

# Pupil premium strategy statement: Woodlands Infant and Nursery School

1. Summary information					
<b>School</b>	Woodlands Infant and Nursery School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£46,200 £2660(carry forward) £48,860(Total)	<b>Date of most recent PP Review</b>	March 19
<b>Total number of pupils</b>	122	<b>Number of pupils eligible for PP</b>	35 pupils	<b>Date for next internal review of this strategy</b>	July 19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral language and communication skills are lower for pupils eligible for PP than for other pupils. This impacts on Reading, Writing and Maths progress in subsequent years. Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling.	
B.	On entry data lower than non-pp children, with slower progress in basic skills as children progress through school.	
C.	Lack of aspirations in attitude to learning and achievement.	
D.	Absence of resilience to preserve and achieve all that they can.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	To engage and support vulnerable children and families in the school. This includes multiagency working to improve self- esteem, managing self and being secure with their well-being and emotions.	
F.	Poor nutrition and health attributed to many children not accessing a balanced diet.	
G.	Family issues such as domestic violence, single parenthood, mental health, worklessness etc	
H.	Attendance of pupils.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and language skills for pupils eligible for PP in the Early Years and KS1.	<ul style="list-style-type: none"><li>Pupils’ eligible for PP in Reception can make rapid progress by the end of the year, so that all pupils eligible</li></ul>

	<p>Children will be able to express themselves and be understood by adults.          Feel confident to talk and express their wants and needs.          Talk time will be seen in EYFS.</p> <p>71 % of pupils will achieve in listening and attention.          71% of pupils will achieve in communication and language.</p>	<p>for PP meet age related expectations. This will impact positively on Phonics in Year 1 and SATS in Year 2</p>
<b>B.</b>	<p>EYFS children will achieve GLD in reading writing and maths.          That a larger number of PPG children will achieve a Good Level of Development (GLD)</p> <p>There will be a significant increase so that the % of PPG children achieving GLD is inline the rest of the school.</p> <p>National average of GLD:70.5%</p> <p>Woodlands average 2018/2019 GLD: 69%          Woodlands PPG 2018/2019: 50%</p> <p>This will be measured through data and tracking.          Tapestry observations and recordings.          Teacher assessments.          Planning specifically for the next steps of PP children to ensure progress</p>	<ul style="list-style-type: none"> <li>• Children will be able to verbalise what they want to say.</li> <li>• Pupils will be able to listen for a sustained period of time.</li> <li>• Pupils will be the focus target group of the teacher.</li> <li>• Pupils will be able to say what they want to write.</li> <li>• 71% of pupils will achieve GLD in listening and attention</li> <li>• 71% of pupils will achieve GLD in maths.</li> <li>• 71% of pupils will achieve GLD in writing.</li> <li>• 71% of pupils will achieve GLD in reading.</li> </ul>
<b>C.</b>	<p>A greater higher level of challenge so a greater number of pupils achieve greater depth.</p> <p>Raised attainment and progress in Reading and Writing for pupil premium to narrow the gap and ensure they are meeting end of year expectations.</p> <p>To focus on developing skills for greater depth for the more able PPG pupils.</p> <p><u>Reading National average</u>          Woodlands 2018/2019 All GDS= 3%          Woodlands 2018/2019 GDS for PPG = 0%</p> <p><u>Writing National average</u>          Woodlands 2018/2019 All GDS = 0%          Woodlands 2018/2019 GDS for PPG = 0%</p>	<ul style="list-style-type: none"> <li>• Pupils are able to confidently verbalise their targets and know their next steps.</li> <li>• More able pupils receive appropriate challenge.             <ul style="list-style-type: none"> <li>• Pupils are able to read fluently and accurately, reading 90 words per minute.</li> </ul> </li> <li>• Pupils have a good understanding about what they have read and are able to answer a wide range of inference and deduction questions.             <ul style="list-style-type: none"> <li>• Pupils are able to write for a sustained time focusing on accurate spelling, grammar and punctuation.</li> </ul> </li> <li>• The gap between PPG pupils and all pupils has narrowed.             <ul style="list-style-type: none"> <li>• A higher percentage of pupils are working at Greater Depth.</li> </ul> </li> </ul>

	<p>Trips and outings to raise aspirations. Visitors in school linked to curriculum. Opportunities for outside enrichment</p>	
<b>D.</b>	<p>Pupil premium children make expected or better progress than their peers in writing and spelling from their starting points.</p> <p><u>Writing National average</u> Woodlands 2017/2018 for all pupils = 48% Woodlands 2017/2018 for PPG = 27%</p> <p>This will be measured through data tracking, supported by work scrutiny. Data tracking will identify gaps and where specific support is needed (after each assessment point). PPG children's progress discussion at pupil progress meetings. Children will be a priority focus group for intervention.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children make expected or better progress than their peers in writing (including spelling) from their starting points.</li> <li>• Developing joined up legible handwriting in a systematic way with a clear consistent approach.</li> <li>• Pupils will transition from phonics to clear spelling pattern application through a systematic approach of RWI spelling.</li> <li>• All pupils will receive challenge and active targets so they are aware of next steps.</li> <li>• Children developing skills to produced sustained writing.</li> </ul>
<b>E.</b>	<p>Pupils will have a healthy balanced diet.</p> <p>All children are well fed and feel prepared for the day ahead. Have the 'brain power' and sustainability to succeed.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children have access to breakfast club each morning from 7.50 am.</li> <li>• All children offered a healthy snack each playtime to sustain them till lunch.</li> <li>• Monday magic breakfast for those not access breakfast club.</li> </ul>
<b>F.</b>	<p>Supporting the well –being of families so that children have the means to be successful in school.</p> <ul style="list-style-type: none"> <li>• Families build a working relationship and rapport with school.</li> <li>• Family support worker – TAC, bedtime routines, housing, diet</li> <li>• Gain a clear picture of the child and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Family support worker to support families who are vulnerable, offering signposting to services, working proactively to support families through EHA process within the TAC arena and beyond. All families supported who need it.</li> </ul>
<b>G.</b>	<p>Continued improved attendance and increased punctuality rates for eligible for PP.</p> <ul style="list-style-type: none"> <li>• Pupil premium children attendance to be in line with no- pupil premium for all Non-statutory school aged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees/lateness among pupils eligible for PP to 7% or below.</li> <li>• Continue to improve attendance for children.</li> </ul>

	<ul style="list-style-type: none"> <li>Persistence absenteeism for pupil premium children is reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Family support worker to support attendance matters- leaflet, home visits, leading TACs.</li> <li>Attendance end of term reward.</li> <li>End of year attendance awards.</li> </ul>
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Intervention	Description of school use	Amount allocated Total:	Impact Summary 2019/20
<b>A.</b> Speech and language TA	Employment of a Teaching assistant to deliver specific 1:1 programs and language and talking groups across school.	£10,895	<ul style="list-style-type: none"> <li>Lots of specific 1:1 and small group SALT sessions developing listening and attention.</li> <li>Significant speech difficulties school have attended clinic with the parents.</li> <li>Chatter matters group offered to parents.</li> <li>Children's receptive and expressive language tracked.</li> </ul>
<b>B.</b> TA interventions	TA deployed throughout school to develop and build early phonics skills to ensure that there is basic reading skills. 1:1 work phonics work and 1:1 reading. Tracking and assessing pupils basic reading skills.	£10,895	<ul style="list-style-type: none"> <li>Focus group of EYFS have focussed 1:1 reading session to build fluency and decoding skills.</li> <li>Phonics intervention using Precision Teach.</li> <li>Children behind assessed every 3 weeks.</li> </ul>
<b>C.</b> TA interventions	TA deployed throughout school to target comprehension skills and look at Mastery learning and stretch and challenge.	£15, 796	<ul style="list-style-type: none"> <li>Comprehension skills developed and a wide range of texts and evidence of this in reading levels, practise SAT's papers.</li> <li>Children more confident in reading and analysing sustained piece due to exposure.</li> </ul>
<b>D</b> Aspirations- Inclusion and enrichment	Children have opportunities within the curriculum to access and have experiences that allow them to see wider opportunities and experiences that raise their aspirations.	£250	<ul style="list-style-type: none"> <li>Trips to: panto, climbing experience, the park.</li> <li>Science boffins in for a wow day with every child experiencing a workshop.</li> </ul>
<b>D</b> CPD	Moderation, training and development of staff to ensure progress and writing and skills to move writing forward.	£800	<ul style="list-style-type: none"> <li>Standards raised across school and suggestions and ideas put in place.</li> <li>Books and evidence looked at in detail for gaps and next steps.</li> </ul>
<b>E.</b> Nutrition and attendance.	Staff to run breakfast club, food for breakfast club and free places for PP children to attend.	£3309 £2840	<ul style="list-style-type: none"> <li>Higher uptake of breakfast club for PP children.</li> <li>A wide range of healthy choices offered.</li> <li>Reduced behaviour due to a calmer start to the day.</li> </ul>
<b>F/G</b> Inclusion and behaviour	Increased attendance rate through the employment of a Family support worker to reduce absenteeism.	£6,768	<ul style="list-style-type: none"> <li>Weekly bear and stickers for 100% attendance.</li> <li>Letters and meetings with specific parents.</li> <li>Evident tracking of the children.</li> </ul>

			<div>Attendance Figures</div> <div>***</div> <div><div>Weekly Attendance</div><div>90%</div></div> <div><div>Termly attendance</div><div>80%</div></div> <div><div>Yearly attendance</div><div>70%</div></div>
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## Early Years pupil premium

Early Years pupil premium		
Total number of Early year pupils	38	<b>Total amount of EYFS funding received</b>
Total number of Pupil premium Early years pupils	11	£7221 £3859 (carry forward) £11080 Total

Intervention	Description of school use	Amount allocated Total:	Impact Summary 2018/19
<b>B</b> Curriculum	TA in EYFS to narrow the gap for PP in EYFS whose starting points are low and ensure that they are targeted for intervention and high level experiences	£6635	<ul style="list-style-type: none"> <li>- SALT interventions.</li> <li>- Small group sessions with specific maths focus.</li> <li>- Talk time session.</li> </ul>
<b>B</b> Aspirations and inclusion	Children have opportunities within the curriculum to access and have experiences that allow them to see wider opportunities and experiences that raise their aspirations.	£1,335 £500	<ul style="list-style-type: none"> <li>- Trips to: panto, climbing experience, the park.</li> <li>- Science boffins in for a wow day with every child experiencing a workshop.</li> </ul>

4. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That a larger number of pupils will achieve a good level of development in reading and writing at the end of EYFS.	Individual support programmes carried out in school to ensure improved progression for secure phonics knowledge.	Early years interventions are approaches that aim to ensure that young children have academic success.  Early literacy approaches aim to improve young children’s skills, knowledge or	Through a clear timetable setting out when these interventions need to take place.  Monitoring and observation of guided reading to ensure that there	VB  SW	This will be reviewed termly to ensure that next steps are in place and children making appropriate progress.

	<p>Rich language and guided reading exploring vocabulary and a range of different text types.</p> <p>A range of media and styles of writing to engage the interests of the learners.</p>	<p>understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> <li>• storytelling and group reading;</li> <li>• activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and</li> <li>• introductions to different kinds of writing.</li> </ul> <p>Early literacy strategies may have components in common with Communication and language approaches.</p> <p>The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	<p>is rich language, decoding and comprehension of text.</p> <p>Language rich environment with vocab wall evident.</p> <p>Monitoring at PP meetings will focus on the impact that this has had during the term.</p> <p>Discussions with children about their learning.</p> <p>Learning walks focussing on the level of engagement</p>	<p>SW</p> <p>JB/TB</p> <p>SW</p> <p>JB/SW</p>	<p>Also during Pupil progress meetings.</p>
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<b>B. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A higher percentage of PPG pupils will achieve Greater Depth.	Provide effective feedback on successes and next steps to ensure pupils are clear in what they need to do to achieve.	<p>Feedback studies tend to show very high effects on learning. There are a substantial number of reviews and meta-analyses of the effects of feedback. Educational studies tend to identify positive benefits where the aim is to improve learning outcomes in English. Studies have shown that effective feedback can have up to eight additional months' progress. (Education endowment foundation.)</p> <p>Short regular sessions (3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. (Education endowment foundation.)</p>	<p>Pupils will have access to first hand experiences and high quality texts to support their writing skills.</p> <p>Pupil Interviews – Pupils are aware of their progress and know how to improve.</p> <p>More able pupils are effectively challenged – evidence in books.</p> <p>This will be monitored through learning walks, book scrutinies, pupil progress meetings and data analysis</p>	<p>SW</p> <p>SW/AT</p> <p>JB/SW/AT</p> <p>JB</p>	<p>This will be reviewed termly to ensure that next steps are in place and children making appropriate progress.</p> <p>Also during Pupil progress meetings.</p>
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C. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>70% of pupils will achieve the expected standard for writing.</p> <p>70% of pupil premium children will achieve the expected standard for writing.</p>	Use 'Talk for writing' strategies and first hand experiences to support and develop pupils writing skills.	<p>Talk for writing study: Teachers were enthusiastic about implementing Talk for Writing within a whole school approach and felt that it provided a consistent approach to teaching writing. Teachers reported that it had an impact on pupils' writing skills. (Education endowment foundation.)</p> <p>Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions</p>	<p>Year 2 pupils will have this built into their writing looking at the structure of talk time to develop independent writing skills and stamina for writing. This will be planned for by teacher.</p> <p>Evidence will be in books.</p> <p>Pupil Interviews – Pupils are aware of their progress and know how to improve.</p> <p>More able pupils are effectively challenged – evidence in books.</p>	<p>AT/SW</p> <p>SW</p> <p>SW</p> <p>SW</p>	



		<p>with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p> <p>Look at the use of The write stuff by Jane Considine and looking at the clarity around the mechanics of teaching writing</p>	<p>This will be monitored through learning walks, book scrutinies, pupil progress meetings and data analysis.</p>	AT/SW/JB	
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<b>D. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will have high aspirations and believe that they can achieve in all that they do, building resilience and determination.	Engaging an active curriculum that allows for hands on experiences, visitors and bringing learning to life.	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>The approaches used for this are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. (Education endowment foundation.)</p>	<p>Children will have opportunities to go on trips and visits to make learning more hands on and concrete.</p> <p>Visitors will be in school to inspire them and ensure learning experiences are real.</p>	JB	This will be reviewed termly or at the end of a piece of work to review the impact of this.

E. And G					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>There will be a reduction in the presentation of challenging behaviours.</p> <p>Children will feel they have the resilience to power to take on changes.</p>	<p>Engage and support vulnerable children who so not have the social and emotional resilience which then impacts on their learning.</p> <p>Family support worker to work with families alongside children.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom;  more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (Education endowment foundation.)</p>	<p>HLTA to attend ELSA (Emotional literacy support assistant.) and then use this to support small groups of children across school.</p> <p>Healthy minds service to work with small groups of children to build on emotional resilience.</p> <p>Jigsaw PHSE program the mindful approach to PSHE is a comprehensive scheme of learning, which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC, especially spiritual development.</p> <p>Children with significant SEL needs will be tracked to monitor the impact on a weekly basis.</p> <p>MSA training to support those pupils with high social and emotional learning needs at lunchtimes.</p>	<p>HC</p> <p>JB</p> <p>JB</p> <p>HC</p> <p>JB</p>	<p>This will be reviewed termly or at the end of a piece of work to review the impact of this.</p>

<b>F. Nutrition and diet.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Increase attendance across school.</p> <p>Children a healthy and balanced diet.</p>		<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results.</p> <p>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. (Education endowment foundation.)</p>	<p>Free places for pupil premium children at breakfast club.</p> <p>Staff to ensure breakfast club is covered so that all pupil premium children have the opportunities to attend.</p> <p>Food and resources to run a fun and active breakfast club with a range of nutritional breakfast options and active and fun activities.</p>	<p>DB/MC</p> <p>MG/MC</p> <p>DB/MG/JT</p>	<p>This will be reviewed termly or at the end of a piece of work to review the impact of this.</p>