**Pupil premium report**

How much Pupil premium has Woodgrange received?

|  |  |  |
| --- | --- | --- |
| 2016-17 | 2017-18 | 2018-19 |
| £110,140 | £84,630 | £66,300 |

How will we use this year’s allocation?

The children who attend Woodgrange Infant School come from an extremely wide range of socio-economic and cultural backgrounds. The most significant barrier to learning across the spectrum of pupils includes speech and language development needs that impact on learning across the curriculum. We also have 60% of children with English as an additional language, an increasing proportion of who are new to English or at the early stages of English acquisition. Because of this much of the focus of PP spend is towards improving spoken language as this impacts an all areas of learning.

Overall the numbers of children eligible for PP funding is declining.

This coming year will be our last year of buying in a speech therapist due to declining funds and increased in house expertise supplemented by an online tool introduced by Nicola Delasalle.

Our adoption of both the Maths mastery approach and of the “Power of Reading” as drivers for English and maths teaching was led by this need to enrich our use and development of language. Identified children are given specific support whilst all children benefit from extensive opportunities to share, rehearse, explore and use spoken and then written English across the curriculum.

|  |  |  |  |
| --- | --- | --- | --- |
| **Project**  | **£** | **Detail** | **Intended Impact**  |
| Speech and language support programs/ training of school staff) | 13,000 | Groups and individuals supported by SLT and by school staff delivering programmesTraining for teachers  | Access to quality support. Staff competence and skills set well established providing sustainability within school. Good practice embedded across school |
| Identified senior lead for raising attainment of disadvantaged pupils (DD) | 12,500 | Equivalent of 2 days AHT time to target support at hard to reach families and children.Working in tandem with family support worker and subject leads  | Engagement and progress of disadvantaged pupils improves- children have a more positive experience in school and are seen to flourish in class. |
| Family support worker/ attendance officer | £6,000 | Role combined to make better use of time and funds | Attendance and engagement of disadvantaged pupils improves |
| Reading support teacher- 2 days per week | £11,500 | Working with children in EYFS supporting talk, reading, and phonics 1:1 or in small groups1days per week |  |
| Reading support TA | £8,000 | Regular reading practice for identified children (Year 2) |  |
| Speech and language support TA  | £13,000 | 2 days per week – groups and 1:1  | Increased capacity to deliver programmes |
| Staff Training | £450 | Oracy project | Develop oracy across school |
| £1,500 | NPQML- developing maths mastery in EYFS  | Close achievement gap in number |
| £500 | Continuous provision in Y1 | Adapt Y1 curriculum to appeal to disadvantaged pupils |
| TOTAL | £64,450 |  |  |

What was the impact of our Pupil premium spend in 2017-18?

|  |  |  |  |
| --- | --- | --- | --- |
| **Project**  | **£** | **Detail** | **Intended Impact**  |
| Speech and language support programs/ training of school staff) | 13,000 | Groups and individuals supported by SLT and by school staff delivering programmesTraining for teachers  | Access to quality support. Staff competence and skills set well established providing sustainability within school. Good practice embedded across school |
| Speech and language support TA  | £9,000 | 2 days per week – groups and 1:1  | Increased capacity to deliver programmes |
| £13,000 | 2 days per week – groups and 1:1 |
| Top up to SEND funding – speech and language groups | £10,000 | Contribution towards cost of providing additional adult support for 7 children with HNF that does not meet costsincluding costs of RIET | Children with SCLN/ ASD receive further language specific support |
| Reading support teacher- 2 days per week | £23,000 | Working with children in EYFS supporting talk, reading, and phonics 1:1 or in small groups(reduced from 3-2 days mid-year) | Increased capacity to develop speaking and listeningInterventions for individuals identified in PPMs |
| Reading support TA | £8,000 | Regular reading practice for identified children (Year 2) |
| Family support  | £5,000 | Parent workshops on a range of issues such as routines, attendance, supporting learning1:1 support for parents on a range of issues that impact on children’s well-being |
| Attendance  | £2,000 | Targeted support and rigorous follow up to attendance related issuesHome visits | Attendance of disadvantaged pupils improved No significant gap in attendance levels between disadvantaged and other pupils |
| Staff trainingmaths mastery (KS1) | £1,200 | Teachers revised how maths and writing are taught.This in line with a focus on learning behaviours dovetails to greatly impact on the quality of teaching and learning across the school, benefitting all pupilscosts to release teachers to attend specialist centre and to prepare lessons/ PD sessions at school and planning time | Improved provision and teaching increased children’s engagement and participation in lessons e.g. technical aspects of writing taught through lively texts.% of children reaching expected standard inKS1 in line with nationalNo achievement gap in EYFS |
| TOTAL COST | £84,200 |  |  |

This strategy will be reviewed in October and March of each year in terms of impact and value for money.

Actual impact will be measured in October when final data is available