



Woodlea Primary School

Pupil Premium Spending and Impact 2017 - 2018

FSM	Ever 6 (Eligible for FSM at any time in the last 6 years)	LAC or Post-LAC
7 x £1320	5x£1320	8x£1900
£10097	£7457	£16057

Progress of Eligible Pupils 2017 – 2018

Accelerated progress: 20% (i.e. pupils working below age related expectations have narrowed gaps)

Expected and better progress: 28% (i.e. pupils working within age related expectations have moved within or beyond their baseline standard)

Expected progress: 36% (i.e. pupils working at age related expectations have maintained in all subjects)

Less than expected progress: 16% (i.e. pupils have not maintained their baseline standard in one or more subjects)

Attainment of Eligible Pupils Summer 2018

KS1

Reading 66%

Writing 66%

Mathematics 66%

KS2

Reading 67%

Writing 83%

Mathematics 67%

EGPS 100%

Focus	Cost £	Impact	Evaluation
Booster groups	2912	Pupils were carefully targeted and provision carefully tailored to match need resulting in good or better progress	83% good attainment for maths and reading. 100% good progress for maths and reading. Clear impact for individual pupils. To continue.
One to one tuition	2000	Individual tuition was offered to specific pupils who had gaps in their learning e.g. due to missed schooling. Pupils worked with experienced teachers and this high quality provision enabled all pupils to narrow gaps and in the majority of cases to achieve their age related expected outcomes.	All made good progress in all areas. 80% of pupils achieved expected in reading, writing and mathematics.
Learning Mentor support	3800	Trained learning mentor provides support for specific pupils with emotional needs as well as support and guidance for staff working with them. This provision was affected by long-term absence so impact was reduced.	School has now engaged a post-adoption specialist who is already having a marked impact. To continue.
Counselling/therapy services	1200	This provision helped all staff to meet the needs of pupils with high levels of SEMH difficulties e.g. due to early trauma. Pupils were supported to cope better in the classroom and to begin to make progress in their academic outcomes. High qualitative impact on self-esteem; ability to work and play with other children. Academic impact will be seen later.	School now able to provide in-house lego therapy. Specific therapies will continue to be provided on specialist advice and according to individual need e.g. play therapy.
Financial contributions towards school trips	1000	Provision enables all pupils to benefit from the wider curriculum which boosts self-esteem; broadens life experience; and develop social skills and language. All these support pupils to make better academic progress.	Positive impact seen for pupils supported – improved readiness for next stage of education. To continue.

Dedicated teaching assistants	16000	Provision and training ensures that all teaching assistants are aware of who the eligible pupils are and how they can meet their needs. TAs carry out a wide range of interventions including sensory work; Beat Dyslexia groups; NumberSense leading to higher attainment for eligible pupils.	School is developing ways to measure impact of interventions more accurately. Some impact already measured e.g. improved strategies for spelling for dyslexic pupils. To continue.
Playground Angels scheme	500	Eligible pupils are trained to provide mentoring for younger children at playtimes, which develops their self-esteem, social skills and leadership skills.	Good impact. Playground observations show that numbers of playtime incidents are declining over time and positive interactions between pupils are increasing. To continue, but no further cost.*
SLT time	1500	This time ensures that the funding is effectively targeted and monitored. SLT also provide targeted high quality teaching support for eligible pupils with specific needs, leading to accelerated progress.	Necessary to ensure good deployment and evaluation of spending. To continue.
Individual support contingency	1500	Funding is set aside and used to meet needs identified during meetings between senior staff and parents of eligible pupils. This may include music tuition; swimming lessons; tuition or resources for more able pupils; therapies for pupils with SEMH needs. It may also be used to meet needs that emerge during the course of the year e.g. uniform; payment towards an after-school club. All these forms of support help to maintain eligible pupils' self-esteem and thus support good academic progress.	Impact includes: 100% expected or better in EGPS due to purchase of online resource. Better early identification of needs through purchase of assessment materials (e.g. BPVS). To continue.
CPD and specific resources	3200	Phonics CPD and resources: helped school to raise standards from 53% to 83% in one year by ensuring consistency and quality of delivery. Lego therapy training for TAs enables school to provide this effective intervention right across the school where needed.	Clear impact of phonics CPD and resources in 30% better outcomes in Year 1. No further cost*. Early indications of good impact of Lego therapy. Now available to more children at no further cost.*

		<p>Sensory room enables pupils with high levels of SEMH to improve their self-regulation and thus improve their academic outcomes.</p> <p>Attachment training for all staff ensures that there is a consistent approach and consistent language used right across the school in line with recommendations for raising the attainment of LAC and P-LAC.</p> <p>Designated Teacher training ensures a named member of staff & single point of contact that liaises with parents, outside agencies and staff.</p> <p>Talk-Boost training and resources is now providing a tailored programme to improve speech and language for children in Reception and Year 1 so that gaps are prevented or closed early in the child's school life. Impact will be measured over time.</p>	<p>Very good impact in enabling pupils with severe and complex needs able to access the classroom more regularly. No further cost.*</p> <p>Training has raised profile of this group of pupils and ensured consistency. Positive impact. To continue.</p> <p>Designated Teacher champions needs of LAC and P-LAC. Cascades training to all staff, ensures PEPs are SMART and meeting the needs of pupils.</p> <p>Accelerated progress in writing already seen in pupils who have participated. To continue at no further cost.*</p>
TOTAL	£33,612		

*Staffing costs for running established interventions is included in "dedicated teaching assistants" section of planning.