

1. Summary information					
School	Woodlands Academy				
Academic Year	2018/2019	Total PP budget Total PP Spend	£139,920 £140,421	Date of most recent PP Review	July 2019
Total number of pupils	186	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2019

KS2 2019 Test Results

	PP Pupils (22)	NPP Pupils (9)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
% GPS achieving EXS (HS)	91 (41)	56 (11)	78 (34)	82 (43)	88 (53)
% Reading achieving EXS (HS)	91 (18)	56 (11)	75 (28)	72 (23)	81 (33)
% Maths achieving EXS (HS)	86 (14)	67 (11)	76 (24)	77 (26)	88 (39)
% Writing (Teacher Assessment) achieving EXS (GDS)	77 (9)	56 (0)	78 (20)	75 (16)	84 (25)
% RWM Combined achieving EXS (HS)	73 (9)	56 (0)	64 (10)	62 (7)	75 (15)

KS2 Average Progress Scores 2019

	PP Pupils (22)	NPP Pupils (9)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
Reading Average Progress Score	2.9	-2.2	Due December 2019	0.4	1.1
Writing Average Progress Score	1.0	-1.4		0.2	0.8
Maths Average Progress Score	1.7	-0.3		0.7	2.0

KS1 2019 Test Results

	PP Pupils (13)	NPP Pupils (7)	National (All Pupils)	Ealing (PP)	Ealing (NPP)
% Reading achieving EXS (GDS)	77 (31)	86 (14)	75 (26)	65 (16)	78 (28)
% Maths achieving EXS (GDS)	69 (38)	86 (14)	76 (22)	66 (16)	80 (27)
% Writing (Teacher Assessment) achieving EXS (GDS)	69 (31)	86 (14)	70 (16)	59 (9)	73 (18)
% RWM Combined achieving EXS (GDS)	69 (31)	86 (14)	65 (12)	55 (7)	69 (14)

Phonics 2019

	Year 1 Wa %		End of Year 2 Wa %	
	PP (6)	NPP (15)	PP (13)	NPP (7)
Woodlands	66	80	85	100
National (All Pupils Provisional)	82		91	
Ealing (All Pupils)	84		92	

EYFS 2019

	Average Point Score		GLD %	
	PP (8)	NPP (14)	PP (8)	NPP (14)
Woodlands	35	37.9	75	85.7
National (All Pupils Provisional)	34.6		71.8	
Ealing (PP/ NPP)	32.6	35	62.2	72.6

Summary

KS2 –The percentage of children achieving Higher Standard in Writing has increased, but is still lower than National and Local data. PP children achieved above National and Ealing in all areas, with the exception of Writing which was in line with National and Local data. A gap exists between PP and NPP pupils, however it is PP pupils who are attaining and making increased progress. Progress is above national and local for PP pupils.

KS1 – NPP pupils outperformed PP pupils in all areas. However PP outperformed NPP in achieving GDS. PP pupil attainment was broadly in line with local data, however still below National data for EXS. In GDS, PP data was higher than local and national data.

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 for PP but above National for NPP.

EYFS GLD – remains well above National for NPP and is now above national for PP.

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.	Additional needs, including Occupational Therapy	
D.	Gaps between pupil groups and limited number of children achieving Higher Standard, particularly in writing.	
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 and EAL	
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 apply in context	<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, resilience and self-regulation.	<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. - Staff are able to respond effectively to the emotional and mental health needs of all pupils.
C.	Teachers develop whole class strategies to meet the needs of all pupils to continue to develop an Inclusive learning environment which addresses the complex range of needs within the classroom	<ul style="list-style-type: none"> - Teachers are able to adapt the learning environment to suit the needs of their children. - Children are able to use the learning environment to support and exceed their learning.
D.	Gaps are narrowed between pupil groups with an increasing number of children achieving Higher	<ul style="list-style-type: none"> - Disadvantaged pupils make progress in line with other pupils.

	Standard, particularly in Writing	<ul style="list-style-type: none"> - Disadvantaged pupils achievement is in line with other pupils. - Increased percentage of disadvantaged pupils achieve higher standard in Writing.
E.	Parents engaging with workshops and development of Parent Forum 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. - Increased number of parent events and school wide events to be held throughout the year.
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. - Attendance is regularly monitored and actions are taken to support or engage families with attendance concerns.
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. - Children with EAL are supported at all levels and the needs of intermediate and advanced bilingual learners are met.
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		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.				
i. Quality of teaching for all (A+D+G)				
Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
For children to broaden vocabulary and apply in context	Text based curriculum; language rich environment; quality conversations; higher order thinking skills; narrative groups for targeted children, specific teaching of topic specific vocabulary, Reading to Learn Vocabulary lessons	Narrative groups continue to ensure that children have an understanding of topic specific vocabulary and are therefore able to access the content of learning across a range of subjects. Links between Reading to Learn and the wider curriculum are strengthening and children are able to apply vocabulary learned in Reading sessions to other curriculum areas. Reading for Maths interventions (developed by the Speech and Language service) were trialled in Year 5 and further areas for development in this area were identified as a result. Working walls and the classroom environments were increasingly used by and referred to by the children in learning walks and observations.	Next Steps: Writing remains an area of focus, as does vocabulary in order to ensure that our children can access tier 2 and 3 words within their reading and therefore apply them to their writing. The vocabulary of maths continues to be an area for development and Woodlands has joined the Maths Hub with a 2 year commitment to undertaking the Maths Mastery approach.	£9,899
Gaps are narrowed between pupil groups with an increasing number of children achieving Higher Standard, particularly in Writing	Targeted interventions; Participation in wider curriculum opportunities; support from external agencies, opportunities to extend learning and increase challenge of tasks, online extension tasks, homework projects.	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. In KS2, an increased number of children achieved Higher Standard in writing, 6% compared to 0% the previous year. Interventions were implemented for intermediate and advanced bilingual learners, addressing specific sentence level writing needs, such as tense. Homework projects and online homework allowed greater access to learning opportunities throughout school.	Next Steps: Investigate progress and attainment gaps evident between SEN and Non-SEN, EAL and Non-EAL and PP/Non-PP using RAP sheets on half termly basis and plan/use intervention opportunities to respond to these in a timely manner, encouraging access to after school clubs and accessing support from external agencies at earlier stage.	£35,699
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	PP pupils outperform NPP pupils in all areas with rates of progress in all areas in line with all pupils. An increased number of children in KS2 are achieving HS in Writing and an increased percentage of children in KS1 are achieving at GDS.	Next Steps: Continue to increase the number of pupils achieving higher standards in all areas, with a particular focus on writing.	£10,123

Total Spent	£55,721
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ii. Targeted support (C+B+F)

Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
Teachers develop whole class strategies to meet the needs of all pupils to continue to develop an Inclusive learning environment which addresses the complex range of needs within the classroom	Partnership work with external agencies such as Occupational Therapist, Speech and Language and Educational Psychology service; Staff development; Development of the learning environment Internal assessment processes to identify specific needs of individuals	Anecdotal evidence from pupils, parents and staff continues to indicate that children with a range of needs are able to access learning through the specific amendments to their learning environment. Environmental questionnaires from the Speech and Language service indicated that access to vocabulary was becoming more consistent throughout the school. Children with specific needs and EHCPs have amended timetables which make use of space and staff available.	Next Steps: Ensure personalised learning and timetables for children with specific needs, with the support and advice of external agencies.	£2,387
Building emotional literacy, resilience and self-regulation.	Nurture groups; 1:1 mentoring; social skills groups; Head of Pastoral Wellbeing; Ealing Primary Centre; FHS partnership work; lunch time clubs, Going for Green, emotion coaching, developmental trauma training, social skills groups run by staff, Mental Health Wellbeing support for pupils.	Emotion coaching training has, based on discussions with staff, altered the way that they manage the needs of many pupils. They provide them with more scope to express and manage their emotions, making use of existing resources linked to our well-developed PSHE curriculum. Social skills groups ran throughout the year, promoting the Stop, Think, Do approach.	Next Steps: Developmental trauma and de-escalation training for further staff, monitoring of implementation of emotion coaching strategies, increased awareness and support for children's mental health, including interventions for targeted children and families.	£25,100

School attendance is at national expectations of 96.5%	Attendance awards; school rules; publishing weekly attendance; rapid engagement of EWO- fines to be issued if necessary; parent meetings; Going for Green;	Attendance significantly improved last year and 2 nd most improved school in Ealing for increased attendance and decreased Persistent Absentees. Referrals to extended agencies have been more rigorous, with fines issued to multiple families who took holidays during term time. Direct link between Going for Green and attendance is now established.	Next Steps: Continued rigorous monitoring of daily attendance, with continued monitoring and referrals for families who have shown a pattern of poor attendance. Robust procedures for new families in always introducing topic of attendance during home visits and tours of the school.	£9,785
Total Spent				£37,272
iii. Other approaches (E+H)				
Desired outcome	Action	Estimated Impact	Lessons Learned	Cost
Parents engaging with workshops and development of Parent Forum to embed an community ethos of parents as partners in supporting their children's learning	Family safeguarding group, fortnightly parent forum meetings, workshops to support children's learning at home, targeted groups to support families of children with identified needs, KUWTC, Mentoring workshops	Parent support at events such as Summer Fair has increased, events such as International Evening brought the whole community together and engaged parents who may not be able to communicate verbally through their cooking, Sharing days at the end of each half term continue to be well attended, Current parent forum members not yet confident enough to lead alone without high level of staff support.	Next Steps: Engage new parents to the community to join PTA, offer wider range of workshops (where focus is chosen by parents), offer more opportunities for parents to learn alongside their children in class.	£21,851
Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in	community festivals; school trips; school journey; visiting speakers; music specialists; clubs; breakfast and after school care; curriculum clubs; booster classes, increased	There is an increased emphasis on visits linked to the RE curriculum to ensure children are able to visit a wide range of places of worship across their school career, teachers provide a wide range of clubs linked to different areas of the curriculum. Booster clubs ensured children who were at risk of not meeting their potential in the classroom, had the extra support to achieve well in end of KS assessments. As the curriculum develops, children are able to access a wider range of opportunities on school trips, linked to their learning	Next Steps: Continue to develop links with local schools and engage the children in inter-school activities (through sports), Develop further links with charities and external providers, continue to provide a range of opportunities through school trips.	£25,577

wider contexts	partnerships with local school, faith groups and local community leaders.	questions and skill development.		
			Total spent	£47,428

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	-£140,421		