

New Wave Federation Pupil Premium Strategy Statement

Summary information

School	Woodberry Down Primary School				
Academic Year	2017/18	Total PP budget	£356,400	Date of most recent PP Review	07/17
Total number of pupils	614	Number of pupils eligible for PP	224 (36%)	Date for next internal review of this strategy	01/18

Current Attainment

KS2 2017 Data	<i>Pupils eligible for PPG (your school)</i>	<i>Pupils not eligible for PPG (national average)</i>
% achieving the expected standard or above in reading, writing and mathematics	84%	60%
average progress in reading, writing and mathematics	Reading +5.6 Writing +4.5 Maths +4.5	Reading -5.0 Writing -7.0 Maths -5.0
average scaled score in reading, maths and GPS	Reading 108.8 Maths 107.5 GPS 108.0	Reading 103.8 Maths 104.1 GPS 106.0
% achieving a high level of attainment in reading, writing and mathematics	13%	Reading 23% Writing 18% Maths 20%

Barriers to future attainment (for pupils eligible for PPG)		
In-School Barriers		
A.	<i>Language Skills – a high percentage of children enter Woodberry Down Primary School in Nursery/Reception with little or no English. Fifty five children (64%) of the Reception cohort are recorded as EAL. Of those EAL pupils entering Reception in September 2017, 22% were working at age expected standards in all EYFS subjects. In addition, a high number of mid-year admissions are enrolled at our school. These pupils are, more often than not, children with low levels of proficiency in English. Seventy three children entered the school midyear during 2016/17 including Nursery and Reception.</i>	
B.	<i>Limited Conceptual Understanding – Attainment at Greater Depth in Reading, Writing and Maths. Although a high percentage of PPG children achieve expected standards by the end of KS2, 13% of PPG pupils achieved GD in RWM combined compared to 19% of ‘others’.</i>	
C.	<i>Low Aspirations – high levels of deprivation are ingrained within the locality. With many families being rehoused due to regeneration works on the Woodberry Down Estate, which involves demolishing 1,980 homes and building more than 5,500 new ones, with 41% for social renting and shared ownership. The number of working parents is low and those who do work are generally in unskilled or manual work.</i>	
D.	<i>As a result of Universal Free School Meals across KS1, low numbers of parents apply for PPG funding – Consequently the school has less disposable financial resources to allocate towards pupil premium children and programmes which will benefit them.</i>	
External Barriers		
E.	<i>Enrichment Opportunities – pupils attending Woodberry Down Primary School have less access than their more affluent peers to cultural and social experiences which would otherwise enrich their vocabulary, knowledge and</i>	

understanding. In addition, this group of pupils are significantly less likely to use technology as a tool for extending learning at home.

Desired Outcomes		Success criteria
A.	<p>Pupils leave Woodberry Down Primary School with a belief that they are successful and can achieve additional academic success through further education and, as a result, professional careers.</p> <p>They are actively supported by their parents and the community.</p>	<ul style="list-style-type: none"> ● <i>Regardless of their socio economic background, pupil attendance figures remain above national averages and are improving term on term</i> ● <i>Improved parent attendance and participation in workshops and training sessions run by school staff</i> ● <i>Enrichment programmes develop awareness of opportunities available to all children when they leave education</i> ● <i>Pupils have self-belief and are motivated by the prospects on available to them</i> ● <i>Woodberry Down children have creative minds and have an understanding of the design process</i>
B.	<p>Pupils arriving at the school with little or no English make accelerated progress in spoken language and understanding.</p>	<ul style="list-style-type: none"> ● <i>EYFS provision offers a wealth of opportunity for EAL pupils including lessons which cater for those with little understanding</i> ● <i>Our curriculum encourages and supports those who are new to English by meeting their interests</i> ● <i>Timetabled, regular group SALT sessions</i> ● <i>External and trained internal providers lead successful intervention and tuition support</i> ● <i>Data supports accelerated progress from starting points</i>
C.	<p>An increased number of parents apply for pupil premium grant funding across EYFS and KS1 and support is given to those without access to public funds.</p>	<ul style="list-style-type: none"> ● <i>Parents are aware of how to apply for additional funding</i> ● <i>Parents are supported in completing the online</i>

		<p><i>application</i></p> <ul style="list-style-type: none"> ● <i>Parents understand the impact of the funding upon the school and the pupils</i> ● <i>A greater number of PPG pupils attend clubs and enrichment opportunities including residential school journeys</i> ● <i>Additional resources including support and teaching staff are in school to support the pupils</i> ● <i>Therapist support is available to pupils with emotional difficulties and mental health needs</i>
D.	<p>At the end of KS1, a greater number of disadvantaged pupils achieve expected standards in reading. Any gaps in attainment between those eligible for PPG and those not are narrowed.</p> <p>At the end of KS2, a greater number of pupils reach the greater depth standard in all three subjects combined.</p>	<ul style="list-style-type: none"> ● <i>Pupils are taught in smaller groups for English lessons</i> ● <i>Children requiring the support are taught 1:1 as a RWI intervention</i> ● <i>Year 6 are taught English and Maths in three smaller groups</i> ● <i>Enrichment projects such as 'Team Up' support those identified as underachieving</i> ● <i>Pupils working at higher levels are challenged through enrichment projects such as 'ACE' and 'Brilliant Club'</i> ● <i>Data is used as a tool for analysing impact and identifying gaps in pupil's knowledge</i> ● <i>Booster classes are held during vacations such as Christmas and Easter with the support of outside agencies</i>
E.	<p>Pupils at Woodberry Down Primary School engage in a wide range of physical activities, creative arts, music tutoring, technology lessons, residential journeys and educational visits.</p>	<ul style="list-style-type: none"> ● <i>All pupils at Woodberry Down Primary School experience at least one educational visit every six weeks</i> ● <i>Reduced costs for residential visits mean a greater number of deprived pupils access such experiences</i> ● <i>The children are able to access a greater range of activities on offer outside of the daily timetable</i>

		<ul style="list-style-type: none"> ● <i>A greater range of creative opportunities are on offer to those who are skilled or interested in these fields</i> ● <i>All pupils interested in in technological advances such as coding can access this beyond the classroom</i> ● <i>Pupils at Woodberry Down access an eclectic range of clubs and activities after school.</i>
F.	<p>All children at Woodberry Down Primary School, regardless of their backgrounds, use technologies as a tool to demonstrate their learning in a range of ways. The pupils choose these means as a platform on which to display their understanding.</p>	<ul style="list-style-type: none"> ● <i>Woodberry Down pupils have access to tablet technology in the classroom</i> ● <i>Pupils choose to use technology to demonstrate their understanding</i> ● <i>Children are taught coding by comprehensively trained staff</i> ● <i>Digital Leaders (pupils) support staff with the day to day challenges with technologies</i> ● <i>Children in Years 5 & 6 use iPad technology 1:1</i> ● <i>Pupils at Woodberry Down share their skills with teachers, educators and other pupils nationally and internationally</i>

Planned Expenditure					
Academic Year		2017-2018			
1. 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?	Lead	Review Period
<p><i>All children at Woodberry Down Primary School participate in lessons which promote curiosity, innovation and creativity every day</i></p>	<p><i>Professional development opportunities are provided for all staff in all relevant subjects, directed precisely at the stage of their career</i></p> <p><i>Teachers at the beginning of their career, and those identified as being in need of further professional support, have identified mentors and career coaches</i></p> <p><i>INSET and Federation INSET professional development is aimed at creativity and design process within the classroom</i></p>	<p><i>Where teaching is interesting and inspiring, children make better progress.</i></p> <p><i>Improved practice leads to improved outcomes.</i></p> <p><i>Professional development will be focussed on improving pupil outcomes and supporting key school priority areas.</i></p> <p><i>Children who understand the design process are always considering how they could make things better next time.</i></p>	<p><i>AHTs and additional leaders support and develop staff members through directed mentoring periods</i></p> <p><i>Robust and regular systems for the appraisal and monitoring of teaching and learning</i></p> <p><i>Comprehensive timetable of professional development with the support of the Teaching School</i></p> <p><i>Crafted training sessions and additional funding for resources to support</i></p>	<p><i>HT</i></p>	<p><i>Halftermly</i></p>

			<i>embedding design opportunities into the classroom</i>		
<i>Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations</i>	<p><i>Engaging marking comments challenge higher attaining pupils and develop dialogue which encourages explanation and depth</i></p> <p><i>Pupil performance reviews including data analysis and pupil data evaluation inform intervention and support</i></p> <p><i>Curriculum topics meet the needs and interests of the children at Woodberry Down. Staff know what we teach, why we teach it and why we teach it to OUR children</i></p>	<p><i>Children who participate in written dialogue with staff, including feedback and goals for development show greater progress over time.</i></p> <p><i>Identified intervention targeted at underperforming groups supports learning and encourages understanding</i></p> <p><i>Where children are interested in the topics taught to them, they are better engaged and thus make better progress</i></p>	<p><i>By ensuring that teaching assistants are highly trained, understand and use effective strategies to support accelerated progress in line with school policy</i></p> <p><i>Opportunities for professional development are well planned and frequent</i></p> <p><i>Systems for scrutiny and feedback are regular and robust</i></p>	<i>SLT</i>	<i>Halftermly</i>

Total budgeted cost					£193,400
2. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Review Period
<p><i>To diminish the difference in attainment between reading and other subjects for disadvantaged pupils at the end of KS1.</i></p>	<p><i>Further promoting 'Reading for Pleasure' in KS1 and throughout the school community, including parents and carers</i></p> <p><i>Targeted Reading interventions for disadvantaged pupils in KS1 (including 1:1 phonics intervention, teacher led guided reading during DEAR time and SLT reading club)</i></p> <p><i>Team teaching with Year Leader and Phase Leader, sharing good practice</i></p> <p><i>Staff Professional Development, aimed specifically at developing fluency, analytical reading skills and teaching pupils to make connections between texts and across subjects.</i></p>	<p><i>Due to their progress the majority of low band disadvantaged pupils reached the expected standard in writing. All middle band disadvantaged pupils made the progress needed in writing and mathematics to reach the expected standard. Above average proportions made accelerated progress and so reached greater depth. Progress was not quite as strong in reading and generally similar to the national average for other pupils.</i></p>	<p><i>Ensuring all resources are available to staff as and when needed</i></p> <p><i>Parent sessions are timetabled and well led</i></p> <p><i>DEAR time and other reading interventions are well timetabled and monitored by English lead</i></p> <p><i>A CPD calendar is in place with identified support for reading</i></p>	<p><i>HT</i></p> <p><i>English Lead</i></p>	<p><i>Halftermly</i></p>

<p><i>Pupils arriving mid-year with little or no English are given direct and intensive support to allow them to access the curriculum quickly</i></p>	<p><i>Targets are set for those arriving into the school mid-year with clear time frame</i></p> <p><i>Intense support from RWI consultant with thorough staff training and RWI implementation</i></p> <p><i>RWI 'Fresh Start' groups are implemented daily as and when required</i></p>	<p><i>RWI successfully gets children reading and writing fluently in 33 lessons</i></p> <p><i>The programme engages older children with age-appropriate comic strips, quizzes, amusing stories and modern non-fiction texts</i></p> <p><i>Fresh Start uses simple and effective spelling strategies to increase confidence when writing</i></p>	<p><i>RWI development days and support of RWI consultant trainer used to support and train teaching and additional staff to deliver 1:1 intervention and 'Fresh Start'</i></p>	<p><i>DHT</i></p> <p><i>RWI Lead</i></p>	<p><i>Ongoing</i></p>
<p><i>To increase the percentage of PPG pupils achieving higher standard in reading by the end of each key stage</i></p>	<p><i>Regular monitoring of assessment information ensuring teachers are held to account for progress of higher achieving pupils</i></p> <p><i>Higher achieving children to be challenged through marking to develop higher order skills</i></p> <p><i>KS2 pupil 'buddy system' in place for higher attaining pupils in reading in KS1</i></p> <p><i>Introducing focussed questions in Reading Journals</i></p>	<p><i>Children who leave KS1 with strong reading skills are more likely to achieve greater depth across the curriculum by the end of KS2</i></p> <p><i>Children leaving KS2 at Greater Depth in reading are more likely to pass GCSE at higher levels</i></p> <p><i>A strong reading culture in KS1, ensures the children continue to read for pleasure in KS2</i></p>	<p><i>Monitoring of the quality of teaching and learning in KS1</i></p> <p><i>RWI development days are support from RWI consultant quality assures judgements made by SLT</i></p> <p><i>RWI and SFA consultants run regular master classes to train staff in teaching early reading skills and comprehension</i></p>	<p><i>DHT</i></p> <p><i>RWI Lead</i></p>	<p><i>Halftermly</i></p>

	<i>Higher Attaining Readers SLT Book Club</i>				
Total budgeted cost					£162, 850
3. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Review Period
<i>To offer opportunities to deprived pupils to extend their learning and broaden their educational aspirations regardless of their academic success</i>	<p><i>Targeted tuition, educational visits and university access projects to encourage and support higher attaining deprived pupils in achieving more ambitious goals</i></p> <p><i>Tuition, delivered by inspirational role models to enable pupils from low income backgrounds to meaningfully increase their academic attainment, in order to improve the choices open to them</i></p>	<i>Higher attaining pupils who have access to enriching projects and supportive networks are less likely to underperform in further education</i>	<p><i>Monitoring progress of higher attaining pupils</i></p> <p><i>Reserve tuition places for pupil premium children working at all levels</i></p> <p><i>Allocated learning mentors for each child participating in the programmes</i></p> <p><i>Identifying underperforming pupil premium children for 'Team Up'</i></p>	<i>DHT</i>	<i>Ongoing</i>

<p><i>To provide a comprehensive and engaging range of enrichment opportunities which raise aspirations and support curriculum learning including a culture of creativity and design</i></p>	<p><i>To offer a wide diversity of clubs, trips and activities which represent a broad spectrum of pupil interests including art, design and dance as well as sports</i></p>	<p><i>Providing children with the cultural understanding, character development and broad range of interests that they will need to take full advantage of their learning throughout their educational careers</i></p> <p><i>Embedding a culture of creativity that encourages pupils to understand the process of design and improvement</i></p> <p><i>Identifying skills, talents and interests for pupils who may not have another forum in which to develop these</i></p>	<p><i>Developing clubs allow for creative diversity</i></p> <p><i>Offering clubs and activities which reflect student interest and trends</i></p> <p><i>Ensuring reserved places for children most in need and ensuring costs are accessible</i></p> <p><i>Across the federation, recruit and retain highly skilled arts tutors and sports coaches</i></p>	<p><i>SLT</i></p>	<p><i>Ongoing</i></p>
<p>Total budgeted cost</p>					<p>£92,780</p>

Review of Expenditure				
Previous Academic Year		2016 - 2017		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>Teaching to be never less than good for all children</i>	<p><i>All staff have an identified coach/mentor to support and develop their practice</i></p> <p><i>Professional development opportunities are provided for all staff in all relevant subjects</i></p>	<p><i>Following rigorous monitoring and evaluating by senior leaders and subject coordinators, 100% of teaching was considered to be good or better with 60% of classrooms being judged to be outstanding.</i></p> <p><i>Three SIP visits throughout the school year quality assured all judgements made by the school. The school's LAMA verified the quality of teaching and learning at Woodberry Down to be outstanding.</i></p>	<p><i>Identified coaches for each classteacher creates a supportive and nurturing ethos with improvements in standards of teaching.</i></p> <p><i>Tailored CPD ensures all areas for improvement are addressed in teaching and learning.</i></p>	£51,000
<i>Pupils make at least expected year on year progress and meet/exceed national year group expectations in all subjects</i>	<p><i>Differentiated marking and feedback to challenge higher attaining pupils</i></p> <p><i>Data tracking and gap analysis to</i></p>	<p><i>Data shows that at end of KS2, PPG children made good progress compared to their starting points and against national averages.</i></p> <p><i>Provisional data shows that 13% of PPG children achieved the higher standards in RWM combined compared to 0% in 2016.</i></p>	<p><i>Pupil progress reviews allow for professional dialogue based on the progress of all children including those in need of further support.</i></p> <p><i>In depth marking, which promotes dialogue and learning discussion support pupils in identifying their next steps.</i></p>	£41,000

	<i>inform intervention and support timetable</i>			
2. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>Pupils new to English, make accelerated progress in English (Reading and Writing)</i>	<i>SALT Intervention Groups in EYFS and KS1 1:1 RWI Intervention</i>	<i>Provisional 2017 data indicates that at the end of KS1, EAL pupils at Woodberry Down outperform this group nationally in Reading, Writing and Maths. It also indicates that this group outperforms national averages for Writing and Maths at greater depth.</i>	<i>SALT therapists working with school staff have a direct and positive impact on staff professional development and as a result, on pupil attainment at the end of KS1.</i>	£130,000
<i>Pupils arriving mid-year with little or no English are given direct and intensive support to allow them to access the curriculum quickly</i>	<i>RWI 'Fresh Start' groups are implemented daily 'METs' are created to identify need and support requirements</i>	<i>Pupils given personal targets upon arrival to the school from overseas, make good progress from their starting points. MET meetings indicate that the vast majority of children make rapid progress after arriving at Woodberry Down Primary School.</i>	<i>RWI 'Fresh Start' interventions have a positive impact on the pupils arriving from overseas with little English during the school year.</i>	£24,000
<i>To raise children's achievement in reading and encourage children to read for their own pleasure and</i>	<i>Introduce Drop Everything And Read (DEAR) into Years 1-6 Create Daily Supported Reading</i>	<i>Provisional data for 2017 indicates that pupils made good progress compared with their starting points. Data for the end of KS2 demonstrates impact with 92% of PPG children achieving</i>	<i>Raising the profile of reading, investment in challenging reading materials and reading journals encourages children to read for pleasure thus improving standards in this subject.</i>	£66,500

<i>development</i>	<i>groups for R, Y1 and Y2</i>	<i>the expected standard in this subject. This compares very well to national figures of 72%. In addition, 42% of PPG children achieved higher standards in reading compared with 23% nationally.</i>		
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3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>To provide a comprehensive and engaging range of enrichment opportunities which raise aspirations and support curriculum learning</i>	<i>To offer a wide diversity of clubs, trips and activities which represent a broad spectrum of pupil interests</i>	<i>A higher number of PPG children now attend Breakfast Club, after school provision and extra-curricular clubs at the end of the school day. A greater number of children accessed residential journey as a result of reduced costs.</i>	<i>Lowering costs of additional provision and clubs allows more children to attend thus extending their enjoyment and raising aspirations.</i>	<i>£48,500</i>
<i>To offer opportunities to higher attaining deprived pupils to extend their learning and broaden their educational aspirations</i>	<i>Targeted tuition, educational visits and university access projects to encourage and support higher attaining deprived pupils in achieving more ambitious goals</i>	<i>A greater number of PPG children accessed tuition and projects as a result of investment in external providers. A greater number of PPG children visited universities and participated in ambitious projects during the school year.</i>	<i>Investment in tuition programmes and university partnerships raises aspirations of pupils from lower socioeconomic backgrounds.</i>	<i>£27,000</i>