

new wave federation

Pupil Premium Strategy Statement

Woodberry Down Primary School
September 2019



New Wave Federation Pupil Premium Strategy Statement

Summary information

School	Woodberry Down Primary School				
Academic Year	2019/20	Total PP budget	£339,240	Date of most recent PP Review	07/17
Total number of pupils	693	Number of pupils eligible for PP	206 (30%)	Date for next internal review of this strategy	01/20

Current Attainment		
KS2 2019 Data	<i>Pupils eligible for PPG Woodberry Down Primary School</i>	<i>National Average All Pupils (provisional as at September 2019)</i>
% achieving the expected standard or above in reading, writing and mathematics	89% <i>(Teacher Assessment)</i>	65%
average progress in reading, writing and mathematics		Reading Writing Maths <i>(information not available at September 2018)</i>
average scaled score in reading, maths and GPS		Reading Maths GPS
% achieving a high level of attainment in reading, writing and mathematics	Reading 30% <i>(Teacher Assessment)</i> Writing 30% <i>(Teacher Assessment)</i> Maths 26% <i>(Teacher Assessment)</i> RWM 26% <i>(Teacher Assessment)</i>	Reading 27% Writing 20% Maths 27% RWM 11%

Barriers to future attainment (for pupils eligible for PPG)	
In-School Barriers	
A. Unconscious Bias	<i>An assumption is made that all disadvantaged pupils face similar barriers or have less potential to succeed. Those in receipt of the grant are generally expected to achieve less than those who are not. There is less ambition for those who are unluckier.</i>
B. Attendance	<i>In order for our children to access learning, they must be in school, ready to learn. In 2018/19, our whole school attendance figure was 96%, this was below our ambitious target of 97%. Pupils in receipt of the premium were less likely to attend school than their peers.</i>
C. Aspirations	<i>Woodberry Down Primary School is located within a large area of social housing. High levels of deprivation are ingrained within the locality. With many families being rehoused due to ongoing 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. Parents who work are generally employed in unskilled or manual work. Families have low aspirations for their children, often because they themselves have less ambition.</i>
D. Language	<i>Pupils eligible for the grant have impoverished language experiences in English and in their home language. Poor oral language skills and experiences of literacy and literature are common. A high percentage of children enter the early years at Woodberry Down Primary School with little or no English. 56% of children in the Reception cohort are recorded as EAL. 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 and are new to the country. It is also evident that children within this group have speech and language difficulties.</i>
E. Universal Free School Meals	<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; Reception - 32% Year 1 - 27% Year 2 - 28% Year 3 - 38%</i>

	<p>Year 4 - 45%</p> <p>Year 5 - 46%</p> <p>Year 6 - 60%</p> <p><i>The low figures in KS1 are not representative of the school's community. Many of our families do not have the right to remain in the UK and therefore have no access to public funds. It is generally believed that a far higher percentage of pupils in EYFS and KS1 would be eligible for the grant than receive it.</i></p>	
F. Ability Grouping	<p><i>Recent research has found that those placed in the bottom set are more than often those who have come from lower socio-economic backgrounds. Such streaming often leads to disengagement and under performance. It can also cap potential as a result of teaching at lower levels and with lower expectations.</i></p>	
Additional Barriers		
G. Enrichment Experiences	<p><i>In general, disadvantaged pupils across the school have limited access to cultural and enrichment experiences such as galleries, museums and exhibitions. Families do not necessarily engage with such activities due to hectic and busy home lives where these are not a priority. Families are often unaware that such visits can be free of charge or that they are within the local area.</i></p> <p><i>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.</i></p>	
H. Access to Technology	<p><i>This group of pupils are significantly less likely to use technology as a tool for extending learning at home.</i></p>	
Desired Outcomes		Success criteria
A. Unconscious Bias	<p>Staff and families have high aspirations for all of the children attending the school. No child is left behind due to financial constraints or due to their limited language. No child is labelled due to their disadvantage and each child is treated as an individual. Woodberry Down community shares a vision of 'Excellence for All'.</p>	<ul style="list-style-type: none"> ● <i>Teachers and staff know all of the pupils individually as a result of periods spent acquainting themselves with their classes. They know their interests and passions and as a result engage them well.</i> ● <i>Pupils are taught in smaller groups for English lessons</i> ● <i>Children not yet on track in reading receive daily 1:1 tutoring, following specific RWI interventions</i>

	<p>At the end of KS1, a greater number of disadvantaged pupils are working at greater depth within the expected standard in all areas of the curriculum, especially writing.</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>Year 6 are taught English and Maths in four smaller groups to ensure a smaller ratio of pupils to adults</i> ● <i>Enrichment projects support those identified as underachieving</i> ● <i>Pupils working at higher levels are challenged through enrichment projects such as ‘Brilliant Club’</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> ● <i>Data is used as a tool for analysing impact and identifying gaps in pupil knowledge</i> ● <i>Additional staff are appointed to support with underachievement and to create smaller class sizes and increase the number of interventions</i>
<p>B. Attendance</p>	<p>Attendance figures for the school, for all pupils, remain above national averages. There are no gaps between groups of pupils and those in receipt of the grant attend school as regularly as their peers.</p>	<ul style="list-style-type: none"> ● <i>Staff contact home immediately when pupils are not at school</i> ● <i>Families meet with the headteacher when attendance falls below an acceptable level</i> ● <i>Staff work closely with families to address any barriers to attending regularly</i> ● <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</i>

		<p><i>prospects available to them</i></p> <ul style="list-style-type: none"> ● <i>Woodberry Down children are encouraged to have creative minds and have an understanding of the design process</i>
<p>C. Aspirations</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> <p>Pupils take part in activities and projects that ‘open their eyes’ to the world and develop a curiosity in international news and current affairs. The children have a desire to use the knowledge they have to improve their life chances.</p>	<ul style="list-style-type: none"> ● <i>Pupils participate in activities which offer them insight into university life</i> ● <i>Pupils are aware of the range of careers and training available to them through studying work and the working environment</i> ● <i>Guest speakers and specialists present ideas and stimulus to the children about their own careers</i> ● <i>Local people sharing information about their lives and education</i> ● <i>Literature available to the pupils shows a range of professions and careers and portrays a range of ethnicities</i> ● <i>Children are encouraged to believe that they are capable of achieving such careers as anyone else</i>
<p>D. Language</p>	<p>Pupils arriving at the school with little or no English are given an appropriate level of support from trained and effective staff.</p>	<ul style="list-style-type: none"> ● <i>Pupils are assessed and diagnosed accordingly</i> ● <i>Bespoke language support is implemented depending on their individual needs</i> ● <i>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks</i> ● <i>Children in EYFS and KS1 are assessed in their reading on entry and grouped effectively for maximum progress</i> ● <i>Lessons within the EYFS cater for those with little understanding and support in developing subject based language.</i>

		<ul style="list-style-type: none"> ● <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>E. Universal Free School Meals</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> ● <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>
<p>F. Ability Grouping</p>	<p>As much as possible, children are seated in groups with peers who are working at different attainment levels. Those who are working at lower levels are involved in discussions with children working at higher levels. Children working at lower levels are not disengaged by low aspirations or expectations.</p>	<ul style="list-style-type: none"> ● <i>Careful consideration is taken when planning seating arrangements for all children in the classroom so that those who are lower attaining are not all seated together all of the time</i> ● <i>1:1 tutoring ensures all pupils have the same access to early intervention and support</i> ● <i>Targeted support is given to children where gaps</i>

		<p><i>remain in knowledge or in their understanding so that all children have access to what they need to know</i></p> <ul style="list-style-type: none"> ● <i>Classteachers work with any groups of lower attaining children rather than always delegating this to support staff</i>
<p>G. Enrichment Experiences</p>	<p>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.</p>	<ul style="list-style-type: none"> ● <i>All pupils at Woodberry Down Primary School experience at least one educational visit linked to their topic 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>Debating and national theatre projects ensure that a range of opportunities are available to those who may not have such opportunities</i> ● <i>Pupils at Woodberry Down access an eclectic and ambitious range of clubs and activities after school.</i>
<p>H. Access to Technology</p>	<p>Despite the fact that pupils may not have access to technology at home, they are given opportunities to use such resources to support with their learning.</p> <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>All Woodberry Down pupils have regular 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</i>

		<p><i>internationally</i></p> <ul style="list-style-type: none"> • <i>All pupils interested in technologies such as coding can access coding opportunities beyond the classroom</i>
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Planned Expenditure

Academic Year	2019/20
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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 are engaging and relevant to the individual.</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>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 are engaged through a genuine interest in the topic are more likely to</i></p>	<p><i>Leaders support and develop staff members through directed mentoring periods</i></p> <p><i>Mentoring sessions are provided for senior leaders across the school</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</i></p>	<p><i>HT</i></p> <p><i>SLT</i></p>	<p><i>Half-termly</i></p>

		<i>succeed in all areas of the curriculum.</i>	<i>support of the Teaching School</i>		
<i>Within the wider curriculum, those who may not access cultural enrichment are given opportunities to experience theatre, art, exhibitions, technologies, history and science through a all rounded and engaging curriculum</i>	<p><i>Staff training ensures all staff are aware of the objectives for each year group.</i></p> <p><i>Staff are aware of the pupils within their classrooms who may not have access to enrichment beyond the classroom.</i></p> <p><i>Leaders ensure all pupils have access to enrichment opportunities across the school.</i></p> <p><i>Class teachers use assessment to monitor the progress of the pupils so as to gauge the impact of the opportunities given to the children.</i></p>	<p><i>Children involved in enriching activities are more likely to remember key facts and have a better understanding of that they are taught.</i></p> <p><i>Where teachers know what the children recall from lessons taught, they can intervene and fill gaps as well as challenge and engage the children further</i></p> <p><i>Children are motivated and engaged by enrichment opportunities and are eager to find out more</i></p>	<p><i>Middle leaders for Science and humanities monitor enrichment opportunities undertaken by the pupils</i></p> <p><i>An engaging bank of enrichment ideas is shared with staff</i></p> <p><i>Senior staff accompany classes on school outings and in enrichment opportunities</i></p> <p><i>Subject leaders arrange visits from specialists and experts</i></p>	<i>ML AHT DHT</i>	

<p><i>Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations</i></p>	<p><i>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>SLT</p>	<p>Half-termly</p>
<p>Total budgeted cost</p>					<p>£207,000</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 writing disadvantaged pupils at the end of KS1.</i></p>	<p><i>Consistent use of RWI writing strategies to increase children's accuracy ensuring strong writing foundations for all children</i></p> <p><i>Targeted teacher-led writing groups for disadvantaged pupils capable of greater depth in KS1 with a focus on developing weaker writing skills as identified through No More Marking assessments and year group moderation</i></p> <p><i>Bespoke training led by in-house literacy specialists to strengthen teacher subject and teaching strategy knowledge</i></p> <p><i>A whole school focus on developing language skills and direct teaching of tier 2 and 3 vocabulary linked to subjects and topics.</i></p>	<p><i>Although disadvantaged pupils make good progress and attain well at the expected standard, fewer PPG pupils reach GDS than their peers in Writing at Greater Depth</i></p>	<p><i>Regular monitoring of teaching standards and outcomes with coaching to raise standards and outcomes where needed</i></p> <p><i>Regular training for support staff in using resources and supporting children effectively</i></p> <p><i>Writing opportunities are well planned and linked to high quality children's literature and/or the wider curriculum</i></p>	<p><i>English Lead</i> <i>RWI Lead</i></p>	<p><i>Half-termly</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 a 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 used to coach teachers and support staff to deliver lessons and 1:1 interventions effectively</i></p> <p><i>Action plans from a RWI consultant trainer each term used to improve practice and drive progress</i></p> <p><i>RWI Practice Sessions each half term to practice key teaching steps with EYFS and KS1 staff</i></p>	<p><i>DHT</i></p> <p><i>RWI Lead</i></p> <p><i>English 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 reading for pleasure, Reading Albums</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 and ongoing support from RWI consultant quality assures judgements made by SLT</i></p> <p><i>RWI and SFA leads run regular Practice Sessions to train staff in teaching early reading skills, fluency and comprehension</i></p>	<p><i>DHT</i></p> <p><i>Subject Leaders</i></p>	<p><i>Half-termly</i></p>
Total budgeted cost					£164,000

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 increase the number of parents of pupils in receipt of the grant attending information sessions and other school events</i></p>	<p><i>Increased communication informs parents of any upcoming sessions</i></p> <p><i>Multi-sessions are held which cover more than one aspect at a time</i></p> <p><i>Sessions are held at different times so as to allow more parents to attend when it suits them</i></p> <p><i>Questionnaires are sent to parents to ask them what they would like to find out, support with or to learn themselves</i></p> <p><i>Twitter, texts and emails are used so as to continually remind parents of any upcoming sessions</i></p> <p><i>Resources and tools are given to families to support with any out of school learning</i></p>	<p><i>On occasions, sessions to which parents are invited are poorly attended</i></p> <p><i>Parents inform us that they need support with aiding their children with particular aspects of the curriculum</i></p> <p><i>Children continue to need additional support and enrichment to supplement their learning at school</i></p>	<p><i>Parental questionnaires</i></p> <p><i>Registers and counts of parents attending</i></p> <p><i>Targeted invites to parents who are less likely to attend - are those families attending</i></p>	<p><i>HT</i></p> <p><i>DHT</i></p>	<p><i>Termly</i></p>

<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 SLT</i></p>	<p><i>Ongoing</i></p>
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<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>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>£132,000</p>

Review of Expenditure				
Previous Academic Year		2018 - 2019		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<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>Pupils report that they enjoy lessons at the school</i></p> <p><i>Although below the ambitious target, attendance at the school is 96%. The number of pupils who are frequently absent is low</i></p> <p><i>The number of fixed term exclusions and behaviour incidents is low - indicating that pupils are engaged and motivated by lessons in class.</i></p>	<p><i>Although additional opportunities were embedded into the curriculum and into the lessons taught, further guidance for creating these opportunities at 'Maker Spaces' would be supportive</i></p>	<p>£25,000</p>
<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</i></p>	<p><i>Teacher assessment data indicates that PPG pupils at Woodberry Down attain well. Levels for this group remain above national averages.</i></p> <p><i>Data also indicates that progress is good compared with the end of KS1 information. Pupil progress reviews allow professionals the</i></p>	<p><i>PIRA and PUMA data sheets supply further information re gaps in pupils knowledge - these can be further used in pupil attainment reviews</i></p>	<p>£32,000</p>

	<p><i>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>opportunity to discuss individual pupils, their current levels and any gaps in their knowledge.</i></p>		
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2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<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>End of years data shows that any gaps between PPG and NonPPG at greater depth in maths has reduced significantly. 22% of PPG children were working at greater depth in maths compared to 24% of those who are not in receipt of the grant</i></p> <p><i>In reading there remains a difference with 22% of PPG children working at greater depth compared to 28% of Non PPG.</i></p>	<p><i>Identifying gaps in knowledge through PUMA and through regular reviews supports those working at greater depth in maths</i></p> <p><i>Further support is needed for disadvantaged pupils in reading</i></p>	<p>£42,000</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>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>Pupils arriving at the school mid year are well supported through RWI intervention and DSR</i></p> <p><i>On entry assessments allow teachers to identify levels and child's reading abilities immediately</i></p> <p><i>SaLT groups support pupils with language acquisition at this stage</i></p> <p><i>Although not always achieving as well as their peers, this group continues to make progress</i></p>	<p><i>Early intervention is key</i></p> <p><i>RWI intervention is a key support mechanism in ensuring progress for this group</i></p>	<p><i>£136,000</i></p>

<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>At the end of KS2, according to teacher assessment, 26% of the PPG children achieved the expected standard in RWM combined</i></p> <p><i>Marking in books demands detailed responses and 'in-depth' reasoning and explanations. Pupils respond to teachers in full sentences and with diagrams, text, pictures and tables.</i></p> <p><i>Focussed questions in reading journals and in books ensured the children were given the opportunity to think carefully about what they were reading at home and in their spare time.</i></p> <p><i>Pupils working at greater depth were identified through assessments and reviews. Those pupils were given additional challenge within their work. These children were encouraged to reason and consider their thoughts.</i></p>		<p>£27,000</p>
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3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<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>Pupils whose families have not experienced university and do not have the knowledge to discuss these in detail are given an insight into this.</i></p> <p><i>Pupils who had not previously flown or spent time away from their parents were given the opportunity to do this during their visit to Portugal. This experience was invaluable in the lives of the children.</i></p> <p><i>Progress for pupils taking part in additional tutoring was good - this was identified and discussed during pupil progress reviews</i></p> <p><i>As a result of the enrichment opportunities, the children used their experiences to present their end of year show in Y5 and Y6 to a brilliant standard.</i></p> <p><i>The summer project allowed pupils to use the skills of debating, protesting, art, dance and music in their presentations.</i></p>	<p><i>Allowing the children opportunities like the summer project to put their experiences into practice enables them to see the links with their own lives</i></p> <p><i>Taking pupils overseas increases their lust for travel - the parents say that their children want to return to the places they have visited.</i></p>	<p>£52,000</p>
<p><i>To provide a comprehensive and engaging range of</i></p>	<p><i>Increase enrichment opportunities offered to the children through planning visits and outing linked</i></p>	<p><i>Pupils report that they gained great enjoyment from the outings and additional experiences provided to them</i></p>	<p><i>Advertising outings and suggestions for families encourages them to visit -</i></p>	<p>£42,000</p>

<p><i>enrichment opportunities which raise aspirations and support curriculum learning including a culture of creativity and design</i></p>	<p><i>clearly with curriculum topics well in advance of the topics beginning</i></p> <p><i>Ensure all pupils have access to enriching activities at least once every halfterm</i></p> <p><i>Invite experts, authors, lecturers and specialists into the school to ensure all pupils have access to an engaging and motivating speaker with excellent subject knowledge and a true passion for the subject or profession</i></p>	<p><i>Regular outings and enrichment activities are shared via Twitter and parents report that their children enjoyed the experiences. Many parents report that they have revisited the places with their families</i></p> <p><i>Activities such as 'Apollo Music' and theatre groups allow pupils the opportunity to experience activities that they have not previously accessed.</i></p>	<p><i>consider adding this to the Knowledge Organiser or Parent Information Leaflet</i></p>	
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