to learn and organise learning	Pupils complete homework and classwork, make good progress	3 disadvantaged pupils attended the homework support club and were enabled to complete homework on time. 1 pupil made expected progress in all core subjects, the other two made expected progress in 2 of the three core.	The homework support club will be extended to run for 3 nights after school 2019/20	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£7,157</b>
Admin time for office staff to priority book meetings and visits	All disadvantaged pupils attend at least one trip per key stage and one residential trip at Woodhouse, all parents meet with staff	Over the course of the year, all the parents of disadvantaged children were seen by at least one member of Woodhouse staff  On target for pupils attending one trip per keystage 2 pupils have not attended a residential – most go in Y5 or Y6  Y5 (22):15 attended residential, 10 additional, 1 neither; Y6 (15): 11 attended residential, 11additional trips; Y7 (8): 6 additional visits, Y8 (22): 2 residentials, 21 additional visits, 8 leadership activities	Several parents said they would come to a progress evening when phoned but did not come on the night.  Pupils who did not go to a residential in Y5 or Y6 rarely go in Y7 or Y8. Therefore we must push this more at KS2.	
Additional small group visits run by librarian with TAs	Broaden experience			
Purchase of Rock Stars times table software. TA one to one work	Improve fluency with tables	KS2 maths SAT scores improved over the year. Maths T/T results still to come for PP pupils	Higher ability pupils were very motivated to keep this going, lower ability responded well to TA support with this, setting a target each week	
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	All 8 Year 7 pupils took part in the Food tech project and parents/grandparents came into school to share a meal.  Feedback from parents and pupils is that pupils are trying cooking at home.	This is very successful. It would be good if we could extend numbers.	

<p>Support funding available for ingredients, materials, clothing, breakfasts, trips etc.</p>	<p>Disadvantaged pupils can take part in curricular and extra-curricular activities</p>	<p>All disadvantaged pupils were able to take part in cooking activities, sporting events and trips that they wanted to. Breakfasts were provided for any school was aware did not have breakfast etc.</p>	<p>We need to log this more carefully to keep track of details</p>	
---	---	--	--	--