



Pupil Premium Report 2018/19

Pupil eligible for pupil premium over time	July 2017	July 2018	July 2019
Number of pupils on roll	870	785	677
Number of pupils eligible for PPG funding(including Children Looked After)	248	221	201
% of pupils eligible for PPG	29%	28%	30%
Amount of PPG funding received £1320 (£1900 for CLA)	£323, 600	£291,720	£265, 320

Main barriers to learning

- Pupils well-being and emotional health are being impacted negatively by the housing and financial difficulties of families.
- Numerous household moves mean that pupils often have long distances to travel to school. Due to the temporary nature of housing parents are often reluctant to move school as well. Long journeys to school impact on pupil punctuality and attendance.
- Financial constraints can mean that sometimes parents cannot afford to bring their children to school as they cannot afford to travel on public transport which impacts on pupil attendance.
- Overcrowding at home due to the lack of affordable housing impacts on pupils' ability to complete home learning, and to get a good night's sleep.
- Financial constraints prevent families from engaging in family outings and activities.
- Parents' mental health can have a significant impact on children's emotional well-being.

Objectives of spend

- To narrow the gap in attainment of pupils entitled to the pupil premium grant.
- To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.
- To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils.
- To employ mentoring and individual interventions that impact positively on the engagement of disadvantaged pupils.

PP Data Analysis Summer 2019

	The Nest	Lower Nursery	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total without the nest	Total with the nest
No of pupils	13	41	55	69	71	84	85	90	87	95	677	690
No of pupils identified as PP (% of all pupils in brackets)	13 (100%)	4 (10%)	4 (7%)	19 (28%)	25 (35%)	29 (35%)	26 (31%)	28 (31%)	34 (39%)	32 (34%)	201 (30%)	214 (31%)
No of pupils identified as non PP	0	37	51	50	46	55	59	62	53	63	476	489
No of pupils identified as PP, but not SEN	13	4	4	15	18	19	16	21	25	28	150	163
No of pupils identified as PP & SEN (% of PP in brackets)	0 (%)	0 (%)	0 (%)	4 (21%)	7 (28%)	10 (34%)	10 (38%)	7 (25%)	9 (23%)	4 (13%)	51 (24%)	51 (24%)

7% of non PP pupils are SEND

53% of SEND pupils are also PP

Whole school data

Reception - % at age expected and beyond (National GLD 2017 – 71%; PPG – 56%)

Summer 2018	L & A	U	S	S-C & SA	MF & B	MR	R	W	M & H	H & S-C	N	SSM	GLD
PP	77	88	85	85	85	88	77	69	92	88	85	85	65
Non PP	75	75	75	88	86	85	75	73	92	90	76	76	73
Gap	+2	+13	+10	-3	-1	+3	+2	-4	0	-2	+9	+9	-8

Phonics (Nat 2018 – 83%; PPG – ??%)

	Yr1 Phonics check	
	Gp	% Wa
Cohort	71	79%
Nat		83%
PP	25	84%
Not PP		
PP	46	76%
Gap		-8%

PPG similar to National cohort

	Key Stage 1 Expected Standard & above													
	Reading				Writing				Maths				Science	
	No	% EXS	%GDS	%EXS+	No.	% EXS	%GDS	%EXS+	No.	% EXS	%GDS	%EXS+	No.	%EXS+
Cohort	83	47%	30%	77%	83	57%	13%	70%	83	57%	22%	78%	83	83%
<i>Nat cohort 2018</i>			26%	75%			16%	70%			22%	76%		
PP	30	53%	23%	77%	30	57%	7%	63%	30	60%	13%	73%	30	87%
Not PP	53	43%	34%	77%	53	57%	17%	74%	53	55%	26%	81%	53	81%
Gap		+10%	-11%	-		-	-10%	-11%		+5%	-13%	-8%		+6%
<i>Nat PPG 2018</i>			14%	62%			8%	55%			12%	63%		71%

PPG attainment similar to National cohort in reading. PPG writing & maths better than PPG National but lower than National cohort.

Key Stage 2 Expected Standard & above												
	No.	Reading Test		Writing TA			Maths Test		GPV Test		RWM combined	
		% AS+	% HS	% EXS	%GDS	%EXS+	% AS+	% HS	% AS+	% HS	% EXS+	% HS
Cohort	93	77%	19%	68%	14%	82%	89%	35%	89%	52%	70%	11%
<i>Nat cohort 2019</i>		73%	27%	58%	20%	78%	79%	27%	78%	36%	65%	11%
PP	31	68%	16%	77%	10%	87%	81%	26%	84%	48%	65%	10%
Not PP	62	82%	21%	63%	16%	79%	94%	40%	92%	53%	73%	11%
Gap		-14%	-5%	+14%	-6%	+8%	-13%	-14%	-8%	-5%	-8%	-1%
<i>Nat PPG 2018</i>		64%	18%	56%	10%	67%	64%	14%	67%	24%	51%	4%

PPG pupils at Woodside attained similarly to the National cohort in maths and in writing at the expected standard. Attainment in all subjects is at least as good as PPG pupils nationally.

To employ extra teaching staff to target disadvantaged pupils in order to improve their attainment.

Strategy / Intervention	Desired outcomes and success criteria	Impact	Cost
Learning Support Assistants	Small group teaching and interventions have positive impact on attainment and progress of disadvantaged pupils. Disadvantaged pupils make accelerated progress. Attainment gap closes with non-disadvantaged peers.	Year group leaders used learning support assistants to target disadvantaged pupils through in class support and tailored interventions to address their needs. Whole school data shows that the gap between disadvantaged pupils and their non-disadvantaged peers is closing. Disadvantaged pupils who are not identified as SEND outperform their non-disadvantaged peers. Overall the gap closed by 4% in reading, 7% in writing and 1% in maths. Analysis of year group intervention impact data shows that the interventions are having impact on pupil progress and outcomes. Interventions targeted at PP pupils have had good impact; for example: data shows that 100% of the pupils in the year 2 1:1 reading intervention increased their reading age by 6 months (in a 3 month period) and 25% increased it by 12 months. In a year 4 writing booster 57% of pupils had mastered 2 or more of the skills taught that they could not do independently before. Pupils who were targeted for maths interventions showed improved test results: 67% of pupils improved their scores in year 3 and 62% improved in year 4.	£48 153.60
Training for support staff	Support staff will have the relevant skills to provide therapeutic and academic interventions which will have a positive impact on pupil emotional well-being and academic success.	A range of topics were covered during the year; including interventions to address social, emotional and behaviour difficulties of children, different types of special needs, approaches to teaching and learning, whole school initiatives, safeguarding and pupil premium updates. Autumn 2018: 81.2% evaluated the training they had received as very useful Spring 2019: 93% evaluated the training they had received as very useful Summer 2019: 90% evaluated the training they had received as very useful	£10 000
Resources	Purchase of high quality resources enables interventions and enrichment activities to run successfully.	Resources purchased enabled pupils in intervention groups to make progress. Termly evaluation of year group interventions showed positive impact on attainment and progress of disadvantaged pupils.	£10 000
Explorer Zone	Pupils who find the mainstream classroom difficult to manage will have access to the	UP Haven 11 pupils in year 3 have received support from the UP Haven this year. Pupils attend the Haven for either morning or afternoon sessions or have had support from the Haven staff in the mainstream	£104 196 (total staff costs) £78 147 (75%)

explorer zone. Pupils accessing the explorer zone will have positive experience of school and will develop positive learning behaviours.

classroom. Of the pupils currently accessing the Haven 45% are also identified as being eligible for pupil premium.

UP Haven	Autumn			Spring			Summer		
	R	W	M	R	W	M	R	W	M
91-100 %				33	20		67 (33)	78 (56)	67 (33)
61-90%	18			56	60	67	33	22	33
31-60%	64	64	64	12	20	33			
B 30%	18	36	36						

(percentage of pupils who achieved 100% of their objectives and moved onto the next curriculum in brackets)

Data shows that the majority of pupils accessing the UP Haven have achieved between 91% and 100% of their objectives in reading, writing and maths. 33% achieved all their targets in reading and maths 56% achieved all their targets in writing.

UP Haven	Autumn	Spring	Summer
Average % attendance	93.15%	95.08%	96.75%

Data shows the average % attendance of the pupils in the Haven has improved over the year and is now above the government target of 96%.

Behaviour analysis

UP Haven	Y2 Summer 2018	Y3 Autumn 2018	Y3 Spring 2019	Y3 Summer 2019
Number of green sheets	15	19	15	2

Support from the Haven has had a significant impact on the behaviour of the pupils targeted. For the pupils who access the Haven only 2 behaviour incidents were recorded for the Summer term. Both incidents were for the same pupil. The pupil has an EHCP in place. Specialist provision has been secured for the pupil from September.

LP Haven

15 pupils received support in the LP Haven. Five Y2/Y1 pupils attended in the mornings. Seven Y1/Y2/Reception pupils attended the afternoon sessions. Four Yr2/1 pupils attended for most of the day with some whole class sessions including PE and art. Of the pupils currently accessing the Haven 53% are eligible for pupil premium.

LP Haven	Autumn	Spring	Summer
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75% of pupils are supported by the explorer zones are PP

	R	W	M	R	W	M	R	W	M
100% +				11	10	22	22	27	30
91-100 %		9		11		11	11	27	30
61-90%		9		45	50	22	56	19	10
31-60%	56	27	50	33	30	45	11	27	30
B 30%	44	55	50	0	10	0	0	0	0

Data shows that the majority of pupils accessing the LP Haven are making expected or accelerated progress. Where progress is slower these pupils have a complexity of need and have an EHCP in place, applied for or evidence is being gathered.

LP Haven	Autumn	Spring	Summer
Average % attendance	94%	93%	93%

Although the attendance data shows the attendance of the pupils in the LP Haven is below the target of 96%, the majority have good attendance or have been absent due to explained illness or a holiday. The attendance of 5 pupils has had a significant impact on the data.

UP Haven	Autumn	Spring	Summer
Number of green sheets	13	15	26

Behaviour data this term is applicable to only 4 pupils who have complex needs. The LP Haven is impacting positively on the behaviour of the other pupils in this provision.

Total: £146 300

To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Impact	Cost
Family support	Families identified receive support from Inclusion team to address barriers to pupil ability to access learning. Inclusion team support families to access support from outside agencies. Pupils of targeted families make expected or progress.	<p>This year, 80+children and their families have benefitted from having some consent-based intervention and support, both short and long-term. At least 11 of these families have received more than one intervention. Support has included mentoring, Draw and Talk therapy, bereavement counselling social skills, Early Help, Young Carers, Behaviour Support Plans, and Nurture Group. There has also been support offered for attendance, mental health needs and support to access the school or Purley Hub food bank. In addition to this, some families have been referred to social care due to safeguarding concerns but are made aware of this, whenever possible, before a referral is made.</p> <p>16 pupils with historic poor attendance have been supported this year. For 63% of these pupils the % attendance has improved or stayed the same. Of all the pupils supported the % working at expected levels in reading improved by 6% and improved by 7% in maths. The % of pupils working at expected levels in writing stayed the same.</p> <p>Of the children supported through behaviour support plans there was a 65% reduction in the number of behaviour incidents recorded in the summer term compared with the Autumn term.</p>	£9 120
Total:			£9 120

To employ mentoring and individual interventions that impact positively on the engagement of disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Impact	Cost
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<p>Therapeutic interventions</p>	<p>Individual pupils targeted for drawing and talking, nurture group, mentoring or social skills group to address emotional difficulties. Pupils targeted are able to manage their emotional difficulties within a mainstream environment. Pupils are able to engage successfully with learning and make progress.</p>	<p>Nurture groups ran from January to July in years 3 to 6. The groups encourage children with social, emotional and behavioural needs to develop and experience positive, reciprocal relationships with their peers and adults. The groups' structure and approach is underpinned by Attachment Theory and the idea that healthy relationships are vital for well-being and development. 34 children accessed the Nurture Groups.</p> <p>A pupil voice questionnaire was carried out at the end of the sessions. 93% of the pupils stated that they felt they were given lots of opportunities to talk about their feelings and that the adults listened to them. 66% of the pupils felt they were getting better at sharing their feelings in an appropriate way. 63% of the pupils stated that they were more-able to identify things about themselves that they felt proud of. 60% of pupils stated that they could talk about their worries in the Nurture group. 83% of the pupils who attended nurture group rated it as 9 or 10 out of 10 (excellent).</p> <p>Pupil responses highlighted that the best things about Nurture group were making new friends and meeting new people, baking cakes and cooking. They enjoyed spending time out of class in a quieter environment. They enjoyed socializing with others and the fact that a lot of the nurture group activities were creative.</p> <p>When asked about what they would change the majority of pupils stated that there wasn't anything that they would change. Changes they did suggest included; to invite more people, to make pies, to try to be more confident in things, to have more time, to start on time, to have longer sessions, to not talk too much about feelings and to use the laptops.</p> <p>Social skills groups have run in all year groups this year. 50% of the pupils targeted were in receipt of pupil premium funding. Analysis of pupil questionnaires shows that the pupils enjoy the activities and games. They have also reported that they have learnt new skills and felt happier. For example; 50% pupils in the year 3 group self-assessed themselves as happier. In year 1, 75% of the group met at least 80% of the objectives set.</p> <p>31% of the pupils targeted through social skills groups had had green sheets (records of behaviour incidents) in the Autumn term. Of these pupils all showed a reduction in the number of green sheets they received in the Spring term with 32% of this group receiving no green sheets in the Summer term at all.</p>	<p>£ 10 123.20</p>
<p>Kick London Mentoring</p>	<p>Weekly mentoring programme employed to improve learning behaviour and attitudes of vulnerable pupils. Pupils are able to engage successfully with learning and make progress.</p>	<p>7 pupils had mentoring sessions during the year with the Kick London mentor. The mentor used a range of activities to work through the pupils concerns about bereavement and loss and ways to manage anxiety. Pupils could talk about strategies they had learnt in the sessions and how they had used them in their everyday life. The pupils valued the relationship they had built with the mentor and the safe space she provided to explore their fears and worries. The % of pupils achieving age expected levels and making expected progress improved in reading and writing, for the pupils involved in the mentoring project, from the Autumn to the Summer term. Attendance</p>	<p>£7 600</p>

		improved for the pupils attending the sessions. 71% of children working with the mentor had attendance of 95% or above by the end of the year.	
			Total: £26 843.20

To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils, particularly the more able.

Strategy / Intervention	Desired outcomes and success criteria	Impact	Cost
After school and holiday clubs	Pupils enjoy a range of enrichment and learning activities which impact positively on their engagement with learning and attendance.	<p>After school clubs are subsidised to give all disadvantaged pupils the opportunity to try different clubs and activities.</p> <p>When questioned 69% of pupils agreed that there were a wide range of clubs on offer. 63% of pupils had attended more than one club in the past year. 97% of pupil stated that they enjoyed the clubs they attended. 73% of pupils said that they had learnt new skills by attending the clubs. Pupils reported that they had learnt skills such as throwing and catching in netball, passing a ball in football and kicking techniques. They had learnt how to lift people safely in cheerleading and had improved their dance and gymnastic skills, developing flexibility and strength.</p> <p>Pupils also reported that they had improved their team work skills and felt that they were better at co-operating with others than before. Pupils said that they enjoyed the clubs because they had an opportunity to exercise, do activities that they enjoyed or helped them relax, to make new friends and learn new skills.</p>	£35 000
Enrichment activities for disadvantaged pupils, particularly the more able	Activities planned to provide experiences that pupils are have not yet enjoyed.	The 'Just Do It' group was introduced to broaden the horizons of boys entitled to the pupil premium. This is the second year of running the group. The boys chosen this year were all in year 5 and included pupils who were on track, beyond and boys identified as having special educational needs. A questionnaire based on the national trust 60 things to do before you are 11 ¾ was given to the boys at the start of the programme. The boys had to identify which of the activities they had already tried and choose some that they would really like to have a go at. A series of activities were then planned. The aim was to broaden their horizons and enable them to experience activities they might not otherwise try.	£30 000

		<p>Attainment data shows that for the 'Just Do It' group members there was a 12% increase in the number of boys who were on track in writing compared to the Autumn term data. All the boys have made expected progress in reading and writing with a significant number making accelerated progress in writing.</p> <p>Analysis of the % of group members working at the expected standard and above shows that in all areas more of the boys in the group are working at the age expected level than the rest of the boys in the year group. More boys in the group are making expected progress compared to boys in their year group in reading and writing.</p> <p>Average attendance for the group has improved from 94% in the Autumn term to 97% at the end of the summer term which and is above the government's target of 96%.</p>	
Financial support for disadvantaged pupils to address individual needs	Financial support for disadvantaged pupils allocated to address a range of different needs. Previous allocations have been included funding of residential trips, holiday clubs provided by outside providers, activities to impact on self-esteem and support with transport during times of family crisis.	<p>Support this year has included funding a range of activities that enable pupils to have a wider range of experiences. Activities have included:</p> <ul style="list-style-type: none"> • subsidising school journeys and trips • funding out of school clubs and activities • support for parents with transport to and from school • purchase of books and equipment to support year 6 study at home <p>The activities funded have had a significant impact on the self-esteem of the pupils involved. An improved focus on learning of the pupils targeted has been observed.</p>	£10 000
			Total: £75 000

Total: £257 263.20