

New Wave Federation Pupil Premium Strategy Statement

Summary information

School	Woodberry Down Primary School				
Academic Year	2018/19	Total PP budget	£323,400	Date of most recent PP Review	07/17
Total number of pupils	627	Number of pupils eligible for PP	245 (39%)	Date for next internal review of this strategy	01/19

Current Attainment

KS2 2018 Data	<i>Pupils eligible for PPG Woodberry Down Primary School</i>	<i>National Average All Pupils (provisional as at September 2018)</i>
% achieving the expected standard or above in reading, writing and mathematics	82%	64%
average progress in reading, writing and mathematics	Reading +5.0 Writing +4.4 Maths +2.4	Reading Writing Maths <i>(information not available at September 2018)</i>
average scaled score in reading, maths and GPS	Reading 108 Maths 105 GPS 107	Reading 105 Maths 104 GPS 106
% achieving a high level of attainment in reading, writing and mathematics	Reading 40% Writing 37% Maths 29%	Reading 28% Writing 20% Maths 24%

	RWM 14%	RWM 10%
Barriers to future attainment (for pupils eligible for PPG)		
In-School Barriers		
A.	<p><i>Attendance - our children need to be in school, ready to learn for any approaches to make a difference. In 2017, our whole school attendance figure was 95.4%, this was below our ambitious target of 97%. Children receiving the premium were less likely to attend school than their peers.</i></p>	
B.	<p><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. The percentage of PPG pupils across the school are;</i></p> <p><i>Reception - 24%</i> <i>Year 1 - 31%</i> <i>Year 2 - 39%</i> <i>Year 3 - 46%</i> <i>Year 4 - 50%</i> <i>Year 5 - 65%</i> <i>Year 6 - 64%</i></p> <p><i>The low figures in KS1 are not representative of the school's community.</i></p>	
C.	<p><i>Limited Conceptual Understanding – Attainment at Greater Depth in Reading, Writing and Maths. Although a significantly higher than national average percentage of PPG children achieve expected standards by the end of KS2, 14% of PPG pupils achieved GD in RWM combined compared to 29% for those who are not eligible for pupil premium funding.</i></p>	
D.	<p><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. This challenge remains significant for the school and the local community despite the regeneration works and will continue until the end of the regeneration works period of twenty five years.</i></p>	

E.	<p><i>Language Skills – a high percentage of children enter the early years at Woodberry Down Primary School with little or no English. Fifty two children (60%) in the Reception cohort are recorded as EAL. Of those EAL pupils entering Reception in September 2017, 26% 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. And have arrived from overseas or are new to the country. children entered the school midyear during 2016/17 including Nursery and Reception.</i></p>	
<p>External Barriers</p>		
F.	<p><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 understanding. In addition, this group of pupils are significantly less likely to use technology as a tool for extending learning at home.</i></p>	
<p>Desired Outcomes</p>		<p>Success criteria</p>
A.	<p>Pupils arriving at the school with little or no English make greater than average progress in spoken language and understanding.</p>	<ul style="list-style-type: none"> ● <i>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks.</i> ● <i>Lessons within the EYFS cater for those with little understanding and support in developing subject based language.</i> ● <i>Our curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects</i> ● <i>Timetabled, regular interventions and language groups</i> ● <i>External and trained internal providers lead successful intervention and tuition support</i> ● <i>Data supports accelerated progress from starting points</i>

<p>B.</p>	<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, feeling valued and celebrated.</p>	<ul style="list-style-type: none"> ● <i>Regardless of their socio economic background, pupil attendance figures are above national averages and are improving term on term</i> ● <i>Parent attendance and participation in workshops and training sessions run by school staff is consistently good</i> ● <i>Enrichment programmes develop awareness of opportunities available to all children when they leave education including further 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>
<p>C.</p>	<p>At the end of KS1, a greater number of disadvantaged pupils achieve expected standards in RWM combined. 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 PPG 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 threeset groups to ensure their needs are met</i> ● <i>Enrichment projects such as 'Team Up' and 'Stretch' support those identified as underachieving</i> ● <i>Pupils working at higher levels are challenged through enrichment projects such as '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 and in the early mornings with the support of outside agencies</i>
<p>D.</p>	<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 application</i>

		<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>Mentor support is available to pupils with emotional difficulties and mental health needs</i>
E.	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.	<ul style="list-style-type: none"> ● <i>All 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>
F.	Regardless of socioeconomic backgrounds, 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.	<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> ● <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 technologies such as coding</i>

		<p>can access this beyond the classroom</p> <ul style="list-style-type: none"> • Pupils at Woodberry Down access an eclectic range of clubs and activities after school.
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Planned Expenditure					
Academic Year		2018-2019			
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>All children at Woodberry Down Primary School participate in lessons which promote curiosity, innovation and creativity every day</p>	<p>Professional development opportunities are provided for all staff in all relevant subjects, directed precisely at the stage of their career</p> <p>Teachers at the beginning of their career, and those identified as being in need of further professional support, have identified mentors and career coaches</p> <p>INSET and Federation INSET professional development is aimed at creativity and design process within the classroom</p>	<p>Where teaching is interesting and inspiring, children make better progress.</p> <p>Improved practice leads to improved outcomes.</p> <p>Professional development will be focussed on improving pupil outcomes and supporting key school priority areas.</p> <p>Children who understand the design process are always</p>	<p>Leaders support and develop staff members through directed mentoring periods</p> <p>Mentoring sessions are provided for senior leaders across the school</p> <p>Robust and regular systems for the appraisal and monitoring of teaching and learning</p> <p>Comprehensive timetable of professional</p>	HT	Halftermly

		<i>considering how they could make things better next time.</i>	<i>development with the support of the Teaching School</i> <i>Crafted training sessions and additional funding for resources to support embedding design opportunities into the classroom</i>		
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<p><i>Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations</i></p>	<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>Analysis of data to identify gaps in pupil knowledge and skills</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>Where teachers know their pupils and their interests, the children are engaged in lessons and as a result 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>	<p><i>SLT</i></p>	<p><i>Halftermly</i></p>
<p>Total budgeted cost</p>					<p>£204,000</p>

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 at greater depth in reading and mathematics 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>A whole school focus on developing language skills and vocabulary linked to subjects and topics</i></p>	<p><i>Although disadvantaged pupils make good progress fewer PPG pupils reach GDS than their peers in Reading and Mathematics.</i></p> <p><i>The results in reading at greater depth lagged behind National averages. A review of strategies for ensuring a higher proportion of pupils convert to greater depth in this subject, thereby building on the excellent start they make in EYFS.</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>SaLT groups support those who are new to English by modelling sentence structure, phonetics and pronunciation as well as supporting with confidence</i></p> <p><i>Phonics Intervention groups for pupils identified as new to English</i></p>	<p><i>RWI successfully gets children reading and writing fluently in 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>
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<p><i>To increase the percentage of PPG pupils achieving higher standard in RWM combined 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>Higher Attaining Readers SLT Book Club</i></p> <p><i>Gap analysis of end of unit assessments supports teachers with teaching to pupil needs, challenging those who are working at greater depth across all subjects</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>Subject Leaders</i></p>	<p><i>Halftermly</i></p>
Total budgeted cost					£155, 000

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
<p><i>To offer opportunities to deprived pupils to extend their learning and broaden their educational aspirations regardless of their academic success</i></p>	<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> <p><i>Widening knowledge of and increasing involvement in cultural experiences such as the arts, including dance, music and theatre.</i></p>	<p><i>Higher attaining pupils who have access to enriching projects and supportive networks are less likely to underperform in further education</i></p>	<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>	<p><i>DHT</i></p>	<p><i>Ongoing</i></p>

<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>£128,000</p>

Review of Expenditure				
Previous Academic Year		2017 - 2018		
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>School end of year data, in general, supports the judgements made by senior leaders. With End of KS2 data being well above national figures, children at Woodberry Down participate in lessons of high quality.</i></p> <p><i>Following rigorous monitoring and evaluating by senior leaders and subject coordinators, teaching was considered to be outstanding overall.</i></p> <p><i>Two SIP visits during 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>Clearly designed and challenging INSET and professional development ensures all staff are given the opportunity to develop skills and further enhance their knowledge.</i></p> <p><i>Tailored CPD ensures all areas for improvement are addressed in teaching and learning.</i></p>	£55,000
<i>Pupils make at least expected year on year progress and meet/exceed</i>	<i>Differentiated marking and feedback to challenge higher</i>	<i>Data shows that at end of KS2, PPG children made outstanding progress compared to their starting points and against national averages.</i>	<i>Pupil progress reviews allow for professional dialogue based on the progress of all children including those in need of further support.</i>	£44,000

<i>national year group expectations in all subjects</i>	<i>attaining pupils Data tracking and gap analysis to inform intervention and support timetable</i>	<i>Provisional data shows that 14% of PPG children achieved the higher standards in RWM combined compared to 13% in 2017. Although slight, this figure remains above the provisional national average of 10% for all pupils.</i>	<i>In depth marking, which promotes dialogue and learning discussion support pupils in identifying their next steps.</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>RWI Intervention Groups in EYFS and KS1 as well as additional speech and language groups.</i>	<i>Provisional 2018 data indicates that at the end of KS1, EAL pupils at Woodberry Down outperform this group locally in Reading, Writing and Maths as well as combined.</i>	<i>Professionals working with school staff have a direct and positive impact on professional development and as a result, on pupil attainment at the end of KS1.</i>	£135,000
<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>	£23,000

<i>To raise children's achievement in reading and encourage children to read for their own pleasure and development</i>	<i>Embed Drop Everything And Read (DEAR) into Years 1-6 Create Daily Supported Reading groups for R, Y1 and Y2</i>	<i>Data for 2018 indicates that pupils made good progress compared with their starting points. Data for the end of KS2 demonstrates impact with 94% of PPG children achieving the expected standard in this subject. This compares very well to figures for those who are not PPG at 86%. In addition, 40% of PPG children achieved higher standards in reading compared with 24% locally.</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>	<i>£55,000</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>£52,000</i>
<i>To offer opportunities to higher attaining deprived pupils to extend their learning</i>	<i>Targeted tuition, educational visits and university access projects to encourage and</i>	<i>A greater number of PPG children accessed tuition and projects as a result of investment in external providers. A significantly higher number of PPG children visited universities and participated in</i>	<i>Investment in tuition programmes and university partnerships raises aspirations of pupils from lower socioeconomic backgrounds.</i>	<i>£29,000</i>

<i>and broaden their educational aspirations</i>	<i>support higher attaining deprived pupils in achieving more ambitious goals</i>	<i>ambitious projects during the school year.</i>		
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