

Woodvale Primary Academy – Pupil premium strategy statement

1. Summary information					
School	Woodvale Primary Academy				
Academic Year	2018-2019	Total PP budget	£201,960	Date of most recent PP Review	n/a
Total number of pupils	463	Number of pupils eligible for PP	123	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving ARE in reading, writing and maths (2018) Y6	4/10 - 40%	
% achieving ARE in reading (2018)Y6	4/10 – 40%	
% achieving ARE in writing (2018) Y6	5/10 – 50%	
% achieving ARE in maths (2018) Y6	7/10 – 70%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor oral and written language skills specifically a lack of vocabulary in EYFS/KS1 which slows progress in subsequent years.	
B.	Impact of the behaviour of specific pupil in Y3 is detrimental effect on their academic progress and that of their peers.	
C.	Pupils who are eligible for PP are achieving lower and making less progress than other groups of pupils, particularly in Writing and Maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of literacy and numeracy skills in parents including high levels of EAL	
E.	Rates of poor parenting, poverty and safeguarding issues which have a detrimental effect on pupils social and emotional skills and attendance	
F.	Limited life experiences and lack of ambition	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and written language skills for pupils eligible for PP in EYFS and KS1.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or if not make accelerated progress in EYFS and in Y1 phonics tests.

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B.	Behavioural issues of specific pupils to be reduced.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards).
C.	Improve attainment and progress for pupils eligible of PP, particularly in Reading, Writing and Maths	Pupils eligible for PP attainment and make accelerated progress in Reading, Writing and Maths in line with those of non-PP children nationally
D.	Provide support for parents to enable them to actively engage and support their children’s learning	Increased number of parents accessing adult learning, Play and Learn and monthly curriculum workshops
E.	Provide emotional support for families and pupils and increase attendance	Increased number of parents and children receiving support leading to reduced incidents of poor parenting, safeguarding and social and emotional issues Increased attendance for pupils eligible for PP
F.	Pupils to have access to broader life experiences and understand how to achieve goals	All pupils to have access to a rich and broad curriculum’ and to have a clear goal in life by the time they leave in Year 6

5. Planned expenditure

Academic year **2018-2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve oral and written language skills for pupils eligible for PP in EYFS and KS1</p> <p>C. Improve attainment and progress for pupils eligible of PP, particularly in Reading, Writing , Phonics and Maths</p>	<p>Make the whole school a language rich environment</p> <p>Timetable to include discrete handwriting, phonics, spelling and SPAG sessions in all year groups</p> <p>Staff training on high quality feedback and marking</p> <p>HLTA in Year 2 to teach Y2 classes pm, 3 afternoons a week to allow teachers to</p>	<p>In the long term this will improve the language skills of all pupils across the whole of the school which will in turn lead to better outcomes for all of our pupils.</p> <p>EEF Toolkit suggests:</p> <ul style="list-style-type: none"> intervention in EYFS has above average levels of impact effective pupil feedback shows high effects on learning Individualised instruction can have impact for some pupils 	<ul style="list-style-type: none"> Access to Learning Alliance CPD for all staff Support from GAT advisors Use of training days and staff meetings to provide feedback and marking CPD sessions Peer coaching and observations AST support for specific teachers/year groups Programme of targeted CPD for Teaching Assistants provided by Senior Leaders 	Principal	December, February, April and June 2019

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	<p>give feedback and to teach the interventions.</p> <p>TA in Year 3 to teach Y3 classes pm, 3 afternoons a week to allow teachers to give feedback and to teach the interventions</p> <p>TA in Year 4 to teach Y4 classes pm, 3 afternoons a week to allow teachers to give feedback and to teach the interventions.</p> <p>Teaching Assistants deployment is targetted throughout school .</p>				
Total budgeted cost					£14098
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>A. Improve oral and written language skills for pupils eligible for PP in EYFS and KS1</p>	<p>Daily speech and language interventions in EYFS and KS1</p> <p>Daily phonics interventions in Reception ,Year 1 and Year 2</p>	<p>In the long term this will improve the language skills of all pupils across the whole of the school which will in turn lead to better outcomes for all of our pupils.</p> <p>EEF Toolkit suggests:</p> <ul style="list-style-type: none"> intervention in EYFS has above average levels of impact teaching of phonics should be explicit and systematic and matched to pupil's current level of skill 	<ul style="list-style-type: none"> Members of staff with specific speech and language roles Deployments of support staff and teachers to provide specific phonics interventions Regular monitoring and evaluation of interventions 	<p>Early Years Leader</p>	<p>December, February, April and June 2019</p>
<p>C. Improve attainment and progress for pupils eligible of PP, particularly in Writing and Maths</p>	<p>HLTA to give feedback and teach interventions</p> <p>HLTA in Year 2 to teach Y2 classes pm, 3 afternoons a week to allow teachers to give feedback and to teach the interventions.</p> <p>TA in Year 3 to teach Y3 classes pm, 3 afternoons a week to allow teachers to give feedback and to teach the interventions</p> <p>TA in Year 4 to teach Y4 classes pm, 3 afternoons a week to allow teachers to give feedback and to teach the interventions.</p> <p>Maths homework clubs before school, lunchtime</p>	<p>Using experienced teachers to support groups of pupils is more effective than using Teaching Assistants.</p> <p>EEF Toolkit suggests:</p> <ul style="list-style-type: none"> reducing class sizes to less than 20 can improve the quality of teaching and the level of personalisation and/or the amount of personal feedback a pupil receives small group and 1:1 tuition by qualified teachers presents strong evidence of accelerated progress planned and focused activities which include a variety of tasks with different levels of challenge are likely to be beneficial 	<ul style="list-style-type: none"> Year 6 pupils to be taught in two classes with a HLTA intervening with flexible groups depending on need and availability. Year 2, 3, 4 and 5 pupils to receive small group, specific interventions led by the teachers to enable them to close gaps between themselves and other groups of pupils Regular monitoring and evaluation of interventions 	<p>Principal/ Deputy Principal</p>	<p>December, February, April and June 2019</p>
Total budgeted cost					£27476
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>B. Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards).</p>	<p>Deploy 1:1 Learning support assistants for identified pupils</p> <p>Full-time Learning Mentor to deliver 1:1 or small group support to pupils</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.</p>	<ul style="list-style-type: none"> • Ensure that school's behaviour policy is always followed by all staff • Provide meet and greet for specific pupils on a daily basis • Seek advice from NCC and GDFT advisors and implement identified strategies • Clear routines and identified adults to support specified pupils 	<p>Principal and Deputy Principal</p>	<p>December, February, April and June 2019</p>
<p>E. Increased number of parents accessing adult learning, Play and Learn and Curriculum workshops</p>	<p>Parent literacy and numeracy courses delivered by NCC Adult Learning Services</p> <p>Programme of workshops for parents relating to specific areas of the curriculum</p> <p>Weekly Play and Learn sessions supported by the FSW and a qualified Nursery nurse.</p>	<p>The EEF Toolkit suggests that focussed approaches which support parents in working with their children to improve learning are beneficial, e.g.</p> <ul style="list-style-type: none"> • short curriculum sessions at flexible times • involvement with parents of very young children • establishing a welcoming environment • a parent's focus on effort and improvement rather than ability 	<ul style="list-style-type: none"> • Family Support worker and Principal to develop close links with NCC Adult Learning services and arrange a programme of sessions • SLT to develop and deliver a programme of curriculum monthly information and support workshops for parents – phonics, spelling, writing, maths etc. • Family Support Worker and Nursery Nurse to develop a programme of sessions which relate closely to the EYFS ELG 	<p>Deputy Principal</p>	<p>December, February, April and June 2019</p>
<p>E. Increased number of parents and children receiving support leading to reduced incidents of poor parenting, safeguarding and social and emotional issues and increased attendance for pupils eligible for PP</p>	<p>Full-time Family Support Worker to provide parental support through drop-ins, EHAs, attending CIN and CP meetings.</p> <p>Full-time Learning Mentor to deliver 1:1 or small group support to pupils</p> <p>Attendance closely monitored and clear routines and rewards in place</p>	<p><i>'Raising academic achievement cannot be tackled in isolation. High quality teaching and learning must be underpinned by other interventions that increase pupils' resilience and readiness to learn, as well as developing strong relationships with parents and carers.'</i> (Ofsted 2013)</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<ul style="list-style-type: none"> • Family Support worker to engage with 'difficult to reach' parents and carers. • More EHSs to be offered • Parenting advice courses to be run • Run the 'Freedom Programme' at Woodvale • Attendance to be closely monitored by pastoral team. • Rewards for good attendance 	<p>Deputy Principal</p>	<p>December, February, April and June 2019</p>

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<p>F. All pupils to have access to a rich and broad curriculum and to have a clear goal in life by the time they leave in Year 6</p>	<p>Specific experiences for each year group including trips and visitors</p> <p>Embed 'employability' strategy</p>	<p>In an area of high-deprivation, it is even more important that pupils are exposed to highly positive educational experiences and a sense of belonging at school to ensure that they are well prepared for the next stage in their education and adulthood.</p>	<ul style="list-style-type: none"> • A programme of visitors and trips to support curriculum enrichment • Continuation of 'job vacancies' within school with specific rewards associated • Programme of employability assemblies • Introduction of a House system at Woodvale designed to increase engagement, belong and attendance 	<p>Principal</p>	<p>June 2019</p>
Total budgeted cost					<p>£53521</p>

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6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improve attainment and progress for pupils eligible of PP	<p>Intervention programmes to accelerate progress in reading, writing and maths including MyMaths</p> <p>Homework club for all PP pupils</p> <p>Extra-curricular clubs, music and sports participation</p> <p>Learning Alliance training for all staff</p>	<p>Where the academy has worked on improving outcomes for disadvantaged pupils Reception 63% of PP children achieved GLD compared to 67% of all pupils.</p> <p>Year 1 – reading outcomes were broadly in line with non-PP, but the gap in writing and maths was too wide.</p> <p>Year 2 maths outcomes were broadly in line, writing was half that of non-PP and reading was below that of non-PP.</p> <p>Year 3 PP perform better in Reading and writing than non-PP, and similarly in Maths, Year 4 the gap is in reading, but outcomes for PP and non-PP are broadly in line.</p> <p>Year 5 broadly similar outcomes for PP and non-PP in reading, writing and maths.</p> <p>Year 6 40% combined, 40% in reading, 50% in writing, 70% in maths.</p> <p>High participation from pupils, and support from parent, in homework clubs</p>	<p>Third teacher in year 6 did not have the required outcomes. As a result practice will change in 2018-2019.</p> <p>Homework club was well attended.</p> <p>Learning alliance courses attended improved teachers practice.</p>	<p>Clubs and extra-curricular activities - £15050</p> <p>Intervention staff - £32767</p> <p>Musical instruments and subsidised tuition - £10224</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	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

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Targeted support and interventions for all PP pupils including those with identified learning and behavioural difficulties	<p>Speech therapy interventions</p> <p>Play therapy for identified pupils</p> <p>1:1 specialist support for identified pupils</p> <p>Small group and 1:1 tuition for identified pupils in KS2</p>	<p>Numbers of pupils achieving GLD and passing Year 1 phonics tests are higher than in the previous year.</p> <p>Pupils requiring 1:1 support for learning or behaviour have made good progress and behaviour is improving.</p> <p>Evaluation of intervention programmes showed an increase in pupils' outcome.</p>	This will continue in 2018/2019	
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iii. Other approaches

Desired outcome	Chosen action/approach	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
Parents and children receiving support leading to reduced incidents of poor parenting, safeguarding and social and emotional issues and increased attendance for pupils	<p>School uniform for Reception pupils</p> <p>Cool Milk for all</p> <p>Family Support Worker</p> <p>Learning Mentor</p> <p>Attendance Officer</p>	<p>This continues to be a big part of the support we provide in an area of high-deprivation.</p> <p>Success Criteria: met</p>	This will continue and be developed in 2018-2019	<p>Uniforms - £3,000</p> <p>Cool Milk - £375</p> <p>FSW - £23,710</p> <p>Learning Mentor – £16,970</p> <p>Attendance - £14,962</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk