**Woodlands Primary Academy Annual Pupil Premium report – September 2019**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy’s website in September each year.

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| Pupils in school | 405 | Proportion of disadvantaged pupils | 15% |
| Pupil premium allocation this academic year | £70,200 | Pupil premium lead | Miss D Hibbert |
| Publish date | December 2019 | Review date | September 2020 |

Barriers to learning

The main barriers to achievement for disadvantaged pupils in this academy are:

* Some disadvantaged have lower reading/writing skills than their peers
* Some disadvantaged pupils have a lower attendance rate than their peers
* Some families are unable to provide support for visits and school events

Strategy aims for disadvantaged pupils

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| Barrier to learning: Disadvantaged pupils have lower reading / writing skills than their peers. |
| Strategy | Success Criteria | Cost |
| Learning mentor (social and emotional support) | Improved emotional well-being and behaviour will improve progress and attainment.  | £7,200 |
| Resources to support interventions | Pupils have access to quality resources to support learning | £6,100 |
| Booster sessions | Addressing specific gaps in individual pupils’ knowledge of maths, reading and writing | £19,500 |
| Support staff – learning interventions | Children who enter school below age-related expectations receive early help and intervention, leading to further progress.DP children make progress that is equal to or better than other pupils closing the gap | £7,200 |
| Funding for 1-1 LAC | Re-introduction to a mainstream school, enabling pupil to access education. | £18,000 |
| Professional development  | Understanding and removal of barriers to learning. To improve outcomes for all and to close the attainment gap between DA pupils and their peers. Staff trained to deal with specific needs.  | £2,200 |
| Specialist training and support | Identification and support with specific needs of children | £3,000 |

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| Barrier to learning: Disadvantaged pupils have a lower attendance rate than their peers |
| Strategy | Success Criteria | Cost |
| Breakfast club and after school provided and subsidised. | Attendance and nourishment during breakfast and after school club. Attendance data to show improvements to overall attendance and attainment | £3,000 |
| Family support | Provide support and advice for families in need. | £4,000 |
| Attendance strategies in school | Attendance at 96% and above.  | £500 |

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| Barrier to learning: Some families are unable to provide support for a range of visits and school events. |
| Strategy | Success Criteria | Cost |
| Recruitment of Designated Safeguarding Leads. | Effective implementation of the safeguarding procedures. | £2,000 |
| Music lessons | All children to have access to quality music tuition leading to increased confidence, perseverance and determination. | £3,000 |
| Supporting parents/carers in paying for school uniforms. | All children in correct uniform and feel part of the school community | £500 |
| Cultural enrichment – subsidy of residential and educational visits. | All disadvantaged pupils have access the same educational enrichment opportunities as their peers. | £3,000 |

Review: last year’s strategies and outcomes

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| Resources to support interventions | July 2019

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| Summer- June  | Expected + / Greater depth |
| PP | Non-PP |
| Year 6  | 27% | 72% / 20% |
| Year 5 | 75% / 42% | 75% / 27% |
| Year 4 | 27% / 7% | 57% / 7% |
| Year 3 | 75% | 58% |
| Year 2 | 88% / 29% | 83% / 17% |
| Year 1 | 25% / 25% | 64% / 25% |
| FS2 | 93% | 91% |

Boys are out performing girls in reading in age related expectations. Girls are out performing boys at above age related expectations.Girls are outperforming boys at expected + in reading by 4%. Year 2- 100% boys are expected + in reading.Year 5- 80% girls and 75% boys are expected + for reading.Year 3- 75% boys are expected + for reading. | £2230.65£1392.93 |
| Booster sessions |

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| Reading | Maths |
| Expected + | 55% | Expected + | 72% |
| Exceeding + | 18% | Exceeding + | 9% |

 | £1,788.28 |
| ELSA (Emotional Literacy Support) | June 2019PP Reading from spring to summer 62% expected += an increase of 4%PP Writing from spring to summer 62% expected += an increase of 45%PP Maths from spring to summer 56 % expected += an increase of 14% | £2,248.08 |
| Professional development | Behaviour logs demonstrate a reduction in incidents of ASD and disadvantaged children from Autumn term 2018 to July 2019 | £1,150.00 |
| Support staff – learning interventions | Maths- 71% made progressReading- 82% made progress | £12,193.77 |
| Family support | AttendanceDecember- 44% below 96% attendance.March 2019- 52% of pupils below 96% attendanceJune- 2019- 49% below 96% attendance.(increase in holidays)  | £7,423.00£119.17 |
| Breakfast club and after school provided and subsidised | Disadvantaged pupil attendance increase: 17/18- 94.8%18/19- 95.4% (to date –May)An increase of 0.6%

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| Autumn | Spring | Summer  |
| PP 95.7% | Non pp95.8% | pp 94.5% | NonPP 95.6% | PP95.8% | NonPp95.1% |

PP Reading - improvement from spring to summer of 13% at expected + PP Writing - improvement from spring to summer of 31% at expected +PP Maths – improvement from spring to summer of 29% at expected +  | £6,673.52£14,538.29 |
| Music lessons | % increase in attainment of the PP children accessing music lessons – Reading- 14.7% made an improvement.Writing- 45.9% made an improvement.Maths- 8.5% made an improvement. | £1,140.00 |
| Cultural enrichment- subsidy of residential and educational visits | June 2019

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| Summer- June Expected + | PP | Non-PP |
| Reading | 62.3% | 71.8% |
| Writing | 62.3% | 77.7% |
| Maths | 56.2% | 77.4% |

 | £1,516.50 |
| Bushcraft | June 2019- PP children accessing bush craft

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| Summer- June Expected + | PP | Non-PP |
| Reading | 92.8% | 92.2% |
| Writing | 85.7% | 88.4% |
| Maths | 92.9% | 94.0% |

Full engagement in learning. Encouraging a love of learning exploring and investigating. |  |