

Pupil premium strategy statement: Woodland View Junior School



1. Summary information

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|-------------------------------|----------------------|---|--------|---|------------|
| School | Woodland View Junior | | | | |
| Academic Year | 2019/20 | Total PP budget | £39876 | Date of most recent PP Review | April 2019 |
| Total number of pupils | 152 | Number of pupils eligible for PP (Disad) (LAC) | 24 | Date for next internal review of this strategy | March 2020 |

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Low starting point |
| B. | Low self confidence in ability |
| C. | Developmental needs particularly related to poor mental health |
| D. | Challenging behaviour |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Family Environmental Factors |
| E. | Parenting capacity |
| F. | Capacity of small school |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|--|
| A. | Accelerated progress | Meeting age related or above expectations by July 2020 Progress evident in books and formative assessment |
| B. | Confident and independent learning behaviours | Able to effectively self-assess Able to constructively use and give feedback Able to celebrate own achievements Fully engaging with lessons |
| C. | Full access to curricular and extracurricular activities with positive social integration Behaviour managed to reduce negative impact on own and others' learning | Pupils reporting feeling happier and safer Sustainable friendships Pupils better regulating emotions Staff applying CPD Decrease in exclusions Pupils more fully accessing curriculum |

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| | | <p>Good pupil progress</p> <p>Attainment targets met</p> <p>Positive relationships with adults</p> |
| D. | Parents and carers supported to get back on track with a focus on child's education, health and safety | <p>Effective parent partnership</p> <p>Effective multi agency partnership</p> <p>Systems in place for assess/plan/do/review cycles</p> <p>Good attendance</p> <p>Improved home learning environment</p> |
| E. | Increased capacity to provide targeted support and challenge | <p>Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention</p> |

4. Planned expenditure

Academic year

2019/20

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? |
|--|--|---|--|---|--|
| Accelerated progress | Quality first teaching/retaining outstanding class teacher | Meta-cognition and growth mindset approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost. Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. | Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced | Assessment Lead MC Pupil Progress MC Appraisal MC SENDCo HP Planning Teachers | Termly – Pupil Progress Meetings (April) |
| Confident and independent learning behaviours | Finding Futures Programme (Yes futures) High quality feedback (Outstanding Teaching and Learning Programme) Personalised planning Support with self and peer assessment Solutions Focused Pastoral Care | Support Year 5 and 6 primary school students reach their full potential, helping them enjoy a happy and successful future through resilience, confidence, working with others and self-reflection and motivation. Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. | Book Scrutiny Celebration of achievements Good parent partnership Pupil Perception Lesson Observation Evidence of SF INSET | Coaching MC Monitoring SLT and Gobs Solutions Focus, Child Whispering MC/HP/KO | Termly |

| | | | | | |
|--|--|---|---|--------------|---------------|
| <p>Full access to curricular and extracurricular activities with positive social integration</p> | <p>Support to access extracurricular activities and trips. Designated roles and responsibilities for Y5/Y6 pupils Regular CPD for all staff re inclusion Support training for 2 DSL's across service Systems in place for Intervention Pupil and Family Support Team meetings Dedicated Pupil and Family Support Worker Access to Norfolk Services ie School Nurse</p> | <p>On average, SF(solutions focus) and child whispering (CW) and mental health interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Although, these interventions almost always support emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. These interventions appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> | <p>Monitoring SF meetings Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings Supervisions School data Agency feedback</p> | <p>MC/HP</p> | <p>Termly</p> |
| <p>Behaviour managed to reduce negative impact on own and others' learning</p> | | <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. The effect of sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</p> | <p>Good to Green Pastoral Care PATHS Shorter lunchtimes – less negative behaviour</p> | | |
| <p>Parents and carers supported to get back on track with a focus on child's education, health and safety</p> | | <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> | <p>Stay and Share mornings Celebration Assemblies Sporting Events</p> | | |

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| Increased capacity to provide targeted support and intervention | Early Intervention Increase classroom assistants Have staff and volunteers to support reading and maths. SENDCo to monitor interventions for her class and school. | Small group tuition is defined as one teacher or professional educator working with 11 pupils. This arrangement enables the teacher to focus exclusively on a small number of learners and the other teacher to do so as well. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the greater the impact. Moderate impact for moderate cost. | Monitoring books Assessments Pupil feedback Monitoring planning Time for professional dialogue between teachers and teaching Assistant | MC | Sept - |
|--|---|--|--|----|--------|

ii. Targeted support: The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of termly Pupil Progress meetings between the headteacher, subject leaders and individual teachers. The progress of pupil premium children will also be a focus of the termly Parent Consultations. Data from these meetings is fed back to staff, SENDCo, Designated Safeguarding Leads, Assessment Lead and Governors (if needed). Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

iii. Other approaches

| | Chosen action/approach | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|-------------------|---|
| | Attendance tracking and first day calling | Work with Attendance (Training) Regular attendance tracking meetings Feedback to parents Training Persistent absenteeism | MC,LF | termly |
| | Rigorous pupil progress monitoring and feedback to staff | Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching model | All staff | termly |
| | Pupil and Family Support Team | Scheduled meetings Clear Assess/Plan/Do/Review plans for SEN children who are PP children is shared with staff | MC/ SENDCo | termly |
| | Cluster moderation and peer support | INSET to include cluster moderation and peer support events Attendance monitored Appraisal | MC | termly |
| | Celebratory solutions focussed ethos | Growth Mind set Embed core values 'Children first' Parent partnership Celebration assemblies PATHS Mental Health Lego Therapy Nurture | All | Ongoing |

| | | | | |
|--|--|--|-----|---------|
| | To provide interventions to support learning of reading, writing and maths | Timetabled weekly (sounds discovery, Power of 2, lego therapy, nurture) Discussion with class teachers of what is working and what isn't Book scrutiny | All | Ongoing |
|--|--|--|-----|---------|

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|---|-----------------------------------|
| Key Expenditure (Autumn, Spring) | £31 260 + £8 616 = £39 876 |
| % of Support staff (i,ii) | ££24 157.05 |
| Meals | £4257.10 |
| Yes futures (summer) | £6995 |
| Resources for interventions (iii)(Nurture, Abacus) | £100+ £58 |
| Support with extra-curricular activities and visits | £107 |
| Music lessons, Sport Clubs, | £304 |
| | £4055. 85 |

5. Additional detail

Key barriers in 2019/20 are:

- Low starting points and gaps in learning
- Emotional and social wellbeing and development
- Family Environmental Factors
- Low self-confidence /lack of independence with learning
- Challenging behaviour
- Capacity of parenting
- Low aspirations
- Staffing issues
- Capacity of small school
- BUDGET constraints (2019-)

The Pupil Premium Grant in 2019 was allocated to:

- allow pupils access to in-school activities and extra-curricular learning activities
- enable smaller group teaching / intervention TA
- support children at lunchtime
- support monitoring pupil progress activities
- support attendance monitoring
- resource interventions
- build and sustain quality first teachin

Impact - Progress Data:

| Progress Scores and Percentiles –Disadvantaged Yr 6 2018/19 | | | |
|--|----------------|--------------|----------------|
| | Reading | Writing | Maths |
| School | -0.7 | 1 | 1 |
| Top 5% | 4.4 above | 3.8 above | 4.4 above |
| Top 20% | 1.8 to 4.3 | 1.6 to 3.7 | 1.8 to 4.3 |
| Next 15% | 0.8 to 1.7 | 0.8 to 1.5 | 0.7 to 1.7 |
| Middle 20% | -0.5 to 0.7 | -0.3 to 0.7 | -0.6 to 0.6 |
| Next 15% | -1.4 to -0.6 | -1.3 to -0.4 | -1.7 to -0.7 |
| Next 20% | -3.8 to -1.5 | -3.9 to -1.4 | -4.2 to -1.8 |
| Bottom 5% | -3.9 and below | -4 and below | -4.3 and below |

Proposed Impact:

- Improved engagement
- Improved parent partnership
- Positive/trusting relationships
- More independent learning behaviours
- Positive transition to new schools/classes
- Access to extracurricular activities in and out of school
- Upskilled team