

## Woodside Primary School and Nursery - Pupil premium strategy 2019-20/self-evaluation 2018-19

1. Summary information					
<b>School</b>	Woodside Primary School and Nursery				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£212,520	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	385	<b>Number of pupils eligible for PP (%)</b>	161 (42%)	<b>Date for next internal review of this strategy</b>	September 2020

### 2. Current attainment – See Pupil Premium Data Overview

### 3. Barriers to future attainment (for pupils eligible for PP)

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

<b>A.</b>	PP pupils have low school readiness.
<b>B.</b>	Early Reading skills are poor for the youngest children entitled to PP.
<b>C.</b>	Pupils entitled to PP, struggle to make accelerated progress from their starting points.
<b>D.</b>	Many pupils have additional barriers to learning including SEND and EAL.

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

<b>E.</b>	Rates of attendance and punctuality for pupils eligible for PP are lower than non-pupil premium pupils.
<b>F.</b>	Pupil Mobility is higher than National figures including children that are new to the country, managed moves, fair access admissions, new to school life or have little or no English.
<b>G.</b>	Parental Engagement in the life of the school is improving slowly and remains a priority for school improvement.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved percentages of PP children achieving a GLD.	<p>Improvement from 33% GLD and gap between school and national outcomes closing.</p> <p>Transition between Woodside Nursery and Reception class to continue to be developed</p> <p>Transition between external settings and Reception class to be systematic.</p> <p>Induction and support processes for children having no Pre-school education/experiences are robust.</p> <p>Early identification of children entitled to Pupil Premium and records maintained.</p> <p>Induction meetings and visits with parents ensure smooth transitions for children and parental engagement begins earlier.</p> <p>Systems and Pupil progress meetings for Nursery brought in line with school processes.</p>
B.	Improved early reading outcomes for PP children	<p>Year 1 - Continue to improve phonics outcomes from 65% for PP children 2019.</p> <p>Year 2 - Continue to improve phonics re-check outcomes from 60% for PP children 2019.</p> <p>Reading outcomes at the end of Reception improves from 53%</p> <p>Reading outcomes at the end of KS1 improve from 55 %</p> <p>Reading at the heart of the curriculum informs planning as a school wide priority.</p>
C.	Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close	<p>Improvement from 33% GLD and gap between school and National outcomes closing.</p> <p>KS1 - Gaps between school PP and National Non PP in Reading is reduced.</p> <p>KS1 - Gaps between school PP and National Non PP in writing and Maths continue to reduce.</p> <p>KS1 – Improvement in outcomes for more able PP in Reading, writing and Maths</p> <p>KS2 - Gaps between school PP and National Non PP in Reading, Writing and Maths are reduced.</p> <p>KS2 – Improvement in outcomes for more able PP in Reading and therefore RWM combined.</p>

<p><b>D.</b></p>	<p><b>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</b></p>	<p>Contextual information regarding pupils in the school identifies those entitled to PP, recorded, maintained and communicated with all key stakeholders.</p> <p>Assessment data analysed relating to children with multiple barriers to inform intervention and give a more informed picture of attainment and progress linked to pupil groups.</p> <p>Through half termly pupil progress meetings ensure that provision is meeting the needs of all learners.</p> <p>Provision mapping tool embedded across the school to impact on pupil outcomes.</p>
<p><b>E.</b></p>	<p><b>Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close</b></p>	<p>Attendance for Pupils with Pupil premium continues to improve from 2018/19 from 94.28% across the year.</p> <p>Continue to monitor attendance both daily and weekly working closely with parents to improve their child's attendance.</p> <p>Regular communication with parents regarding attendance data.</p> <p>Referrals to EIS are prompt and follow Trust attendance protocols.</p> <p>Persistent absence for PP pupils is closely monitored and analysed – pastoral systems in place in order to support the families.</p>
<p><b>F.</b></p>	<p><b>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</b></p>	<p>Contextual information regarding pupils in the school identifies those entitled to PP, recorded, maintained and communicated with all key stakeholders.</p> <p>Assessment data analysed relating to children with multiple barriers to inform intervention and give a more informed picture of attainment and progress linked to pupil groups.</p> <p>Induction checklist designed to ensure smooth and swift transition into school life, effective communication and any pupil needs responded to in a timely fashion.</p>
<p><b>G.</b></p>	<p><b>Parental engagement in the life of the school continues to improve</b></p>	<p>Regular communication with parents ensures they are well informed about school life and the progress of their child.</p> <p>Regular opportunities to engage in the life of the school are provided, linked to both learning and wider community events.</p> <p>Parents are represented on the Education Advisory Group EAG</p>

5. Review of expenditure				
Previous Academic Year		2018-19		
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
<p>KS1 Phase Leader: Non-Class based to lead Nursery, Reception and Key Stage 1.            HLTA: To support with high levels of expertise. Working with individuals, small groups and whole classes in order to accelerate progress.</p>	<p>The youngest children eligible for PP to progress rapidly from their low school readiness baseline and achieve improved phonics outcomes.</p>	<p>Impact Data – see data impact sheet:</p> <ul style="list-style-type: none"> <li>Increase in GLD for all cohort but reduction in outcomes for PP. Children entitled to PP identified earlier – based upon only 11 pupils in 2017-18, yet 19 pupils in current year 1.</li> <li>KS1 data and phonics check shows improvements in all areas at the expected level with the exception of reading which has dropped by 5% (1 child)</li> </ul> <p>HLTA provision now deployed to support children across KS1, which resulted in rapid improvement from children's starting points:</p> <ul style="list-style-type: none"> <li>4 children passed the phonics screening who scored 0-5 in the Autumn Term</li> <li>Many other significant improvements from Autumn in terms of base scores and outcomes – children moving from 0→21, 2→27, 0→15, 0→31, and 0→20</li> </ul> <p>Rigorous child-centred pupil progress discussions, phonics tracking had a significant impact – children targeted for additional phonics interventions across the year linked to robust monitoring.</p>	<p><b>Lessons Learned</b>            An effective use of funding which led to improved outcomes across EYFS and KS1.</p> <p><b>Next Steps</b>            Phonics leader release time to maintain and continue to improve provision.            HLTA provision to continue across KS1 e.g. Y1 phonics group.</p>	<p><b>£8,375</b></p>
<p>Deputy Head Teacher: Non class based in order to continue with the high level of focus on our vulnerable groups of pupils to ensure the gap narrows but attainment increases bringing us closer to the National at KS2.            To identify targets and milestones for specific groups in Reading Maths and Writing to ensure that evaluation focusses termly on vulnerable groups including FSM/LAC pupils.            To continue to focus on more able pupils and cusp children – leading intervention and booster groups in Key Stage 2.            AHT/KS2 Phase Leader: Non class based to continue to develop curriculum coverage and</p>	<p>0% KS2 pupils reached working at greater depth in Reading and Maths, 5% GPS, 20% Writing hence 0% attained RWM</p>	<p>Impact Data – see data impact sheet:</p> <ul style="list-style-type: none"> <li>Gaps with national closing for the whole cohort, however significant gaps remain with children who are entitled to pupil premium. This is as a result of multiple barriers e.g 54% of our PP children in Y6 last year also had SEN compared to 12% of those who were Non-PP.</li> </ul> <p>Rigorous pupil progress meetings and data collection. Staff are aware and responsible for the progress of individuals and groups of children within their class and are aware of the actions they are taking in order to improve progress.</p> <p>Completion of 2017/18/19 SATS papers allowed for robust QLA and the identification of individual cohort gaps which we were able to address through ongoing classroom provision as well as a wider range of interventions (see below)</p>	<p><b>Lessons Learned</b>            Understanding the context of PP children is vital in evaluating provision and resulting impact.            Alternative models for engaging parents need to be explored.</p> <p><b>Next Steps</b>            DHT to remain non-class based            DHT to work with MAT leaders to refine pupil progress procedures including regular meeting with MAT leaders.            DHT to lead the implementation of revised assessment systems and provision.            AHT to lead Phase 2 of Transforming Teaching Project.</p>	<p><b>£25, 255</b></p>

<p>consistent approaches across the school and to lead teaching and learning across KS2. (IFT Teacher Educator)</p> <p>HLTA - To support with high levels of expertise across the school. Working with individuals, small groups and whole classes in order to accelerate progress. To identify targets and milestones for specific groups in Reading Maths and Writing to ensure that evaluation focusses termly on vulnerable groups including FSM/LAC pupils.</p> <p>To continue to focus on more able pupils and cusp children – leading intervention and booster groups in Key Stage 2.</p>		<p>Leadership capacity increased through designation of Phase Managers linked to Core Subject areas. Increase of leadership time allocated. This impacted on the creation of clear curriculum models across core subject areas.</p> <p>This acted as a model across all subjects led by non-class based AHT to create progression documents, knowledge organisers and the new curriculum. As a result of this, staff have a clear understanding of what is to be taught within specific year groups and how this builds on previous learning.</p> <p>Non-class based AHT took on role of Teacher Educator linked to Transforming Teaching projects. This has embedded consistent pedagogical approaches across the school (teaching staff/ HLTAs). Children are aware of the strategies employed (e.g. cold calling, selective sampling, 'I, We, You'). Quality First Teaching has raised significantly.</p> <p>Behaviour Pathway reviewed in light of additional leadership capacity which impacted on prompt intervention with individual children leading to rapid improvement and a significant decrease in children attending 'reflection zone'</p>	<p>Continue to release Phase Managers to work on developing provision across the curriculum</p> <p>Continue to unpick context of PP children – PP overview created and maintained by DHT.</p> <p>Parental engagement – NPQH focus for visiting leader</p> <p>Inclusion AHT to continue to embed behaviour pathway within provision and evaluate impact.</p> <p>Continue to deploy HLTAs primarily with key year groups so their expertise impacts upon outcomes within these year groups.</p>	
<p>HLTA - To support with high levels of expertise across the school. Working with individuals, small groups and whole classes in order to accelerate progress.</p> <p>CPD – IFT to support improving Teaching and Learning.</p> <p>Moderation – regular opportunities to share Maths best practise across the Trust for Y2</p> <p>Subject leaders: To build on the success of our curriculum, parental workshops, transition and assessment and look at family learning in order to further engage parents.</p>	<p>PP gap increased from 1% to -30% compared to previous year in Maths at KS1</p>	<p>Outcomes in maths for children working at the expected standard improved for those children entitled to pupil premium and gaps against national others are closing.</p> <p>Sandwell Numeracy Intervention had a positive impact upon individual pupil outcomes - 4 pupils supported. All made progress. +1yr 2m, +4m, +6m and +2m.</p> <p>Transforming Teaching projects has embedded consistent pedagogical approaches across the school (teaching staff/ HLTAs). Children are aware of the strategies employed (e.g. cold calling, selective sampling, 'I, We, You'). Quality First Teaching has raised significantly. Practise Patches (Do Now Tasks) are evident across the school to reinforce retrieval of facts.</p>	<p><b>Lessons learned</b></p> <p>Transforming teaching project has established consistency of language and teaching approaches and a focus upon pupil learning and retention.</p> <p>Sandwell numeracy is an effective intervention for us</p> <p><b>Next steps</b></p> <p>Embed transforming teaching project</p> <p>Continue Sandwell Numeracy intervention</p> <p>Continue to engage with trust moderation programme</p> <p>Power Maths implementation</p> <p>Times Tables Rockstars introduced</p>	<p><b>£13040</b></p>
<p>Learning Mentors: With the Pastoral Team continue to improve our attendance and punctuality. Exclusions are decreasing, due to the high priority on acceptable behaviour, this is well supported by all parents. Parents</p>	<p>Increased attendance and punctuality rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>• 2017/18 - PP 92.82% Whole school 94.13% (Gap 1.31%)</li> <li>• 2018/19 – PP 94.28%, Whole school 94.72% (Gap 0.44%)</li> <li>• No fixed term exclusions for pupils entitled to PP</li> <li>• No permanent exclusions for pupils entitled to PP</li> </ul> <p>Increased capacity to carry out home visits including first day home visits for our most vulnerable PP children by our pastoral team</p>	<p><b>Lessons learned</b></p> <p>Attendance needs to have a high profile within school so that pupils and parents are consciously making positive decisions regarding attendance.</p> <p>Current behaviour systems are working well</p>	<p><b>£10760</b></p>

<p>appreciate the support mechanisms that we put into place to help their children.</p>		<p>Weekly Pastoral meetings ensures timely identification of children requiring additional pastoral intervention. This includes the maintenance of a pastoral overview which included vulnerable pupils, Early Help, CIN CP and persistent absentees. This is updated and shared with staff so they have accurate information and an awareness of the pastoral needs of the children.</p>	<p>Consistent application of rewards and procedures to address poor attendance are vital.</p> <p><b>Next steps</b> AHT post maintained with a lead on pastoral provision- regular meetings, the maintenance of a vulnerable children overview, rapid response to absence (first day calls, home visits and communication with parents regarding absence) Attendance to continue to have a high profile within school. Class competition to take place in the spring term. Maintain current approaches to behaviour</p>	
<p>Teaching Assistants: To support children with specific needs identified through marking, assessment and misconceptions. In order to develop deeper learning and understanding in areas where children have gaps in knowledge.</p> <p>Reduce adult: pupil ratios to accelerate learning.</p> <p>AHT's/ Phase Leaders: To monitor teaching for all children. To lead small group interventions linked to need i.e.: Cusp and vulnerable children.</p> <p>Inclusion Manager: To analyse in detail the impact of EAL intervention support. To monitor teaching and learning standards for vulnerable children across school.</p>	<p>Continue to improve outcomes for pupils speaking English as an additional language across the school</p>	<p>Inclusion AHT taking greater responsibility for the delivery of our pastoral curriculum which includes EAL provision. As a result, the profile of English as an Additional Language has raised across the school and has a direct link from TAs through to SLT.</p> <p>Bilingual TA utilises EAL Hub screen tool purchased to assess and support the teaching and learning of EAL provision within afternoon interventions as well as in class practice through liaison with class teachers. A subscription to the EAL Hub also enables us to access and use high quality resources for this group of learners.</p> <p>Support for identified pupils with EAL in Reception (11), KS1 (6) and KS2 (4). 2 out of 3 Y1 pupils passed phonic screening. 1 Y2 pupil passed phonic re-check. All KS2 pupils were working within own year group objectives by summer 2.</p> <p>AHT and TA for EAL meet regular to discuss and plan for EAL provision due to high mobility. This ensures that provision in place are responsive to the needs of our cohort and provision is in place immediately for new starters. Of the children who are new, a significant proportion have EAL. Across 2018-19 there were 41 new starters of which 19 had EAL. Of those 19 pupils.</p> <p>A significant minority of children, who are new to Woodside, are also new to the country including some refugees. In 2018-19, 4 of the 41 new starters were new to the country and spoke no English. We ensure additional needs beyond EAL are responded to and wider pastoral provision is implemented.</p>	<p><b>Lessons learned</b> Induction for new pupils, quick identification of needs and responsive provision is vital in ensuring smooth transition into Woodside for new starters. This induction requires a strategic overview and ongoing communication to ensure provision is responsive to needs</p> <p><b>Next steps</b> Induction Checklist embedded into practice and identifies possible need for EAL provision linked to new starters. Embed the EAL resource for use in class Language buddy system utilised for new starters who are also new to the country. Development of communication friendly environment. Consistent approach throughout the school</p>	<p><b>£15,525</b></p>

		Local secondary school approached us to discuss our provision as they had identified that children from Woodside with EAL were more competent than their peers from other local primary schools. As a result of these discusses provision and resources were shared to support transition and impact beyond our own setting.		
<p>To ensure through pastoral systems that children are inducted quickly into school and supported to settle quickly. Advice sought from outside agencies in a prompt fashion to ensure that school is updated quickly and support can be put in place if needed.</p> <p>Administration: To link to prior schools and future schools to ensure records are passed appropriately and information shared in order to support the education of the child.</p>	Impact on cohorts from the transient population of the school is limited by good pupil induction, family support and detailed assessment and record keeping.	<p>Inward and outward mobility given a higher profile by SLT. This ensures that all staff are aware of new starters and induction processes ensure communication with all stakeholders is effective.</p> <p>Admin team communicate effectively with previous schools and share headline information of new children with SLT and new class teachers.</p> <p>Inclusion AHT liaised with Outside Agencies where applicable and provided prompt intervention (e.g. devised transition timetables, visual aids</p> <p>Family Support Worker carried out home visits to new children identified has vulnerable. The offer of Early Help given where required.</p> <p>Children new to Woodside are quick to embody the Woodside values and culture which is evidenced though our ongoing monitoring (pupil progress meetings, book scrutinies, learning walks and observations). New children are regularly praised and celebrated through praise assembly for settling quickly at Woodside.</p>	<p><b>Lessons learned</b> Effective communication is facilitated through a systematic approach to inward and outward mobility</p> <p>The more information we can gather regarding new starters the better our induction system is in meeting children's needs and ensuring smooth transitions into school</p> <p><b>Next steps</b> Induction Process to be formalised including clear identification of the roles and responsibilities of those staff involved To ensure communication friendly classrooms to support inward mobility of all pupils and particularly those with EAL/SEND</p>	<b>£16,340</b>

## ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Teaching Assistants: To support children with specific needs identified through marking, assessment and misconceptions. In order to develop deeper learning and understanding in areas where children have gaps in knowledge.</p> <p>Reduce adult: pupil ratios to accelerate learning.</p>	The youngest children eligible for PP to progress rapidly from their low school readiness baseline and achieve improved phonics outcomes.	<p>Impact Data – see data impact sheet:</p> <ul style="list-style-type: none"> <li>GLD now in line with national (70%) from baseline data of 16%</li> </ul> <p>Pupil progress information shared with all staff in the setting and interventions used to target specific gaps in pupil learning across GLD area.</p> <p>HLTA based primarily in Reception class ensures provision in more tailored to pupil need and ratios are kept low.</p> <p>Wellcomm Speech and Language Provision</p> <ul style="list-style-type: none"> <li>12% Green at baseline compared to 29% at recheck</li> <li>Identification of many additional needs in terms of EAL and Speech and language needs which has subsequently been</li> </ul>	<p><b>Lessons learned</b> Need for consistent assessment practice and systems across EYFS from Nursery to Reception Staff involvement in assessment processes linked to pupil progress develops ownership</p> <p><b>Next Step</b> Assessment Lead to keep staff informed of new assessment systems and support staff in taking responsibility for their outcomes and interventions</p>	<b>£27,750</b>

		<p>acted upon and provision put in place utilised external agencies as well as internal provision.</p> <p>Led by non-class based AHT, the development of systems across Nursery and Reception has led to the improved baseline outcomes 2019 27%</p>	<p>Increase focus placed upon WellComm provision to improve the impact Assessment Lead to develop and implement assessment strategies that are consistent and progress from Nursery intake through to the end of Reception</p>	
<p>AHT's/ Phase Leaders: To monitor teaching for all children. To lead small group interventions linked to need i.e.: Cusp and vulnerable children. To continue to focus on quality first teaching with less experienced staff, those new to the school and NQT's to ensure they are quickly teaching at the standards expected at Woodside. To focus on curriculum leads and TLR's/Phase Managers.</p> <p>Teaching Assistants: To support children with specific needs identified through marking, assessment and misconceptions. In order to develop deeper learning and understanding in areas where children have gaps in knowledge.</p> <p>Reduce adult: pupil ratios to accelerate learning and provide To ensure each child makes accelerated progress in line with their own targets and educational need. (Precision Teaching, Sandwell Numeracy Project, Speed up, Speech and Language, EAL intervention, Project X Code reading)</p> <p>GPS club: 2 members of staff before school to support Year 6 with GPS booster via ICT access.</p>	<p>% KS2 pupils reached working at greater depth in Reading and Maths, 5% GPS, 20% Writing hence 0% attained RWM</p>	<p>DHT daily targeted maths set. Enables a heightened focus on all groups. Specific gaps addresses across the cohort. Work was accurately pitched to ensure that children working towards the higher standard had their needs met. 5 pupils out of the 14 in the group were entitled to PP. Outcomes for this group were high:</p> <ul style="list-style-type: none"> <li>10 out of 14 pupils obtained the higher standard in maths (A scaled score of 110 or above), 1 pupil 109, 2 pupils 108 and 1 pupil 105.</li> <li>Improvement across the cohort from 51% in 2018 to 65% in 2019</li> </ul> <p>Completion of 2017/18/19 SATS papers allowed for robust QLA and the identification of individual cohort gaps which we were able to address through ongoing classroom provision as well as a wider range of interventions (see below)</p> <p>Pupil outcomes at the end of KS2 are supported by a wide range of interventions</p> <ul style="list-style-type: none"> <li>Online resources – SpaG.com, Read Theory, Prodigy Maths</li> <li>Weekly small group carousel</li> <li>Individualised homework focussed on gaps</li> <li>After school, low ratio tutoring</li> <li>SLT intervention groups</li> </ul> <p>Year 6 morning revision sessions staffed by senior leaders enabling children access to ICT online packages as well as staff input. Cusp children were identified and invited to start school at 8am to support their development across core subject areas</p> <p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p> <p>CLA in Year 6 pastoral support as well as academic support for a children who recently went into care (within the Year 6 school year)</p> <p>Managed move of a child into Year 6 (April 2019) from another Dudley school – pastoral and academic support led to this child achieving the expected standard in GPS, reading, writing and maths.</p>	<p><b>Lessons learned</b></p> <p>Reducing staff to pupil ratio in Year 6 enabled provision to be more closely matched to children's needs and resulted in improved outcomes. Completing SATS from previous years enables a heightened focus upon gap lead provision. Online resources are engaging and accessible to children within school and at home. Children responded well to additional learning opportunities which supported improved pupil outcomes outside of the curriculum</p> <p><b>Next steps</b></p> <p>Continue to utilise DHT to reduce staff to pupil ratios in maths Explore opportunities for other senior leaders to be deployed to reduce staff to pupil ratios across the curriculum. Refine use of online programmes – century education, which uses artificial intelligence to pitch work accurately for children. Continue with morning revision sessions and Easter school provision.</p>	<p><b>£25325</b></p>

<p>Inclusion Manager: To analyse in detail the impact of projects introduced this year such as "Speed up", "Write move", and Early Years Maths project.</p> <p>To monitor English, Maths and Science standards with regard to all and vulnerable pupils, not SEN across school. To monitor teaching and learning standards for vulnerable children across school. To support individual pupils across the school to accelerate progress. We are continuing Peer Massage in September and are currently embedding this practice across the school. Daily rainbow Room for children with social/emotional difficulties. Nurture Group for 2 afternoons per week for vulnerable children. Small Group work a focus.</p> <p>Teaching Assistants: To support children with specific needs identified through marking, assessment and misconceptions. In order to develop deeper learning and understanding in areas where children have gaps in knowledge.</p> <p>Reduce adult: pupil ratios to accelerate learning.</p> <p>Individual pupil support in Maths to ensure each child makes accelerated progress in line with their own targets and educational need.</p>	<p>PP gap increased from 1% to -30% compared to previous year in Maths at KS1</p>	<p>Rainbow Group: 5 pupils (one left before the end) 3 out of 4 showed a decrease in score on SDQ (out of 40): 23 →17, 18→ 3, 18→ 3</p> <p>Sandwell Numeracy Intervention: 4 pupils supported. All made progress. +1yr 2m, +4m, +6m and +2m.</p> <p>Nurture Group: 8 pupils by summer 2 4 pupils Boxalls were within average range. Support has continued for 4 pupils.</p> <p>Project x code: 6 pupils (2 left before the end) All increased reading age; 5.8 y→6.6 y, 5.1y → 6.6y, 5.6y → 6.6y, 5.2y→ 6.6y</p> <p>Speed-up: 5 pupils. Increased handwriting fluency by all but one and in this case legibility had improved. 11wpm→15wpm, 9wpm→15wpm, 5wpm→8wpm</p> <p>Get Moving: 5 pupils all with improved outcomes on individual assessment.</p> <p>Inclusion AHT and DHT work closely together to ensure that interventions are in place across the school for those requiring catch up provision as well as SEND support. Whole school intervention is timetabled to ensure needs are met and time is used effectively.</p> <p>Within Pupil Progress meetings, staff identify those children that require additional support in order to make attainment or progress targets. Interventions are based on individual needs.</p>	<p><b>Lessons learned</b></p> <p>Interventions are working well for those children with specific needs and are well targeted.</p> <p>Close liaison between AHT and DHT linked to pupil progress and outcomes ensure that interventions are responsive and the right support is in place at the right time</p> <p><b>Next steps</b></p> <p>Clear identification channels for those requiring additional intervention Intervention menu created and entry criteria Continue with structured approaches to pupil progress meetings and SEND meetings. Continue with AHT/DHT meetings to ensure effective interventions and capacity. AHT to create systematic approach to SEND Pupil progress discussions which includes comparing and contrasting pupil provision within classes.</p>	<p><b>£14,925</b></p>
<p>Family Support Worker to further engage parents. We are increasing the areas of school that we feel disadvantaged families may need and value. Provide opportunities that they are unable to have access to at home and involve parents in this including family learning, trips and events. Developing contact at home through ICT is key – including improvements made to our communication with parents via Parent Mail.</p>	<p>Increased attendance and punctuality rates for pupils eligible for PP.</p>	<p><b>2017/18</b> - PP 92.82% Whole school 94.13% (Gap 1.31%) <b>2018/19</b> – PP 94.28%, Whole school 94.72% (Gap 0.44%) Lowest attending pupil (below 85%) has dropped from 33 pupils in 2017/18 to 23 pupils in 2018/19.</p> <p>Attendance is closely monitored by Family Support Worker and identifies persistence absenteeism. Meetings with parents and attendance protocols are followed to facilitate improvement overtime. This is done on an individual basis.</p> <p>First day home visits take place for our most vulnerable children.</p>	<p><b>Lessons Learned</b></p> <p>Children were motivated by Perfect Attendance competition and focus on attendance across the school was raised. Perfect Attendance competition to be rerun in the Spring Term when attendance tend to decrease. First day home visits for vulnerable children beginning to impact on attendance. Sharing attendance information at parents evening ensures maintained focus.</p>	<p><b>£6000</b></p>

<p>Termly attendance awards: Praise for achievement raises self-esteem and promotes life skills and raises standards.</p>		<p>Attendance has a high profile within the school and is referenced on a weekly basis through praise assemblies (when parents are in attendance). Recognition is in place for high attending children and classes. Class attendance competitions incentivise high attendance.</p> <p>The importance of high attendance is regularly communicated to parents via newsletters and through parents' evenings.</p>	<p><b>Next steps</b>          Communicate weekly class percentages with parents          Perfect Attendance competition to be rerun in the Spring Term when attendance tend to decrease.          Planned approach to rewards implemented          Maintain high profile of attendance through whole school communication.          Appointment of Attendance Officer during maternity leave of FSW to continue driving attendance related provision forward.</p>	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>PP can be used for school trips, residential subsidies, music lessons, and school uniform where the additional need has been discussed with the parent on top of educational support.</p> <p>Swimming lessons subsidies, transport costs met by school for 2 classes all year round.</p> <p>To enable all families to participate fully.</p> <p>Easter school staff costs. To support Year 6 learners pre-SATS with fun activities that help children to apply learning through problem solving approach.</p> <p>Mini bus maintenance: In order that more groups of children can access subsidised activities due to no payment required for minibus.</p>	<p>Improved representation of PP pupils at OSHL opportunities</p>	<p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p> <p>Swimming sessions are accessible to all, children only pay for transportation and swimming lessons are subsidised.</p> <p>Pupil Premium uptake of extra-curricular clubs is monitored to ensure that attendance at out-of-hours school learning is representative of our cohort. Attendance of PP children towards clubs is encouraged when participation levels are low. At times, individuals are targeted and special arrangements are made through school – e.g. CLA/ Vulnerable children given priority places.</p> <p>To ensure we offer a wide range of out-of-school hour opportunities, we offer time in lieu for staff who run clubs which requires cover costs.</p> <p>As the year progressed, the mini bus was no longer fit for use.</p>	<p><b>Lessons learned</b>          Easter School attendance was high and a good chance to reinforce key concepts and address areas of difficulty in a more informal way. 16 day break punctuated with retrieval practice was beneficial to pupils          Giving priority places and inviting specific pupils to clubs ensures that uptake from PP pupils is proportionally high.</p> <p><b>Next steps</b>          Continue to take these approaches</p>	<p><b>£22,250</b></p>
<p>Website Updates: Parents to be better informed about the work of the school and encouraged to join with Woodside to support their children further.</p>	<p>Improved engagement of parents</p>	<p>School has introduced parent mail this year to ensure that communication with all stakeholders is effective. This ensures that communication is swift and efficient and has replaced functions previously done by the school website.</p> <p>School website still used to celebrate school activities and achievements</p>	<p><b>Lessons Learned</b>          Need to get whole school community accessing parentmail so there are no gaps in communication</p> <p><b>Next steps</b>          Continue to take these approaches</p>	<p><b>£2685</b></p>

<p>CPD for staff: Training course fees, Release time</p> <p>Staff cover costs - To ensure all staff are kept up to date with new initiatives. To create an outward looking school – compared to other schools.</p> <p>Special events and assemblies: Parental engagement and performance opportunities extends learning beyond the classroom.</p> <p>Cover Supervisors: Employed to ensure a better standard of cover teaching.</p> <p>Resources to support learning: Pira/Puma, IRIS, CPOMS, Phonics tracker, Provision mapping.</p>	<p>Additional resources</p>	<p>AHT trained as Teacher Educator through the Transforming Teaching project (10 days), which enabled her to lead the project across the school and ensure that changes to practice were embedded and the standards of quality first teaching improved.</p> <p>To embed a culture of coaching, AHT disseminated instructional coaching training to other Senior Leaders. IRIS video software package was purchased and a practical model of coaching was implemented.</p> <p>Senior Leaders attended a number of conferences led by Ambition Institute, where they had the opportunity to reflect and form the Woodside vision and values that now provide the foundation for all of our ongoing work.</p> <p>In school leadership sessions held to establish a common understanding of the school vision and values and plans for implementation were formulated.</p> <p>As part of the wider work of the MAT, key year groups were involved in opportunities to moderate work and share best practice. Senior Leaders also attend these sessions to ensure impact on provision takes place.</p> <p>Every child in the school has a performance opportunity through class assemblies, musical productions, sporting activities and school performances across the MAT.</p> <p>To ensure consistency for the school, all planned for cover is provided by Senior Leaders, HLTAs and Cover Supervisors. This keeps supply costs to a minimum and ensures consistency of provisions and expectations for all pupils. As a result, children's academic and pastoral standards are maintained.</p> <p>A number of additional resources have been purchased and implemented this year, that have had a significant positive impact upon staff communication, workload and administration:</p> <ul style="list-style-type: none"> <li>• CPOMS – safeguarding reporting for all pupils is timely enabling swift response to concerns; pupil history is easy to identify; transferal of information is efficient; communication between staff and Senior Leaders/ DSLs is highly effective</li> <li>• EduKey – SEND provision and history maintained in a more effective way; records easily accessed by all relevant staff; children's history is easy to identify; impact on pupils easy to establish.</li> <li>• Phonics Tracker – phonics records maintained in a robust way; data easier to obtain and analyse; records easily accessed by all relevant staff; individual gaps and resulting</li> </ul>	<p><b>Lesson learned</b></p> <p>Staff confidence with coaching approaches has increased and fear of utilising video software overcome. Consistency of language and approaches across the school has developed a common understanding.</p> <p><b>Next steps</b></p> <p>Extend MAT working to all year groups and core subject leaders.</p> <p>AHT to continue to embed transforming teaching</p> <p>AHT to continue to embed coaching model. Obtain feedback from staff.</p> <p>Continue to develop performance opportunities across the school for example Y5 debate, sporting fixtures and speaking opportunities within assemblies.</p> <p>Continue to use internal capacity where available to cover staff attending CPD opportunities</p> <p>Research use of GL Reading Assessments across the school which closely align to statutory assessments in Y2 and Y6. Implement across the school as required.</p> <p>Continue to use additional resources to improve staff communication, workload and administration</p>	<p>£9770</p>
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		<p>resources easily obtained. This enables staff to invest time in improving provision for children.</p> <ul style="list-style-type: none"><li>• PIRA/PUMA – standardisation of assessment across school; low workload assessment for staff; gaps easily identified through QLA. This enables staff to invest time in improving provision for children.</li></ul>		
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## 6. Planned expenditure

Academic year

2019-2020

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 outcomes	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>Phonics leader release time to maintain and continue to improve provision.</p> <p>HLTA phonics provision to continue across KS1 e.g. Y1 phonics group.</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Improved outcomes last academic year HLTA has significant impact upon phonics outcomes of the children with the lowest starting points Engagement with the evidenced-based work of the English Hub Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p>	<p>High profile maintained within the school Half termly phonics review meetings between lead and SB/KD Half termly phonics pupil progress meetings Ongoing communication regarding phonics provision Engagement with English Hub project Additional release time for leader as required Regular review of practice and consultation with staff</p>	RW	<p>Half termly via phonics review processes</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>DHT to remain non-class based</p> <p>DHT to work with MAT leaders to refine pupil progress procedures including regular meeting with MAT leaders.</p> <p>DHT to lead the implementation of revised assessment systems and provision.</p> <p>AHT to lead Phase 2 of Transforming Teaching Project.</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Effective systems provide clarity and understanding for all staff Data is easy to access and clear Ensure staff time can be focussed upon provision therefore benefiting staff workload Transforming teaching project ground in the latest educational research and understanding of cognitive science Behaviour systems will reflect latest understanding linked to establishing a culture of positive behaviour – focussed upon the commonly found features of the most successful schools (Creating a</p>	<p>Close communication between assessment leader and trust leaders regarding assessment AHT to liaise effectively with Ambition Institute and implement phase 2 Effective communication with staff via staff memo and staff meeting as required Behaviour pathway visibility consistent across the school. Planned used of teaching assistants and support staff discussed strategically at SLT meetings Regular review of practice and consultation with staff</p>	KD/KB/HJ	<p>Half termly via pupil progress meetings with trust leaders and staff</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>Continue to release Phase Managers to work on developing provision across the curriculum</p> <p>Continue to unpick context of PP children – PP overview created and maintained by DHT.</p> <p>Parental engagement – NPQH focus for visiting leader</p> <p>Inclusion AHT to continue to embed behaviour pathway within provision and evaluate impact.</p> <p>Continue to deploy HLTAs primarily with key year groups so their expertise impacts upon outcomes within these year groups.</p>	<p>Parental engagement in the life of the school continues to improve</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Culture: How School Leaders can optimise behaviour, 2017, T. Bennett)</p> <p>NPQH focus linked to research in parental engagement</p> <p>Ensuring support staff follows EEF guidance</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf</a></p> <p>Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p>	<p>Close communication between assessment leader and trust leaders regarding assessment</p> <p>AHT to liaise effectively with Ambition Institute and implement phase 2</p> <p>Effective communication with staff via staff memo and staff meeting as required</p> <p>Behaviour pathway visibility consistent across the school.</p> <p>Planned used of teaching assistants and support staff discussed strategically at SLT meetings</p> <p>Regular review of practice and consultation with staff</p>	<p>KD/KB/HJ</p>	<p>Half termly via pupil progress meetings with trust leaders and staff</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>Embed transforming teaching project</p> <p>Continue Sandwell Numeracy intervention</p> <p>Continue to engage with trust moderation programme</p> <p>Power Maths implementation</p> <p>Times Tables Rockstars introduced</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Transforming teaching project ground in the latest educational research and understanding of cognitive science</p> <p>Evidence based interventions – Sandwell Numeracy Intervention</p> <p>Power Maths – DfE expert panel recommended textbooks and comprehensive approach to maths mastery.</p> <p>Comprehensive resources support staff subject knowledge and reduce planning workload</p> <p>Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p>	<p>Ongoing focus and high profile given to the implementation of Power Maths including being the focus of multiple staff CPD sessions over a prolonged period of time.</p> <p>Profile of TTRS to be high with pupils and linked to WOW assembly</p> <p>Ensure drop in sessions for discussion regarding implementation</p> <p>Sandwell Numeracy intervention – ensure suitable pupils are chosen.</p> <p>Regular review of practice and consultation with staff</p>	<p>KB/NB/KD</p>	<p>Regular review across the year through SLT meetings and subject leader meetings</p> <p>Feedback to trust leaders via half termly heads meetings and termly deputies meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>AHT post maintained with a lead on pastoral provision- regular meetings, the maintenance of a vulnerable children overview, rapid response to absence (first day calls, home visits and communication with parents regarding absence)</p> <p>Attendance to continue to have a high profile within school.</p>	<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p> <p>Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close</p>	<p>DFE research (2016) finds strong links between levels of attendance and educational outcomes therefore needs to be a school priority</p>	<p>Clear links between SLT and the pastoral team established through weekly pastoral meetings</p> <p>Attendance to have a strategic position amongst SLT</p> <p>Ongoing liaison regarding attendance – displayed on all classroom doors and focus within WOW assembly</p>	<p>SB/HJ</p>	<p>Ongoing review via governors, trust, SLT and pastoral meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>Induction Process to be formalised including clear identification of the roles and responsibilities of those staff involved</p>	<p>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</p> <p>Parental engagement in the life of the school continues to improve</p>	<p>New starters to feel valued at what can be a challenging time (Hattie suggests an negative effective size of -0.34 and is the fifth largest negative impact upon pupils) It is essential that this process is smooth, communication is effective and needs are met as soon as possible</p>	<p>Ensure all stakeholders are aware of induction processes and individual responsibilities within the system</p> <p>Clear communication between all stakeholders</p>	<p>SLT/HJ</p>	<p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>To ensure communication friendly classrooms to support inward mobility of all pupils and particularly those with EAL/SEND</p> <p>Induction Checklist embedded into practice and identifies possible need for EAL provision linked to new starters.</p> <p>Embed the EAL resource for use in class</p> <p>Language buddy system utilised for new starters who are also new to the country</p>	<p>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>New starters to feel valued at what can be a challenging time especially when they are new to the country (Hattie suggests an negative effective size of -0.34 and is the fifth largest negative impact upon pupils)</p> <p>It is essential that this processes linked to EAL are clear, communication is effective and needs are met as soon as possible</p>	<p>Initial introduction to communication friendly environments through staff CPD session</p> <p>Ongoing communication via AHT</p> <p>Clear channels of communication from SLT/Admin/EAL provider</p> <p>Regular review of practice and consultation with staff</p>	<p>HJ</p>	<p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>Curriculum resources inked to Power maths and concrete maths manipulatives</p> <p>Reading Hub match funded phonics resources</p> <p>Learning Zone – intervention spaces</p> <p>Library development</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p> <p>Huge links between literacy levels and educational outcomes</p> <p>Research linked to reading and vocabulary acquisition and The Matthew Effect</p>	<p>Careful research of appropriate products which are aligned to our approaches</p> <p>New resources carefully introduced to staff via staff CPD sessions</p> <p>Ongoing monitoring of usage and discussion regarding implementation</p> <p>Exemplification of best practice</p> <p>Regular review of practice and consultation with staff</p>	<p>NB/RW/TH</p>	<p>Ongoing review via SLT and phase meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
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**Total budgeted cost £35830**

**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?
<p>Assessment Lead to keep staff informed of new assessment systems and support staff in taking responsibility for their outcomes and interventions</p> <p>Increase focus placed upon WellComm provision to improve the impact</p> <p>Assessment Lead to develop and implement assessment strategies that are consistent and progress from Nursery intake through to the end of Reception</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Effective systems provide clarity and understanding for all staff</p> <p>Data is easy to access and clear</p> <p>Ensure staff time can be focussed upon provision therefore benefiting staff workload</p> <p>Pupils enter school with low levels of communication and language. WellComm supports timely assessment and intervention</p> <p><a href="https://www.gla-assessment.co.uk/sites/gla/files/images/WellComm_Handbook_Chapter9_pages.pdf">https://www.gla-assessment.co.uk/sites/gla/files/images/WellComm_Handbook_Chapter9_pages.pdf</a></p>	<p>Ensure high profile given to assessment approaches and WellComm provision</p> <p>Effective communication of approaches via staff CPD</p> <p>Regular review of practice and consultation with staff</p>	<p>KD/HJ</p>	<p>Half termly review via pupil progress meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>Continue to utilise DHT to reduce staff to pupil ratios in maths</p> <p>Explore opportunities for other senior leaders to be deployed to reduce staff to pupil ratios across the curriculum.</p>	<p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between</p>	<p>Evidence from previous year suggests that additional group in maths from Christmas had an impact upon outcomes including those of higher at the higher standard</p>	<p>Regular meetings and consultation with relevant staff</p> <p>High profile given to the benefits of online learning support</p> <p>Provision closely related to assessment information and pupil attainment</p>	<p>KD</p>	<p>Half termly review via pupil progress meetings</p> <p>Ongoing discussion via SLT, governors and trust meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>Refine use of online programmes – century education, which uses artificial intelligence to pitch work accurately for children.</p> <p>Continue with morning revision sessions and Easter school provision.</p>	<p>school PP and National others continue to close</p>	<p>Online programmes support reinforcement and the retrieval of key concepts beyond their lessons and beyond the duration of the school day.</p>	<p>Relevant pupils targeted for intervention and OSHL opportunities Ongoing liaison across the trust Exemplification of best practice Regular review of practice</p>	<p>KD</p>	<p>Half termly review via pupil progress meetings</p> <p>Ongoing discussion via SLT, governors and trust meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<p>Strategic lead of attendance to sit with the head teacher</p> <p>Attendance officer recruited to cover maternity leave of FSW</p> <p>Attendance officer to take a lead on day to day management of attendance ensuring reaction to poor attendance is address in an effective and timely manner</p> <p>Attendance officer to take a lead on proactive approaches to raising attendance across the school</p> <p>Communicate weekly class percentages with parents</p> <p>Perfect Attendance competition to be rerun in the Spring Term when attendance tend to decrease.</p> <p>Planned approach to rewards implemented</p> <p>Maintain high profile of attendance through whole school communication.</p> <p>Appointment of Attendance Officer during maternity leave of FSW to continue driving attendance related provision forward.</p> <p>Pastoral team responsive to the pastoral needs of the children across the school and needs quickly met</p>	<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p> <p>Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close</p> <p>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</p>	<p>DFE research (2016) finds strong links between levels of attendance and educational outcomes therefore needs to be a school priority</p>	<p>High profile given to attendance and communicated with whenever parents are in school – parents evenings, WOW assembly, workshops</p> <p>Weekly pastoral meetings with AHT</p> <p>Ongoing communication with staff team as required and more formally through the maintenance of the vulnerable children overview</p> <p>Effective induction of attendance officer and incorporated into pastoral/admin team</p> <p>Regular home communication</p> <p>Attendance discussed within pupil progress meetings so staff have a greater awareness</p> <p>Efficient and effective monitoring systems</p>	<p>SB/HJ</p>	<p>Provision reviewed regular through pastoral team meetings which take place on a weekly basis</p> <p>Attendance focus at SLT, governor and trust level meetings</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>Clear identification channels for those requiring additional intervention</p> <p>Intervention menu created and entry criteria</p> <p>Continue with structured approaches to pupil progress meetings and SEND meetings.</p> <p>Continue with AHT/DHT meetings to ensure effective interventions and capacity.</p> <p>AHT to create systematic approach to SEND Pupil progress discussions which includes comparing and contrasting pupil provision within classes.</p>	<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>		<p>Effective communication between SLT and teaching staff</p> <p>Ensure SEND meetings take place alongside pupil progress meetings</p> <p>Refinement of SEND meetings to focus upon provision in place and next steps actions and the development of SEND meeting format introduced for consistency, clarity and focus</p> <p>Regular meetings between DT and AHT regarding interventions and the deployment of support staff</p> <p>Meetings to take place between AHT and support staff on a regular basis</p> <p>Edukey embedded as the main information system linked to the provision in place for our</p>	<p>HJ</p>	<p>Provision reviewed at least half termly through meetings between AHT and DT</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>
<b>Total budgeted cost</b>					<b>£156890</b>

### 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?
<p>Extend MAT working to all year groups and core subject leaders.</p> <p>AHT to continue to embed coaching model. Obtain feedback from staff.</p> <p>Continue to develop performance opportunities across the school for example Y5 debate, sporting fixtures and speaking opportunities within assemblies.</p> <p>Continue to use internal capacity where available to cover staff attending CPD opportunities</p> <p>Research use of GL Reading Assessments across the school which closely align to statutory assessments in Y2 and Y6. Implement across the school as required.</p> <p>Continue to use additional resources to improve staff communication, workload and administration – CPOMS, Edukey, Phonics tracker, GL Assessments</p>	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Sharing of best practice within and across school is a powerful driver of change and a peer to peer support model</p> <p>Coaching approaches have a strong evidence base for school improvement (<a href="http://www.curee.co.uk/mentoring-and-coaching">http://www.curee.co.uk/mentoring-and-coaching</a>)</p> <p>Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p> <p>Giving children the platform to showcase their skills and abilities beyond the classroom and often beyond the core subjects is important to us. Aspire and achieve are core values of the school and we want to facilitate opportunities across our curriculum.</p> <p>Additional systems in place ensure effective communication, support for assessment judgements and the reduction of workload.</p>	<p>Effective communication across all stakeholders</p> <p>Systematic approach taken to coaching across the school and profile raised across the staff team</p> <p>Key subject leaders outward facing and looking for performance opportunities within and beyond school and the trust</p> <p>Celebration of extra-curricular activities</p> <p>Regular review of practice and consultation with staff and key stakeholders</p>	<p>KD/KB</p>	<p>Review meetings regarding assessment systems and approaches termly</p> <p>Extra-curricular provision review termly by pastoral team and annually via SLT</p> <p>Termly PP review meetings led by PP lead and involving SLT</p>

<p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p> <p>Subsidies for trips, residential visits, uniform, music lessons and extra-curricular clubs – systematic approach to record keeping</p> <p>To ensure swimming sessions are accessible to all, children only pay for transportation and swimming lessons are subsidised.</p> <p>Attendance of PP children towards clubs is encouraged. At times, individuals are targeted and special arrangements are made through school – e.g. CLA/ Vulnerable children given priority places.</p> <p>Monitoring of Pupil Premium uptake of extra-curricular clubs to ensure that attendance at out-of-hours school learning is representative of our cohort.</p> <p>To ensure we offer a wide range of out-of-school hour opportunities, we offer time in lieu for staff who run clubs which requires cover costs.</p>	<p>Parental engagement in the life of the school continues to improve</p> <p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Uptake of Easter School in previous years has been high and been a benefit to pupils who attended</p> <p>Easter School provision is based upon the need for retrieval practise and supports the learning and retention of key concepts for our children Focus upon high quality first teaching which has the biggest impact upon disadvantaged pupils (Sutton Trust)</p> <p>Giving children the opportunities beyond to develop their skills and abilities beyond the school day and often beyond the core subjects is important to us. Aspire and achieve are core values of the school and we want to facilitate opportunities across our extra-curricular provision.</p>	<p>Clarity created linked to additional funding options and subsidies linked to off site visits, visitors to school, additional swimming opportunities Staff aware of how to access and the criteria in place</p> <p>Clear communication between SLT, admin/finance staff and teaching/support staff</p> <p>Easter school provision is targeted at specific pupils</p> <p>Effective communication with parents Systematic monitoring of attendance at extra-curricular clubs and clarity of PP overview</p>	<p>SLT/KT</p>	<p>Termly PP review meetings led by PP lead and involving SLT</p>
<b>Total budgeted cost</b>					<b>£19800</b>