

Pupil premium strategy statement: Woodlea Primary School



1. Summary information					
School	Woodlea Primary school				
Academic Year	2018 – 2019	Total PP budget	32536	Date of most recent PP Review	July 2018
Total number of pupils	208	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2019

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	57%	65%
% making expected standard or above in reading	83%	73%
% making expected standard or above in writing	70%	78%
% making expected standard or above in maths	61%	79%

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.	SEMH
B.	Attachment
C.	Early development stages missed/gaps in education due to care changing
D.	Sensory/regulation
E.	Memory and retention issues
F.	Poor Language skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	.

1.	2. Planned expenditure				
Academic year		2018/19			
	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.				
Resource/Use of Funding	Link to barrier	Cost	Specific activities/outcomes	Impact	Review/ Evaluation
Karen Willbridge (PACT) Post adoption specialist	A, B, D	1434.10	Lego therapy sessions and continued support for those providing Lego therapy in school. Leading social skills/friendship groups. Social/emotional support groups Zones of regulation training for staff and parents. Support for teachers	This provision enabled all staff to be trained in ‘zones of regulation’ and support staff to be trained in lego therapy. All staff were supported in implementing ZOR in classrooms and across the school. PLAC children were supported to cope better in classroom and social situations.	Continue work on ZOR across the school. Develop ZOR sensory box for break and lunchtimes. Lego therapy to continue to support children, led by support staff for KS1 and 2.
Curriculum support staff	C, D. E. F	15219.40	1:1 and small group activities to support learning or social needs of children who are specifically targeted. Children could take part in the following interventions: Talk Boost, Beat Dyslexia, Rapid Write, Number Sense, Lego Therapy. Use of Zones of regulation will also be implemented across the school.	Most children who took part in these interventions were able to show progress in work and social situations.	New BSquared assessment to be used more next year to show small step progress. ZOR continue to implement across school. Interventions to continue next year. A new shorter number intervention to be looked into for KS2.
Learning Mentor	A,		Trained learning mentor provides support for specific pupils with emotional needs as well as support and guidance for staff working with them. Playground Angels- Continue to provide mentoring for younger children at playtimes, which develops their self-esteem, social skills and leadership skills.	Learning mentor provides support children develop coping strategies and re-engage in their learning. Due to other needs that arose during the year, this provision was impacted but will be in place for the next academic year.	Learning mentor to be in place with identified pupils in Autumn term. Playground angels to continue, training for new angels took place in Summer term so they are ready to start in Autumn term.

ELSA (summer term)	A	316	ELSA trained and supporting identified pupils who struggle with dealing with emotions.	ELSA provides support to children to help them recognise emotions and how to deal with them. Children have begun to apply skills in lessons as observed by teachers.	To continue next year- increased time if possible to enable more planning and preparation time.
SENCO- 1 afternoon a week		4344	Monitoring of interventions and teaching of PP pupils. Looking at assessment data of pupils.	SENCO was able to monitor and observe interventions through the year. Small step assessment evident in books.	Use of Bsquared as further assessment evidence to be looked at next year.
Booster groups and 1:1	C, F	5199.90	1:1 or small group work with a teacher, ensuring PP are making progress and extending where appropriate. Use of assessment data to identify areas of need.	1:1 and booster groups aided progress of identifies pupils, good use of assessment to identify areas of needs. 66% of PP pupils attained R, W , M to exp standard or above. 100% in reading and writing. 100% made progress in writing, 66% made progress in Maths and Reading.	Continue with this to support Pp pupils in Year 6.
Staff training	B, D, F	450	Training on Zones of regulation Training depending on needs arising.	Good ZOR training for all staff, all being implemented across the school, children have shown they are able to identify how they are feeling. ELSA training to support identified pupils. Emotions coaching training to support PLAC and other children.	Further attachment training for all staff Continue to update ZOR and share good practise.
Resources		2328.34	Resources as required	Sensory boxes made up for each class to support the ZOR approach across the school. Individual resources brought for children to support their learning and assessments to identify areas of needs.	Continue next year for resources that may be needed to support PP children.
Trips and school events	A	465	Enable children to join in extra- curricular activities and trips. Children gain experience of wider range of activities and develop life skills.	Enabled children to benefit from the wider curriculum, boost self-esteem, broadens life experience and develops social skills.	Positive impact seen for pupils supported. To continue next year.

Individual support for pupils	A, D, C,	1942.44 Book trust (letterbox)	Enables identified children to take part in activities or learning that they otherwise would not be able to. The activities aim to increase self-esteem and support progress in school.	Children were able to gain experience and skills in different areas. Help to increase self-esteem and social skills.	To continue next year.
		260.25 Aquarius Swimming club			
		110.94 Audio Sanctuary			
		39.96 Apple			
		426 (124 per term) Woodwind tuition			
	Total budgeted cost				32536.33