

1. Summary information					
School	Woodlands Academy				
Academic Year	17/18	Total PP budget Total PP Spend	£108,240 -£131,767	Date of most recent PP Review	July 2018
Total number of pupils	209	Number of pupils eligible for PP	82	Date for next internal review of this strategy	September 2018 Curriculum Committee

KS2 2018 Test Results					
	PP Pupils (21)	NPP Pupils (8)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
% GPS achieving EXS (HS)	86 (29)	100 (50)	78 (34)	79 (35)	87 (49)
% Reading achieving EXS (HS)	71 (14)	88 (38)	75 (28)	70 (19)	80 (32)
% Maths achieving EXS (HS)	76 (19)	100 (25)	76 (24)	72 (14)	82 (27)
% Writing (Teacher Assessment) achieving EXS (GDS)	71 (0)	88 (0)	78 (20)	74 (19)	86 (35)
% RWM Combined achieving EXS (HS)	71 (0)	88 (0)	64 (10)	58 (6)	72 (15)
KS2 Average Progress Scores 2018					
	PP Pupils (21)	NPP Pupils (8)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
Reading Average Progress Score	2.4	4.3	Due December 2018	-0.2	0.8
Writing Average Progress Score	2.6	3.6		-0.1	0.9
Maths Average Progress Score	3.0	5.7		0.5	1.9

KS1 2018 Test Results					
	PP Pupils (9)	NPP Pupils (15)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
% Reading achieving EXS (GDS)	89 (33)	67 (13)	75 (26)	65 (17)	78 (27)
% Maths achieving EXS (GDS)	89 (22)	67 (20)	76 (22)	57 (11)	72 (18)
% Writing (Teacher Assessment) achieving EXS (GDS)	67 (22)	67 (13)	70 (16)	65 (15)	79 (25)
% RWM Combined achieving EXS (GDS)	67 (11)	67 (13)	65 (12)	52 (7)	68 (13)

Phonics 2018				EYFS 2018					
	Year 1 Wa %		End of Year 2 Wa %			Average Point Score		GLD %	
	PP (12)	NPP (12)	PP (9)	NPP (15)		PP (7)	NPP (14)	PP (7)	NPP (14)
Woodlands	75	83	89	87	Woodlands	36.6	34.9	71	79
National (All Pupils Provisional)	83		92		National (All Pupils Provisional)	34.6		72	
Ealing (All Pupils)	86		92		Ealing (PP/ NPP)	32.8	35.4	60	74

In School Tracking 2017/2018

Expected Standard	No. of pupils	Reading		Writing		Maths	
		2017	2018	2017	2018	2017	2018
All	170	33%	64%	24%	55%	31%	60%
PP	104	32%	69%	22%	61%	26%	67%
NPP	66	35%	56%	27%	47%	38%	49%

Higher Standard	Reading		Writing		Maths	
	2017	2018	2017	2018	2017	2018
All	16%	21%	7%	11%	9%	13%
PP	18%	24%	6%	14%	9%	14%
NPP	12%	17%	9%	6%	11%	11%

	Points Progress (Expected 6 per year)					
	2017			2018		
	Re	Wr	Ma	Re	Wr	Ma
All	5.4	5.6	5.5	6.2	6.4	6.2
PP	5.4	5.5	5.5	6.1	6.3	6.2
NPP	5.4	5.7	5.6	6.2	6.3	5.9

Summary

KS2 – Attainment in all areas has increased from 2017 and is now either broadly in line with or above National expectations. The gap between school Writing and National Writing remains an area of focus. NPP pupils attained above National and Ealing in all areas. The gap between NPP and PP has closed from 2017.

- Progress is above National for both PP and NPP pupils. This is a significant improvement from 2017 in all areas.

KS1 – PP pupils outperformed NPP pupils in all areas with the number of pupils attaining GDS increasing from 2017. PP pupil attainment is either above or in line with National.

Phonics – Year 1 Phonics remains below National for PP pupils, with NPP pupils in line with National. End of Year 2 outcomes just below National.

EYFS GLD – remains above National for NPP; PP pupils in line with National.

Attainment and Progress across Non-Statutory year groups show significant improvement for PP pupils. Significant improvement in rates of progress in all areas.

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.	Limited access to language development	
B.	Social Emotional	
C.	Speech and Communication needs	
D.	Narrowing the gap between pupil groups	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental Engagement and involvement	
F.	Attendance	
G.	Mobility	
H.	Limited access to life experiences beyond home community	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children to broaden vocabulary and engage in meaningful conversations	<ul style="list-style-type: none"> - Children are able to use and apply reasoning and understanding in all areas of learning. - Children are able to apply learnt behaviours to engage in interactions with others. - Children are showing mastery in curriculum areas through higher order thinking skills.
B.	Building emotional literacy and resilience	<ul style="list-style-type: none"> - Children are able to manage situations and emotional responses rationally and are able to problem solve. - Children have a greater awareness of and are able to express their emotions.
C.	Pupils develop independent strategies to overcome processing, receptive and expressive barriers to communication and speech in order to fully access curriculum and life experiences	<ul style="list-style-type: none"> - Children are able to apply Speech and Language strategies to access all areas of learning.
D.	Gaps are narrowed between pupil groups.	<ul style="list-style-type: none"> - Disadvantaged pupils make progress in line with other pupils. - Disadvantaged pupils achievement is in line with other pupils.
E.	Parents engaging with workshops and development of Woodlands Friends Community to embed an community ethos of parents as partners in supporting their children's learning	<ul style="list-style-type: none"> - The school culture supports high achievement for all pupils and a strong sense of school community. - Pupil's sense of pride in their school community supports a desire to achieve aspirational goals.

F.	School attendance is at national expectations of 96.5%	<ul style="list-style-type: none"> - Whole school awareness of impact of good attendance drives improved pupil outcomes and attitudes to learning.
G.	To ensure all pupils have full access to learning and make progress from individual starting points	<ul style="list-style-type: none"> - Regardless of point of entry, all children make progress towards end of year expectations. - Children become fully integrated into everyday life of the school.
H.	Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in wider contexts	<ul style="list-style-type: none"> - Children are able to apply key concepts in wider contexts. - Children develop an appreciation of cultural and creative arts, enhancing the SMSC curriculum.

4. Planned expenditure				
Academic year		2017_2018		
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.				
i. Quality of teaching for all (A+D+G)				
Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
For children to broaden vocabulary and engage in meaningful conversations	Text based curriculum; language rich environment; quality conversations; higher order thinking skills; narrative groups for targeted children	Narrative groups through Speech and Language has broadened vocabulary knowledge and understanding and afforded a greater number of pupils to participate in learning discussions. Number of pupils achieving ARE in Reading has increased from 32% to 69%. The number of pupils attaining a higher standard in reading has also increased, going from 18% to 24%. The number of pupils attaining at ARE in Writing has increased from 22% to 61%; with the number at higher standard now 14%. This has more than doubled in 1 academic year.	Next Steps: Writing remains an area of focus with continued work on Speaking and Listening and enhancement of understanding of vocabulary. The vocabulary of maths continues to be a challenge for pupils across the school and will remain an area of focus for the coming year.	£9,779
To ensure all pupils have full access to learning and make progress from individual starting points	Baseline assessments; EAL support as required; Links with external agencies; Rigour in tracking and monitoring progress from baseline; accurate and early identification of needs followed by targeted interventions	As a result of rigorous monitoring from point of entry to school all staff are very aware of pupil needs and as such the number of mobile pupils, including those new to English attaining at ARE has increased in all areas.	Next Steps: The needs of intermediate and advanced bilingual learners requires further development in order to continue to meet needs of EAL pupils at all levels of proficiency.	£35,699
Gaps are narrowed between pupil groups.	Targeted interventions; Participation in wider curriculum opportunities; support from external agencies.	PP pupils outperform NPP pupils in all areas with rates of progress in all areas in line with all pupils.	Next Steps: Increase the number of pupils achieving higher standards in all areas, with a particular focus on writing.	£10,022
Total Spent				£55,500

ii. Targeted support (C+B+F)				
Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
Pupils develop independent strategies to overcome processing, receptive and expressive barriers to communication and speech in order to fully access curriculum and life experiences	Partnership work with external agencies such as Speech and Language and Educational Psychology service; Occupational Therapist; Staff development; Internal assessment processes to identify specific needs of individuals	Participation and engagement of pupils with recognised and suspected SLCN in narrative groups and whole class discussions has increased as pupils gain confidence and develop strategies to overcome processing, receptive and expressive barriers to communication. This has been evidenced both through pupil outcomes over time and by anecdotal evidence through conversations with pupils, parents and staff.	Next Steps: Further CPD by Occupational Therapist with a focus on whole class strategies around meeting the needs of all pupils to continue to develop an Inclusive learning environment. This will also raise awareness of the broad and complex range of needs of pupil groups.	£2,187
Building emotional literacy and resilience	Nurture groups; 1:1 mentoring; social skills groups; Family Support Officer; Primary Behaviour Service; CliPS; FHS partnership work; lunch time clubs, Going for Green	The number of pupils who demonstrate a raised level of self-esteem and self-confidence has increased across the school as evidenced through increased participation in whole school activities, class discussions, decreased behaviour incidents, raised attainment and through discussion with parents, pupils and staff.	Next Steps: Emotion coaching, developmental trauma training, staff leading social skills groups	£17,100
School attendance is at national expectations of 96.5%	Attendance awards; school rules; publishing weekly attendance; EWO; parent meetings; Going for Green	Whole school attendance remains an area of concern. Focus groups with a negative impact on attendance are: SEN, FSM, Not EAL and PP.	Next Steps: Continued rigorous monitoring of daily attendance. More rapid involvement of external agencies to decrease poor attendance through family work and raising parent awareness of good attendance and academic achievement.	£9,763
			Total Spent	£29,050

iii. Other approaches (E+H)				
Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
Parents engaging with workshops and development of Woodlands Friends Community to embed an community ethos of parents as partners in supporting their children's learning	Mosaic Mentoring; weekly parent workshops; coffee mornings; parent forum; class representatives; community celebration; KUWTC	Parent surveys have shown increased parent satisfaction in work of school over 3 terms. 100% of parents surveyed would recommend school. The school's reputation and standing within the local community has become increasingly more positive with the number of first hand referrals for places across all year groups on the rise.	Next Steps: Parental confidence at a level where staff can now run mentoring workshops in house; Healthy Schools project; Parent Forum to take lead in organising family events	£21,746
Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in wider contexts	community festivals; school trips; school journey; visiting speakers; music specialists; clubs; breakfast and after school care; curriculum clubs; booster classes	The level of awareness of the world beyond the home has greatly increased across all ages of pupils. The implementation of the new PSHE curriculum coupled with greater pupil engagement has led to a more cohesive school community.	Next Steps: Increased partnership with local schools, faith groups and local community leaders.	£25,471
Total budgeted cost				£47,217

Planned Spending of Allocation			
Item/Project	Estimated Cost	Desired Outcome	Objectives
Power of Reading and Online Learning (Bug Club, Mathletics, DB Primary)	£4604	A / D	To engage pupils and parents at home in their learning. To ensure high quality teaching across the school. To provide supplementary learning activities and homework tasks for children to access at home.
EAL LSA	£6272	G	To assess and support new arrivals and children with EAL to ensure achievement in all areas.
Speech and Language Therapist	£2854	C / D	To identify, assess and support children in overcoming communication, speech and language difficulties.
Narrative groups	£2280	A / C / D	To develop children's vocabulary within the context of their specific curriculum to increase understanding and aid learning.
Primary Behaviour Service	£8000	B	To support children in overcoming barriers to learning through targeted support of identified children. To support children in developing resilience and positive behaviours for learning.
Learning Mentor	£4680	B	To model positive behaviours and developing an understanding of managing emotions with a focus on managing anger.
Family Support Worker	£15, 000	B / D / F / G	To lead Nurture groups, Social Skills groups and parent workshops. To participate in and follow up from attendance meetings. To support staff to support children in developing emotional literacy.
EYFS Lead	£1409	B / D / E	To lead parent workshops and coffee mornings. To ensure completion of HRBS. To support staff in developing emotional literacy in children.
Going for Green Behaviour Shop	£1000	A / B / D / E / F	To engage children in promoting positive behaviour for learning and minimising playground incidents.
Mosaic Mentoring	£1740	D / E	To increase understanding of the importance of parental engagement and raise aspirations.
Music Specialists	£5265	H	To enable pupils to participate in a wide and enriching curriculum.
Wave 2 Maths	£2407	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Reading	£1606	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Phonics	£2896	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Handwriting	£1570	A / D	To provide targeted support for identified children to fill gaps and allow them to

			access the curriculum at the appropriate level.
Maths Booster	£840	A / D	To ensure targeted children make expected progress in Maths at KS2.
Reading Booster	£840	A / D	To ensure targeted children make expected progress in Reading at KS2.
SPAG Booster	£840	A / D	To ensure targeted children make expected progress in SPAG at KS2.
Phonics Booster	£427	A / D	To ensure targeted children make expected progress in Phonics in KS1.
Breakfast Club	£3900	D / E / F / H	To support working parents and provide an opportunity for children to access social interactions with peers through sports activities.
After School Club	£19,353	D / E / F / H	To support working parents and provide a range curriculum linked activities for children to access while participating in social interaction with peers.
Educational Visits/Enrichment Activities	£25,500	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Participation in Local Community Events	£17,680	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Total Spend	-£131,767		