

'Annex 2c: Pupil Premium strategy statement (primary)

1. Summary information					
School	Woodrow First School				
Academic Year	2018-19	Total PP budget	£174,240	Date of most recent PP Review	Oct 14
Total number of pupils	292 (+34)	Number of pupils eligible for PP	132	Date for next internal review of this strategy	Oct 19
Early Years Pupil Premium (EYPP)					
Academic Year	2018-19	Total EYPP budget	Tbc Dec 18	Date of most recent PP Review	Oct 14
Total number of Nursery pupils	34	Number of pupils eligible for EYPP	Tbc Dec 18	Date for next internal review of this strategy	Oct 19
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
End of Foundation Stage		Reading – 68% (+3%)* Writing – 63% (+6%)* Maths – 63% (+2%)* ELG – 63% (+5%)*		Reading – 76% Writing – 73% Maths – 80% ELG National 69.3%	
Phonics Screening at Year 1		Overall – 71% (-2%)* *2016-17 data		Overall – 84%	
End of Key Stage 1		Reading overall – 73% (78%) Writing overall – 70% (70%) Maths overall – 73% (78%) Figures in brackets exclude incomers and children leaving for Special School.		Reading overall – 79% Writing overall – 73% Maths overall – 79%	

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Low levels of literacy across school		
B.	Health and wellbeing		
C.	A narrow cultural capital/life experience		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Low attendance		
E.	High numbers of vulnerable families		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
		Review 2017/18	Success Criteria 2018/19
A.	Raise the attendance levels of the PP children from 94.3% to 95%	Employment of Emma Taylor is having early impact which needs to be built upon Y1 +0.9% Y2 +4.1% Y3 +1.2% Y4 -5.5% PP Attendance Y1-4 94.3% Other Y1-4 96.1%	Build on 0.2% attendance increase from 17-18 Increase attendance of all PP children with key focus on 13 (down 3 from 2017-18) children below 90%

<p>B.</p>	<p>Raise levels of literacy so that the proportion of PP children attaining at age related expectations is more comparable to non PP children</p>	<p>SALT interventions in the early years</p> <p>More CEPP met age related expectations in YR (13) in 17-18</p> <p>Children have made good progress from very low starting points across KS1</p> <p>More CEPP passed the phonics screening in Y1 (71%) and Y2 (87%)</p>	<p>Are the highest achieving PP children progressing at the same rates as their non-PP peers?</p> <p>Are PP children continuing to progress at equitable rates to their peers</p> <p>PP meetings retain rigour and are evaluative. Monitor closely 'progress' quadrants.</p> <p>From low starting points in each cohort are barriers removed so PP children can make good progress</p>
<p>C.</p>	<p>Expand equity of opportunity in relation to building “cultural capital” and exposure to a wide range of life experiences.</p>	<p>Birmingham University RSA Project – Y4 children worked with drama artist to construct written and spoken narratives</p> <p>Increased numbers of children attending instrumental lessons – guitar/ukulele/brass</p> <p>Autumn 41 Spring 40 Summer 36</p> <p>16 (PP) /13 (other) Children sang at Young Voices Concert in Birmingham</p> <p>Woodrow children sang solos at Redditch schools Christmas services – soloists were entitled to PP</p> <p>Malvern Hills Residential visit Y4</p>	<p>How does children’s feedback following Birmingham University science trip open eyes and set expectations?</p> <p>All KS2 classes access textile based project</p> <p>STEM ambassador to work with Y3</p> <p>All classes access theatre trips</p> <p>All classes access museum/art gallery visits</p> <p>Music lessons for each class provide high quality tuition</p> <p>Singing lessons for each class provide high quality music tuition</p> <p>Children and high proportion of their parents attend Young Voices</p>

D.	Encourage a healthy and active life style.	<p>More children are using the running track more of the time</p> <p>See full report from Jo Dodds</p>	
E.	Foster a positive attitude to leaning and school life.	<p>YR Cool kids</p> <p>Outcomes and progress in EYFS are improving</p> <p>Breakfast Club meeting needs of disadvantaged children</p> <p>Attendance is improving for all groups</p> <p>Inside out club Y3/4</p> <p>Social and emotional needs of Y3/4 children met earlier</p> <p>Nurture Group Y1/2motional needs</p> <p>Bovhall profile highlights improvements for NG</p> <p>Gemma Westwood/Ed Psych</p> <p>Relationship based play</p> <p>Theraplay</p>	<p>YR Cool kids</p> <p>Breakfast Club</p> <p>Inside out club Y3/4</p> <p>Nurture Group Y1/2</p> <p>Gemma Westwood/Ed Psych</p> <p>Relationship based play</p> <p>Theraplay</p> <p>Music therapy</p>

Proportions of spending for each desired outcome

- A- 11.7%
- B- 39.6%
- C- 10.7%
- D- 3.6%
- E- 19.7%

5. 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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Raise levels of literacy so that the proportion of PP children attaining at age related expectations is comparable to non PP children	<p><i>Mantle of the Expert</i> In school CPDL from experts who are working with the children</p> <p>Training courses</p> <p>Books on using drama successfully in the classroom for CPDL</p> <p>Visits to other schools to learn from best practice</p>	<p>Drama based teaching is seen to develop oracy and enhance reading and writing. [Neelands].</p> <p>Mantle of the Expert requires children to read and write in a context which is meaningful to the class.</p> <p>The commitment to sustained training is in line with Professor Robert Coe's recommendations: intense – at least 15 hours; sustained – over at least two terms; content focussed; active – opportunities to try it out and discuss;</p>	<p>Dedicated staff meeting time is given to the evaluation of training opportunities and feedback on them.</p> <p>“Walkabouts” and moderation meetings analyse the literacy outcomes throughout the year.</p> <p>The Headteacher supports PPA sessions with teachers.</p>	Richard Kieran	<p>Each training opportunity is reviewed individually as soon as possible after the event.</p> <p>Feedback from Luke Abbott and Tim Taylor will show impact of training in class</p> <p>Termly study days will show quality of practice</p> <p>CPD evidenced through examples such as L Hinton's paper on 'The Missing Pilot'</p>

		supported – external feedback and networks to improve and sustain			
	<p>AfL time Teachers and TAs meet weekly to discuss the learning of children in the class</p> <p>Nursery use of AfL time with musician <i>EYP specific.</i></p>	<p>2015 EEF report “Ensure TAs are fully prepared for their role in the classroom through out of class liaison with teachers” NET checklist “Do you have a system which formally requires TAs to record their impact on pupil’s progress each week”</p> <p>Nursery teacher meets with TA support staff to discuss individual needs and ensure quality interactions are both understood and planned for.</p>	<p>Each class team has a list of children accessing Pupil Premium; discussions prioritise the progress of these children.</p> <p>Termly Pupil Progress meetings evaluate the impact of this time</p>	Lisa Hinton.	Termly Pupil Progress Meetings and a final evaluation during a summer term leadership and Management meeting.

	<p>Buddying Lesson Study is a form of classroom action research focusing on developing teachers' classroom practice. It originated in Japan in the 1870s and is now frequently used across East Asia and increasingly in the West.</p> <ul style="list-style-type: none"> • <i>Focus on developing narrative writing across the curriculum</i> • <i>Focus on teacher assessments and interventions driving pupil progress. "Intervention is the act of inserting one thing in between others" eg a question, a challenge, a comment, feedback, a resource, support, modelling etc.</i> 	<p>Lesson Study has been found to develop teachers' deep knowledge of pedagogy and subject content, which has been linked to high standards of educational attainment for Japanese students in comparison with US students. This has popularised Lesson Study in the US (Stigler and Hiebert, 1999; TIMSS, 1999). In the UK Lesson Study has been used successfully to improve teaching techniques and pupil progress in core subjects in primary and secondary schools and to develop broader pedagogic approaches such as assessment for learning (AfL). Dudley, P. (2014) Lesson Study: a handbook. www.lessonstudy.co.uk/lesson-study-a-handbook/</p>	<p>Cover will be provided to carry out the lesson studies in these areas</p> <p>Evaluation of writing and assessment interventions will involve all staff. This will bring about whole school challenge in these areas; and a commitment to ensure</p>	LH	
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	<p>Development of Middle Leaders for</p> <ul style="list-style-type: none"> i. Mathematics ii. Literacy iii. Science & PE 	<p>Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development. (pp. 287.288)</p> <p>The Center for Comprehensive School Reform and Improvement (2005). "Research Brief: What does the research tell us about Teacher Leadership?" Washington, DC. http://www.centerforcsri.org/files/Center_RB_sept05.pdf</p>	<p>Time will be allocated to Middle Leaders so their roles can be developed and key targets will be linked to the role from the teachers standards. Middle Leaders will have necessary CPD opportunities so their roles can develop and provide impact</p> <p>The Leadership and Management team who safeguard the implementation of the project. Other staff are provided with regular updates.</p>	<p>Governors expects feedback on the strength of the strategy in staffing committees and Curriculum committee meetings Spring/Summer/Autumn</p> <p>Middle leaders will share plans (SMT Mtg Sept 2018)</p>
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	<p>FAMILY ENGAGEMENT Parental engagement programme: A team of staff working on building a partnership with parents in order to develop a communication environment at home for our youngest children. Key concepts to be addressed: what does the “mother” do/ have/ feel when with their child and how this can support their learning in school.</p> <p>EYP specific.</p> <p>Nursery – Autumn term. Family learning to include EYFS, writing, reading, maths and Mantle</p> <p>KS2 Lads and Dads</p>	<p>As above.</p> <p><i>“The children’s communication environment influences language development. The number of books available to the child, the frequency of visits to the library, parents teaching a range of activities and the number of toys available are all important predictors of the child’s expressive vocabulary at 2 years.”</i></p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf</p> <p><i>“The Government first set out its strategy for securing parental engagement in a White Paper published in 1997 entitled ‘Excellence in Schools’. The Paper suggested that there were three key points to improving the school-home partnership: providing parents with information; giving parents a voice; and encouraging parental partnerships with schools.”</i></p> <p>http://www.teachingtimes.com/articles/bri-dging-the-gap-communication-parents-pupils-schools.htm</p>	<p>As above</p> <p>Work with external provider – Boys 2 Men – after school/evening sessions</p>	<p>Ilse Williams</p> <p>Phil Williams Richard Kieran</p>	<p>Autumn term approach to phonics to be reviewed throughout the year and opportunities addressed according to relevant need</p> <p>Family learning to be reviewed and attendance/feedback analysed.</p> <p>Attendance at sessions</p>
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	<p><i>Introduce 'Word Aware' into the Nursery and the Foundation stage</i></p>	<p>23% of children in Nursery have English as an additional language. Research suggests that using sign from a young age has an impact on the communication skills of children.</p> <p>Signing with babies and children, a summary of research findings for parents and professionals http://c445781.r81.cf0.rackcdn.com/wp_SigningwithBabies&Children.pdf:</p> <p><i>"On average, the children in the group of families using signs had better language skills than the other groups. For example, children in the signing group had bigger vocabularies and used longer sentences when they were two years old."</i></p> <p>Research also tells us that children with EAL often enter a silent phase. The use of sign with these children will give an additional strategy for communication when they are not confident to use their verbal skills.</p> <p>Primary National Strategy: Supporting Children learning English as an Additional language:</p> <p><i>"Many children go through a 'silent phase' when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place. Children will usually understand far more than they can say."</i></p>	<p>IW and SW to attend training and feedback to additional staff.</p> <p>SW to implement intervention groups x1 a week with EAL children</p> <p>SALT to work alongside EYFS staff</p>	<p>Ilse Williams Yasmin Sleem Claire McGinty</p>	<p>Reviewed after training sessions.</p> <p>Intervention groups reviewed weekly to impact classroom work.</p>
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<p>A. Raise the attendance levels of the PP children from 93.4% to 95%</p>	<p>Breakfast Club (Nursery to Yr4)</p>	<p>Literature was searched for articles published between 1950-2013 indexed in Ovid MEDLINE, Pubmed, Web of Science, the Cochrane Library, EMBASE databases, and PsychINFO. Thirty-six articles examining the effects of breakfast on in-class behaviour and academic performance in children and adolescents were included. The evidence indicated a mainly positive effect of breakfast on on-task behaviour in the classroom. There was suggestive evidence that habitual breakfast (frequency and quality) and school breakfast provision have a positive effect on children's academic performance Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>	<p>Weekly attendance meetings between the school administrator and the headteacher. These meetings then raise priorities for discussion with the EWO. Families are targeted to join Breakfast club if there is an issue with their attendance/ punctuality.</p>	<p>Richard Kieran</p>	<p>RK attends daily. RK meets with BC termly. A register is taken daily to track those who attend. This is shared with RK during the termly meetings. RK reports yearly to Greggs, who provide the bread for our breakfast club. This includes, numbers attending, academic attainment returns and the comparison between those who attend that are or are not pupil premium.</p>
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Total budgeted cost See below

ii. Targeted support (Pupil Premium Specific)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Raise the attendance levels of the PP children from 93.4% to 95%</p>	<p>EWO <i>Employ full time EWO/Family Support Worker within school.</i></p>	<p>In school children entitled to pupil premium do not attend school as regularly as their peers in KS2. The differences are YR +1.6%; Y1 +0.2%; Y2 0%; Y3 -1.6%; Y4 - 5.9%</p>	<p>EWO to produce a report to share with the governors. Termly meetings with R Archer and weekly meetings with RK.</p>	<p>RK RA</p>	<p>Termly with data sets.</p>

<p>E. Foster a positive attitude to learning and school life.</p> <p>B. Raise levels of literacy so that the proportion of PP children attaining at age related expectations is comparable to non PP children</p>	<p>Nurture Group Ofsted 2011 - Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school</p>	<p>“Nurture group intervention involves a considerable investment from schools in terms of finance, time, planning, resources and staff training. However, the survey illustrates that, when successful, the impact on young children and their families can be highly significant and far-reaching” https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413531/Report_summary_-_Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf</p>	<p>The KS1 Manager meets weekly with the Nurture Group teacher to discuss planning and progress.</p> <p>Nurture group children are accessing learning in the mainstream classroom with success (this success is dependent on the individual).</p>	Sophie Davies	<p>Key stage manager feeds back to management team during SLT meetings termly.</p> <p>Children move in and</p>
	<p>Nursery Resources and Learning Environment – EYP specific.</p>	<p>Carefully selected resources enable us to capture interest to create moments which spark children’s play and curiosity. http://www.gov.scot/Resource/0045/00458455.pdf</p> <p>Resources monitored to ensure up to date and good quality continuous provision which will foster a positive attitude towards learning and school life.</p>	<p>Regular meetings with the Nursery team to discuss the use of resources and how best to intervene to enable better progress and outcomes. Regular, child led planning enables children to lead their learning and make maximum use of the resources available to them.</p>	Ilse Williams	<p>Key stage manager feeds back to management team during SLT meetings termly.</p>
<p>B. Raise levels of literacy so that the proportion of PP children attaining at age related expectations is comparable to non PP children</p>	<p>Reading Champions – three 1:1 sessions per week</p>	<p>In school results consistently show at least one book band level of progress in ten weeks. This programme has shown improvements in accuracy and fluency over the last two years.</p>	<p>Specific contract for staff and non-negotiable timetabled sessions. Training and informal monitoring by Lisa Hinton [Deputy Head]. Baseline taken at the beginning of the programme.</p>	Berni Caldwell Michelle Robinson	<p>The deputy head will review every ten weeks. The L+M team will review at the end of the year</p>
	<p>Speech and Language Therapy – therapist in school one day per week; individual programmes</p>	<p>High % of non-attendance at clinic appointments. Therapy can take place in school. Language Link 39% of YR children in the lowest quartile require interventions. Retests over the last four years have shown higher receptive language scores.</p>	<p>Dedicated SALT TA with 3 timetabled days in Foundation Stage Meetings between Claire McInty [SALT], Rebecca Hardisty [A+I Manager], Ilse Williams [FS Manager] and Alisa Morris [TA]</p>	Claire McInty [SALT]	<p>Interventions are reviewed every term. Reduction in numbers of children accessing SALT support</p>

	<p>Speech and Language Therapy – Word Aware programme</p> <p>Narrative skills programme</p>	<p>http://.ncl.ac.uk/cflat/news/documents/Lawetal2013EarlyLanguageDelaysintheUK.pdf</p> <p>In order to write well children need to be able to express themselves and have good spoken language which they can transfer into writing.</p>	<p>Emma Checketts [SALT] provides training and weekly support for the TAs.</p> <p>Interventions are monitored informally by Rebecca Hardisty [Access and Inclusion Manager]</p>	<p>Helen Bacon</p> <p>Pam O'Mahoney</p>	<p>Interventions are reviewed every term.</p>
	<p>Speech and Language Therapy – Level 3 Foundation Stage TA - Wave 2+ EYP specific.</p>	<p>November 2016 – 12% of children are already accessing Wave 2 SALT support. At least 1 1:1 or small group session per week and consistent, continued support within the Nursery and Reception learning environment.</p> <p>Foundation teachers to be released to reflect on progress of key individuals.</p>	<p>Regular meetings with AM (Level 3 Communication TA) and AG Nursery specific SALT) to discuss progress and next steps. Regular tracking on Foundation Stage Profile.</p> <p>Foundation staff to communicate with Alisa Morris to discuss intervention and how best to support these children in class.</p>	<p>Ilse Williams</p> <p>Suzanne Williams</p> <p>Alisa Morris</p>	<p>Regularly based on the need of the individual.</p> <p>Release time for Foundation staff x1 every half term.</p> <p>Language link re-assessment of children in lowest quartile YR (38%) lowest decile (22%)</p>

	<p>Educational Psychologist Service – one day per week; observations, work with children, supporting interventions</p> <p>Meetings with teachers to discuss strategies and ways forward with children</p>	<p>http://www.headteacher-update.com/best-practice-article/case-study-supporting-social-and-emotional-difficulties-via-the-pupil-premium/66866/</p> <p>Children need to be “ready to learn” and feel safe to take risks with their learning in order to achieve their full potential. Educational psychologists work with schools to help them look at the needs of the whole child so they are able to be included fully in class, school and community life.</p> <p>They provide advice to head teachers and school staff where needed and provide training to help staff to develop skills to support children with specific needs and enhance all children’s learning. They provide advice on target setting for children’s learning plans.</p>	<p>There will be a development of strategies that are practical and can be implemented by teachers and parents</p> <p>There will be action by teachers and parents which create environments that bring about positive change in children</p> <p>There will be enhanced skills and deeper understanding for the adults involved</p> <p>There will be reduction in concern about individual children, as a result of sharing information and agreeing actions and priorities.</p>	<p>Gemma Westwood</p> <p>Rebecca Hardisty</p>	<p>Interventions are reviewed every term.</p> <p>Progress is made on key targets</p> <ul style="list-style-type: none"> -behavioural plans -PSPs <p>Children access greater proportion of the curriculum more of the time</p>
	<p>End of Key Stage 1 Writing Criteria</p> <p><i>Identify children from end of KS1 writing criteria and what is in place to ensure areas of development are met.</i></p>	<p>Data at end of key stage.</p>	<p>Pupil progress meetings.</p> <p>Class room drop ins.</p> <p>Case studies of identified children.</p>	<p>JM</p> <p>RK</p>	<p>Termly at pupil progress meetings.</p>
<p>C. Improve equity of opportunity in relation to building “cultural capital” and exposure to a wide range of life experiences</p>	<p>Music tuition</p> <p>Guitar lessons</p> <p>Instrument hire and lessons from peripatetic specialist – cornets</p> <p>Singing sessions [Vocal Leader Training]</p>	<p>Learning to sing or play a musical instrument can help disadvantaged children improve their reading skills, US research suggests.</p> <p>http://time.com/3634995/study-kids-engaged-music-class-for-benefits-northwestern/</p> <p>Learning music can improve the concentration, memory and focus of children in the classroom by improving their neural functions, but it is not a quick fix and needs regular, sustained and active participation.</p>	<p>The time for lessons will be protected.</p>	<p>Rob Clements</p> <p>Mr Sprogston – Worcester Youth Music</p> <p>Mary Capron-Tee</p>	<p>Leadership and Management team to drop in on music sessions half termly.</p> <p>Mary Capron Tee to produce a half year report.</p>

	Extra-curricular activities LAC children to access programmes as required	LAC attend a range of clubs in and out of school funded through the PP.	Monitored at LAC reviews.	Rebecca Hardisty.	At individual LAC reviews.
Total budgeted cost					SEE BELOW
iii. Other approaches (Whole School and Community Strategies)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve equity of opportunity in relation to building “cultural capital” and exposure to a wide range of life experiences	University of Birmingham trip Yr4	In order for children to see the opportunities that are available and in wide range of subjects, an annual trip to a university is arranged. <i>A collated study from the DFE shows that best practice in the area of aspiration raising would appear to encompass immersive experiences of university.</i>	Staff will liaise with Birmingham University to ensure a broad range of experiences are available with a STEM focus.	Sebastian Benney	Reviewed following the trip with the children.
	Yr4 Residential visit	A residential trip which involves teamwork, meeting and beating one's own expectations, visiting a new environment and staying away from home. Previous positive experience tells us this trip has much to offer. www.lotc.org.uk provides detailed case studies of the strength of outdoor and residential visits.	See above.	Louise Allmark	Reviewed following the trip with the children. Follow up activities in the classrooms. Staff meetings.

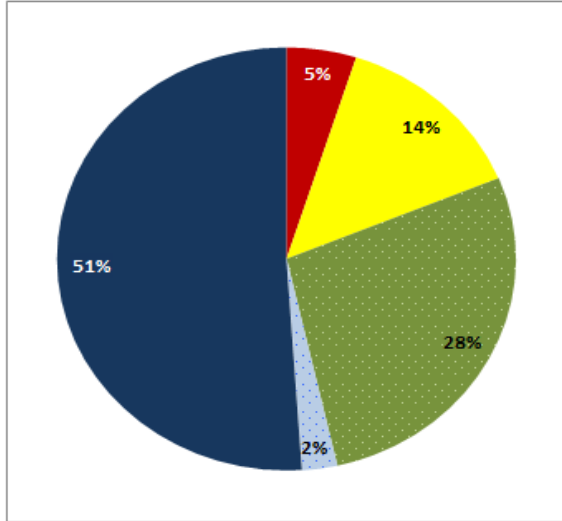
	Theatre trips – one per academic year	<p><i>“Once he had Gangsta Granny and been to the theatre to see it, he couldn’t stop reading the book and now reads other books too”. – Year 4 Parent 2016/17</i></p> <p><i>The EEF through the RSA and the ARTS council are currently undertaking research into the value of theatre trips</i></p>	Children will be immersed in the focus of the theatre visit at school. This will include each children being given individual book of the play they have seen. This will provide opportunities for the children to share their book with their families.	Key Stage Managers.	Following the visits
	Young Voices concert.	<p>Learning to sing or play a musical instrument can help disadvantaged children improve their reading skills, US research suggests.</p> <p>http://time.com/3634995/study-kids-engaged-music-class-for-benefits-northwestern/</p> <p>Learning music can improve the concentration, memory and focus of children in the classroom by improving their neural functions, but it is not a quick fix and needs regular, sustained and active participation.</p>	The time for lessons will be protected. Funding will be provided for parents to attend the event so that it has a greater impact on the community.	Mary Capron Tee	MCT provides an evaluation and share with staff during staff meetings.
E. Foster a positive attitude to learning and school life.	<p>Nursery and Reception new incomers to receive a uniform voucher to the value of £22.50.</p> <p>EYPP</p>	<p><i>‘DCSF strongly encourages schools to have a uniform as it can instil pride; support positive behaviour and discipline; encourage identity with, and support for, school ethos; ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; and nurture cohesion and promote good relations between different groups of pupils.’</i></p> <p>occupytheory.org/advantages-and-disadvantages-of-school-uniforms</p>	Parents will be given the opportunity to receive the voucher at home visits in exchange for filling in the form for EYPP/free school meals. A high standard of dress will be encouraged within the Nursery.	Ilse Williams Linda Hall	<p>Percentage increase of parents willing to fill in EYPP/free school meal forms monitored.</p> <p>2015-2016: 93% of parents completed forms</p> <p>2016-2017: 87% of parents completed forms</p> <p>2017-18:</p> <p>2018-19:.....</p>

<p>D. Encourage a healthy and active life style</p>		<p><i>Young people aged 5 to 18 years old should undertake moderate to vigorous physical activity (PA) for 60 minutes per day (NHS, 2016). In March 14, after gaining parental consent, Key Stage 1 and 2 pupils had their height and weight measured and wore a pedometer for one week. The results echoed Worcestershire and National data of growing inactivity and obesity levels as pupils progress from Reception to Year 6. Initial observations indicated that our children were not accessing high quality, engaging opportunities to be active outside of lessons. Playtimes provide the greatest opportunity to achieve this without affecting the rest of the school day.</i></p>	<p>Consulting primary PE specialist (Emma Morris) to gain advice on age appropriate resources for the playground to develop fundamental movement's skills.</p>	<p>Joanne Dodds</p>	<p>Following advice from PE specialist and implementation skills.</p>
	<p>Nursery Swimming Sessions EYP specific.</p>	<p><i>Swimming is one of the easiest, safest forms of exercise for children of all abilities and school swimming is the single most effective way of teaching children how to be safe in and around water. What's more, school swimming is the first line of defence to reverse the rise in deaths amongst under 16s due to drowning (National Water Safety Forum 2012) and address head-on the fact that drowning is the third most common cause of death of children in England.</i> http://www.swimming.org/assets/uploads/library/School_Swimming_Census_2013.pdf</p>	<p>2 X additional support staff to remain in the pool supporting new swimmers and enabling the youngest of children to develop water confidence.</p>	<p>Ilse Williams.</p>	<p>Regular assessments.</p>
<p>Total budgeted cost</p>					<p>£154,944</p> <p>Supplies & Services:</p> <p>£64,734</p> <p>Staffing:</p> <p>£90,210</p>

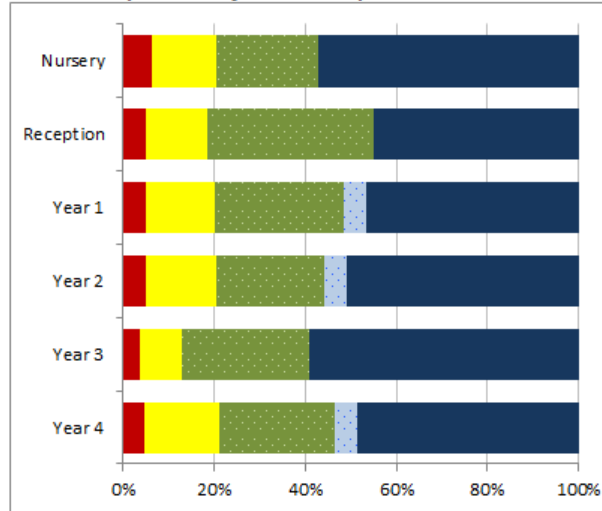
6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

IDACI Composition of School



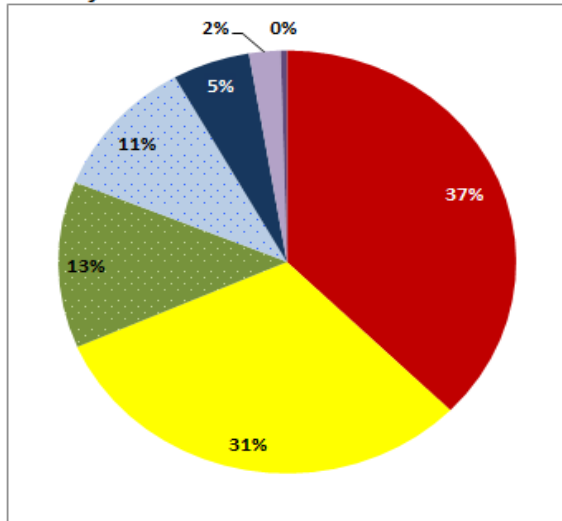
IDACI Composition by Year Group



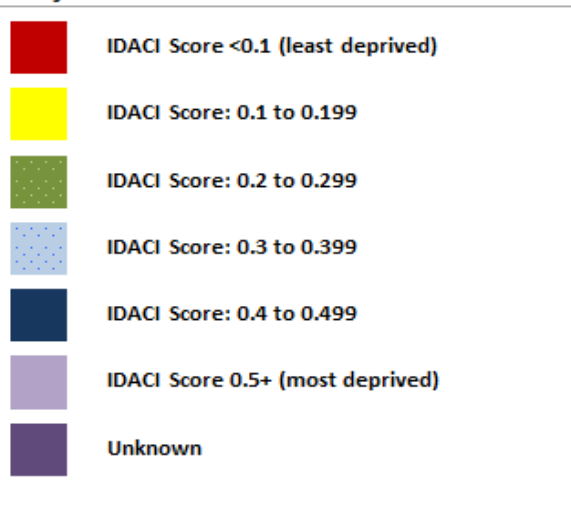
Woodrow First School IDACI Score Profile: Autumn 2016

The **income deprivation affecting children index (IDACI)** is an **index** of deprivation used in the United Kingdom. The **index** is calculated by the Office of the Deputy Prime Minister and measures in a local area the proportion of children under the age of 16 that live in low income households.

Primary Schools in Worcestershire



Key



A 0% label on the pie charts denotes some pupils but less than 1 in 200.

The following three tables draw upon 2017-18 data to compare attainment and attendance at Woodrow First School. Groups analysed include Children eligible for the Pupil Premium. Table 1 – End of KS1; Table 2 – End of EYFS; Table 3 - Attendance

Table 1

Cohort: 59 Disadvantaged: 30 SEN: 10 Pre-Schl Forum: 9 Boys/Girls: 35/24 Summer born: 18 Incomers: 6	2017-18								
	All			Boys			Girls		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Overall School	71	69	75	63	66	74	83	71	79
Incomers (6)	50 (3)	50 (3)	50 (3)	33 (1)	33 (1)	33 (1)	66 (2)	66 (2)	66 (2)
Homegrown	74	72	77	66	69	78	86	71	81
LA	75	71	76	71	65	74	80	77	77
National	75	70	76	71	63	75	80	77	77
PP School	73	70	73	64	64	64	81	69	81
Incomers (3)	66 (2)	66 (2)	66 (2)	0	0	0	66 (2)	66 (2)	66 (2)
Homegrown	78	70	78	69	69	69	79	64	79
PP LA	55	49	54	48	40	52	62	58	58
PP National	60	53	61	55	45	59	66	61	63
Other School	69	69	79	62	67	81	88	75	75
Incomers (3)	33 (1)	33 (1)	33 (1)	33 (1)	33 (1)	33 (1)	0	0	0
Homegrown	73	73	85	63	68	84	86	71	71
Other LA	78	74	78	74	68	77	82	79	79
Other National	78	73	79	74	66	77	82	79	80

Table 2

Reading	Woodrow			Worcs	National		
	PP	Not PP	All	All	PP	Not PP	All
2013-2014	56	63	63	73.2	58	77	74
2014-2015	40	63	57	77.9	61	79	76
2015-2016	65	73	70	77.9	61	79	77
2016-2017	65	78	72	76.8	63	79	77
2017-2018	68	68	68				77
Writing	PP	Not PP	All	All	PP	Not PP	All
2013-2014	33	43	42	64.7	51	70	67
2014-2015	33	53	49	71.9	56	73	71
2015-2016	46	67	58	72.5	56	73	73
2016-2017	57	70	64	72.4	58	73	73
2017-2018	63	65	64				74
Number	PP	Not PP	All	All	PP	Not PP	All
2013-2014	33	45	43	73.3	60	77	74
2014-2015	40	50	50	78.1	64	80	77
2015-2016	50	70	60	78.6	64	80	79
2016-2017	61	70	66	78.3	66	80	79
2017-2018	63	65	64				80
ELG Prime + Lit/Maths	PP	Not PP	All	All	PP	Not PP	All
2013-2014	25	39	34	58	45	64	60
2014-2015	14	60	46	66	51	69	66
2015-2016	45	62.5	54	69	54	72	69
2016-2017	58	68	60	69.5	56	73	71
2017-2018	63	60	61				71

Table 3

				Overall Attendance	<90%		<95%	
2015-16	YR	PP	92.9	93.4	21	15/21	26	12/26
		Not PP	94.3			6/21		14/26
	Y1	PP	90.1	92.4	14	9/14	12	3/12
		Not PP	92.9			5/14		9/12
	Y2	PP	94.1	94.9	7	4/7	13	2/13
		Not PP	95.5			3/7		11/13
	Y3	PP	94.2	95.7	5	3/5	7	2/7
		Not PP	96.1			2/5		5/7
	Y4	PP	96.0	96.4	1	0/1	18	12/18
		Not PP	96.6			1/1		6/18
2016-17	YR	PP	92.8	92.7	15	7/15	14	6/14
		Not PP	92.7			8/15		8/14
	Y1	PP	94.5	94.8	7	3/7	16	10/16
		Not PP	95.2			4/7		6/16
	Y2	PP	91.8	93.1	8	6/8	23	9/23
		Not PP	94.6			2/8		14/23
	Y3	PP	93.6	94.5	11	6/11	16	10/16
		Not PP	95.6			5/11		6/16
	Y4	PP	96.4	95.9	3	1/3	10	4/10
		Not PP	95.4			2/3		6/10
2017-18	YR	PP	93.4	92.4	15	4/15	20	10/20
		Not PP	91.8			11/15		10/20
	Y1	PP	95.4	95.3	8	3/8	12	5/12
		Not PP	95.2			5/8		7/12
	Y2	PP	95.9	95.9	5	4/5	11	4/7
		Not PP	95.9			1/5		3/7
	Y3	PP	94.8	95.6	5	1/5	14	5/11
		Not PP	96.4			4/5		6/11
	Y4	PP	90.9	94.8	6	5/6	15	10/15
		Not PP	96.8			1/6		5/15

