

Pupil premium strategy statement of impact Woodcote Primary School

1. Summary information					
School	Woodcote Primary School				
Total number of pupils	189	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2017

2.		
% Achieving National or above in reading, writing and maths	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving national or above in reading	50%	60%
% Achieving national or above in writing	50%	52%
% Achieving national or above in maths	63%	60%

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.	Boys starting school have poor oral language skills which has an effect on their learning of phonics
B.	Higher attaining pupils in reading need to develop as critical readers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance and persistent lateness

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupil premium children in EYFS	All pupils meet age related expectations.
B.	Children develop critical reading skills.	Higher attaining pupils reach greater depth
C.	Children 's attendance will increase (94.42%)	Attendance will be increased to expected 97% attendance.

5. Planned expenditure and impact	
Academic year 2016/17	£67,320
Actions	Impact
A Pupil Premium Champion to work with all children across the school. She will ensure that all children have individual short-term targets to work on their areas of need. Children will have 1:1 time as needed or work in small groups where needs are similar. The role will develop throughout the year and reflect the needs of individual children. The Pupil Premium Champion will work alongside the Achievement for All Champion and Deputy, liaising with children, staff and parents.	Children received 1:1 work with Mrs Adcock- working on specific targets which have been identified by the class teachers. KPIs that have not been achieved from previous years have been addressed and the children's learning has been moved on with the children making good progress.
Inclusion support team to work in school for 1 day per week, working with individuals and groups	Children's self- confidence has been developed and an improved emotional literacy had been developed allowing children to deal with conflict and become more resilient.
Achievement for All Programme Raising the aspirations, access and achievement for vulnerable and disadvantaged children	Children have been identified within school as AfA children and have an increased sense of belonging and improved self-confidence. Parental engagement has been strengthened and attendance has improved to 97.1%
Providing breakfast club places for children	Children are nourished, ready to learn and in school on time. (33% of attendees at Breakfast club are PP)
Additional training for staff (including supply cover costs)	Staff have developed their own practice ensuring they are kept up to date with the latest initiatives and research so ensuring they plan and deliver the highest quality teaching and learning, ensuring children are challenge and reach their full potential.
BASE Baby watching programme Developing empathy and lessening aggression and anxiety. Improving behaviour and removing barriers to learning	Children have developed empathy leading to the development of their emotional literacy.
Subsidising visits (including residential and day visits)	Provided real experience in the wider world and the opportunity for pupils to face a range of challenges that contributed significantly to their personal development.
Small group tuition in English and Maths led by qualified teacher working alongside the Year 6 teacher 1 day a week in the Spring term	Children make good progress- developing reasoning skills, addressing misconceptions and achieving success in their academic work.
Music tuition and purchasing of instruments	Improvement in self-confidence, patience and perseverance so developing characteristics essential for lifelong learning.
Additional PE kits bought to allow children to participate fully in sport	Development of perseverance, resilience, self-confidence and have the opportunity to attend a wide range of sporting events.

Subsidising swimming lessons to enable children to learn to swim at least the minimum 25 meters	Development of a life skill and an understanding of the benefit of exercise and sport.
Providing resources for children to complete homework tasks at home (i.e Addition stationery and Dyslexia equipment to help children to access homework task)	Children are able to consolidate their learning at home and share this with their parents and carers.
Year 6 visit to Warning Zone – Life skills and choices	Children are able to make well informed life choices that will impact on their health and wellbeing.
Purchasing resources to support children with intervention programmes	Misconceptions are addressed with children allowing them to make good progress.
Purchasing of the new school uniform for every child in receipt of Pupil Premium. Ensuring that children don't feel disadvantaged when in school.	Children feel a sense belonging and pride so raising their self-esteem and confidence. This has permeated through into their academic work allowing them to make good progress,
Purchasing additional books to replace lost/damaged books where parents/carers are not in a position to do this.	Children have the correct equipment in school and are able to be access their learning so leading to good progress.