



## Woodbury C of E Primary School

### Review of the Impact of Pupil Premium Grant 2018-2019

The Pupil Premium Grant (PPG) is an amount of money allocated to schools through their budget based on the number of children in receipt of Free School Meals (FSM), Children in Care (CIC) and children whose families are in the services (SC). Each school allocates the grant to provide for the needs of its pupils with the aim of narrowing the gap between the progress and attainment of this group of children and the national expectation for their year group. The allocation of funds in each school will depend on the school context and the needs of individual children and groups of pupils.

At Woodbury C of E Primary School, the PPG is used to ensure that vulnerable children have high levels of attainment, engage in all aspects of school life at the same level or above as the other children in the school. We aim to ensure that these children have high personal aspirations, strong self-confidence and resilience as well as the same opportunities as other children and the funding is used to target support to make this happen.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (April 2017)	206
Total number of pupils eligible for Pupil Premium Grant as at April 2017	15
Total number of pupils eligible for Service Grant as at April 2017	7
Total amount of PPG received April 2017- March 2018	£23860

### Review of the Impact of 2018- 2019 Pupil Premium Grant

Summary of impact of actions taken for the year 2018/19	
Item/project	Impact
Learning Support Assistants to provide learning and pastoral support in class, in small intervention groups and individually depending upon the needs of children <i>£ 16 230</i>	<ul style="list-style-type: none"> <li>• Barriers to learning observed to have been reduced or removed for vulnerable children, ensuring they can access the curriculum as fully as possible</li> <li>• Vulnerable children observed to be effectively and quickly supported in their learning, so that they became more confident and independent learners</li> <li>• The pastoral needs of vulnerable children observed to be effectively and sensitively met, for example providing bespoke transition arrangements coming into school, being provided with opportunities for counselling</li> <li>• Vulnerable children report feeling supported in class and value the help they receive from LSAs and teachers</li> </ul>

<p>Teachers provide additional support for vulnerable children in class and at break times</p>	<ul style="list-style-type: none"> <li>• Teachers plan to target teaching of vulnerable children. This has been observed to take many forms including targeted questioning, celebration of children’s achievements and learning behaviours and pre-teaching</li> <li>• Teachers observed to frequently support vulnerable children’s emotional and social development by providing individual time at break time to mentor or counsel children</li> </ul>
<p>Half termly meetings between teachers and leadership team to monitor progress of vulnerable children <i>£600</i></p>	<ul style="list-style-type: none"> <li>• SLT and teachers have a shared and in depth understanding of the progress and needs of each vulnerable child</li> <li>• SLT have supported teachers and children through the provision of advice and resources to meet the needs of children</li> <li>• SLT have been able to talk with and encourage children in appropriately</li> </ul>
<p>Training of all staff to have a strong understanding of the possible needs of vulnerable children, including mental health, and ways in which they can help them <i>£1000</i></p>	<ul style="list-style-type: none"> <li>• The impact of regular staff training has been observed in the way in which staff consistently respond and support children</li> <li>• Staff have a strong understanding of the impact of mental health upon a child’s whole development as well as learning and are equipped to support children in class, in intervention groups and individually</li> <li>• Staff have trained and supported parents in how to support their children’s mental health,</li> <li>• Staff have a good understanding of the challenges vulnerable children may face and how they can support them</li> <li>• Barriers to learning and welfare have been identified quickly enabling support to be provided to help reduce these</li> </ul>
<p>To support vulnerable children in developing a growth mind set and an understanding of how they learn to help them develop learning and personnel resilience <i>£500 BLP programme &amp; staff training</i></p>	<ul style="list-style-type: none"> <li>• Children are able to talk about how to overcome challenges, have a positive attitude to challenges and have a greater number of strategies to enable them to face challenging situations</li> <li>• Children are observed to be more independent in class</li> <li>• Improved growth mind set is a contributory factor to increased confidence which is observed in all of the targeted children.</li> <li>• Increased confidence contributes to the observed greater participation in lessons which promotes greater engagement and enjoyment of the children’s learning.</li> </ul>
<p>To enable targeted children to take part in small animal care group sessions to support them in a time of need or to support their mental health</p>	<ul style="list-style-type: none"> <li>• Children observed to enjoy and derive emotional support when taking part in small animal sessions</li> <li>• Children keen to take part in small animal sessions</li> <li>• Parents report the positive outcome upon their children from attending small animal care sessions</li> </ul>
<p>Emotional Literacy Support Assistant Programme (ELSA) <i>£800 staff training and staff cost</i></p>	<ul style="list-style-type: none"> <li>• Children in who have taken part in ELSA sessions reported to be happier, more confident and able to recognise what was causing them a difficulty</li> <li>• Support has been directed to support children and families with areas identified through ELSA</li> <li>• Children and parents value the support the children receive through ELSA</li> </ul>
<p>Outdoor Forest School sessions with a focus upon vulnerable children to support learning,</p>	<ul style="list-style-type: none"> <li>• Children observed to become more confident after taking part in forest school intervention sessions</li> <li>• High level of child enjoyment of the forest school sessions</li> </ul>

emotional and behaviour needs. <i>£300 and staff costs</i>	<ul style="list-style-type: none"> <li>Behaviour of children seen to improve following forest school sessions</li> </ul>
Increase the participation of vulnerable children in extra-curricular activities. <i>Within staff costs</i>	<ul style="list-style-type: none"> <li>80% of vulnerable children took part in at least one extra-curricular activity</li> <li>Children reported enjoying representing the school</li> <li>Children showed increased confidence and were proud to represent the school in sports events</li> <li>Children are more willing to take part in further extra-curricular events</li> </ul>
Funfit programme for gross and fine motor skills <i>£500 plus staff costs</i>	Funfit programme did not take place due to trained staff leaving the school.
Family and child support workshops <i>£200</i>	<ul style="list-style-type: none"> <li>Parents who attended the workshops reported them to be informative and helpful</li> <li>Parents felt more able to access local support</li> </ul>
The school to remain a THRIVE accredited school. <i>£600 and staff costs</i>	<ul style="list-style-type: none"> <li>The THRIVE lead has maintained accreditation through completion of training modules</li> <li>Children's emotional and social needs observed to be supported by staff using the THRIVE approach</li> <li>Children have received high quality support to resolve emotional and social difficulties</li> <li>THRIVE strategies support good mental health which has been seen in the children</li> </ul>
Speech and Language Support (Speech & Language Link) <i>£800 and staff costs</i>	<ul style="list-style-type: none"> <li>Children with speech and language needs have been identified early enabling appropriate support to be implemented</li> <li>Children have accessed curriculum more fully as a result of speech and language support</li> <li>Children with more significant speech and language needs have been able to be referred more quickly for speech and language therapist support</li> </ul>
CODE X Reading Program <i>£200 resources and staff costs</i>	<ul style="list-style-type: none"> <li>Children have developed a more positive attitude to reading, seeing themselves as readers</li> <li>Children have improved reading ages and some have made such accelerated progress that they are approaching the level expected for their age</li> <li>Children are reading more at home</li> <li>Children are participating more in lessons as they find it easier to independent access lessons</li> </ul>
Pirate Writing Program <i>£200 resources plus staff costs</i>	<ul style="list-style-type: none"> <li>No vulnerable children met the criteria for the Pirate Writing Program</li> </ul>
Higher teaching assistant to provide class and group support for year 6 children <i>Within staff costs</i>	<ul style="list-style-type: none"> <li>Children made accelerated progress as a result of high quality teaching and intervention by the teacher and HLTA</li> </ul> <p>At KS2, the disadvantaged children at Woodbury achieved the following results:</p> <ul style="list-style-type: none"> <li>Reading 100% at age related or higher, 67% at greater depth</li> <li>Writing 66% at age related or higher, 33% at greater depth</li> <li>Maths 100%, at age related or higher, 33% at greater depth</li> <li>Improved and high self-esteem and self-confidence of dis-</li> </ul>

	advantaged pupils observed, due to the high quality pastoral support they received.
Booster classes, taught by teachers, for year 6 children in maths and reading	<ul style="list-style-type: none"> <li>All targeted children (12) attended the before and after school booster lessons for a term</li> <li>All children said that they felt more confident having attended the classes as they felt the things they found hard had been 'sorted out'</li> <li>All children were observed to be confident in maths and reading lessons</li> <li>All children performed more confidently in SATs, completing the papers and showing increased resilience</li> <li>All children made at least expected and most made greater than expected progress in the SATs tests</li> <li>Parent feedback about the booster classes was very positive</li> </ul>
Support for families with the cost of visits. £1000	<ul style="list-style-type: none"> <li>All children took part in all educational visits and activities and when a need was known support was provided to cover the cost of these</li> </ul>
Provision of music lessons for targeted children	<ul style="list-style-type: none"> <li>All targeted children in KS2 who expressed an interest in learning to play an instrument or sing have done so for at least 2 terms</li> <li>Children showed increased confidence resulting in performing to a large audience</li> <li>Children enjoy making music and are set to continue developing their talent</li> </ul>
Provision of individual swimming lessons for targeted children £500	<ul style="list-style-type: none"> <li>All disadvantaged children and 96% of non-disadvantaged children learnt to swim at least 25m by the end of KS2</li> </ul>

**End of Key Stage 1 and 2 Performance data of disadvantaged pupils July 2017  
(pupils eligible for free school meals or in local authority care for a least six months)**

	<b>KS1 2018 Woodbury (1 pupil)</b>	KS1 2018 National PP	<b>KS2 2018 Woodbury (3 pupils)</b>	KS2 2018 National PP
<b>Reading</b> % of pupils achieving Age-Related Expectations	100 %	Not available	100 %	%
<b>Writing</b> % of pupils achieving Age-Related Expectations	100 %		66 %	%
<b>Maths</b> % of pupils achieving Age-Related Expectations	100 %		100 %	%

**Summary of outcomes for those pupils eligible for pupil premium funding:  
2017-2018**

- All Year 6 children, (Summer 2017) have been outstanding ambassadors for the school.
- During their time at Woodbury School all Year 6 children have been active members of their class and school life; all have been school mentors and have frequently represented the school, for example leading Church services or have taken part in sporting events.
- All children across the school have benefitted and enjoyed a broad and inspiring curriculum with bespoke support of their learning, social, mental health or physical health needs being provided when required.
- The confidence, aspirations and learning skills of the children has been increased so that they are empowered with the skills and confidence to succeed both in and beyond school.
- Participation of the children across the school in extra-curricular opportunities has increased.
- All children have achieved high levels of personal attainment and progress.