

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Woodlands Primary School
Pupils in school	536
Proportion of disadvantaged pupils	7.6% (41 children)
Pupil premium allocation this academic year	£53,130 (2021)
Academic year or years covered by statement	20/21
Publish date	September 2021.
Review date	July 2021
Statement authorised by	Victoria Carr
Pupil premium lead	Sharon Liversey
Governor lead	Tracey Sadler

Disadvantaged pupil progress scores for last academic year (2019 data)

Measure	Score
Reading	-1.5
Writing	-3.7
Maths	-3.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting combined expected standard at KS2 RWM	43%
Reading	57%
Writing	71%
Maths	57%
Achieving higher standard at KS2 RWM	14%
Reading	29%
Writing	29%
Maths	14%

Measure	Activity																							
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in phonics & reading</p>	<p>EEF evidence:</p> <div data-bbox="300 264 1501 394" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Phonics +4</p> <p>Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £</p> </div> <div data-bbox="300 421 1501 539" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Reading comprehension strategies +6</p> <p>High impact for very low cost, based on extensive evidence. £ £ £ £ £</p> </div> <p>Ensure all relevant staff have received ongoing training & support to deliver the 'RWI' scheme effectively. Delivered by Childer Thornton English Hub with additional support from RWI Ruth Miskin consultant to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the PSC.</p> <ul style="list-style-type: none"> • Becker (1977) identified poor vocabulary knowledge as the primary cause of academic failure of disadvantaged students. • Children's declining reading comprehension compared to more able peers from age 8 onwards largely results from a lack of vocabulary knowledge. (Becker 1977) • Disadvantaged students show declining reading comprehension as their limited vocabulary comes to constrain what they can understand from texts. (Chall et al 1990) • From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families. (Hart and Risley 2003) • A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11. (DfE 2017) 																							
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in reading, writing and maths.</p>	<p>Ensuring staff use evidence whole class interventions, using the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).</p> <div data-bbox="309 1487 1422 1688" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p> Improving Mathematics in Key Stages Two and Three – Recommendations Summary</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td style="background-color: #f08080; color: white;">1 Use assessment to build on pupils' existing knowledge and understanding</td> <td style="background-color: #ffff00; color: black;">2 Use manipulatives and representations</td> <td style="background-color: #90ee90; color: black;">3 Teach pupils strategies for solving problems</td> <td style="background-color: #32cd32; color: white;">4 Enable pupils to develop a rich network of mathematical knowledge</td> <td style="background-color: #1e90ff; color: white;">5 Develop pupils' independence and motivation</td> <td style="background-color: #000080; color: white;">6 Use tasks and resources to challenge and support pupils' mathematics</td> <td style="background-color: #4b0082; color: white;">7 Use structured interventions to provide additional support</td> <td style="background-color: #ff0066; color: white;">8 Support pupils to make a successful transition between primary and secondary school</td> </tr> </table> </div> <div data-bbox="309 1697 1422 1877" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Improving Literacy in Key Stage 2 – Recommendations Summary</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td style="background-color: #008000; color: white;">1 Develop pupils' language capability to support their reading and writing</td> <td style="background-color: #ff4500; color: white;">2 Support pupils to develop fluent reading capabilities</td> <td style="background-color: #ff4500; 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	<p>Work with the Maths & English SLE's and Childer Thornton English Hub to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>Work with The Literacy Company to ensure Pathways to Write, Pathways to Progress and Pathways to Read are embedded across school and staff have the necessary skills and knowledge to deliver the impact for PP children to make expected progress.</p> <p>Subject leaders to ensure all disadvantaged pupils make expected progress in foundation subjects.</p> <p>https://www.herts.ac.uk/link/volume-2,-issue-1/is-there-a-place-for-rote-learning-multiplication-tables-in-english-primary-schools</p> <p>https://www.oecd.org/site/educeri21st/40600533.pdf</p>
<p>Barriers to learning these priorities address</p>	<p>Poor oral language skills on entry of a number of pupils will be addressed by continuing to facilitate Nursery provision and early intervention using WELCOMM and/or Time to Talk in addition to external agencies (SALT) and RWI. Children will be assessed on entry, at whatever age, and their needs catered for using one or more of the above programmes. Progress will be measured half termly.</p> <p>A lack of focus and concentration in class will be addressed through booster groups for basic skills – reading, writing, maths and RWI phonic sessions where necessary. IDL, Minute Maths, SNIP will be used to raise the attainment of PP children. The school pastoral team will offer specialist counselling sessions for children and the expertise of external agencies will be sought when necessary. Any specific issues will be addressed with the support and collaboration of the SEND team.</p> <p>Behavioural issues of a small minority of children (many eligible for PP) to be positively addressed via the Behaviour for learning policy (with the continued support of the SEND team, Social Care, exclusion advisory service and external support from team teach specialists). Expectations for Behaviour of both children and parents in school will be shared on the first day of term with parents via all media explicitly setting out boundaries, rewards and sanctions. 1:1 support and SEND funding will be applied for where necessary.</p> <p>Social and emotional issues of a number of pupils will be addressed with a weekly programme of counselling sessions, JIGSAW programme, nurturing breakfasts and supported with our SMSC work in assembly, pastoral sessions, nurture groups and 1:1 support.</p> <p>Attainment of children will be addressed through SLT intervention at planning level to ensure that all children have an equality of opportunity, consistent teaching will be based on effective assessment for learning and high expectations embedded across year groups, key phases and whole school. Y6 Higher attaining Pupil Premium pupils will achieve RWM combined at Higher standard in 2021. Y2 Greater depth attainment for Pupil Premium pupils to be in line with National for RWM. In all year groups PP pupils will achieve at least in line with non-PP pupils in RWM in progress & attainment. Phonics attainment for PP pupils will be in line with national.</p> <p>Increased rates of attendance for children eligible for PP will facilitate increased progress for children. We will ensure that national policy on school holidays/fines is upheld. We will support</p>

	<p>families and will continue to liaise with families to ensure that PP children attend school daily and arrive punctually.</p> <p>Increased self-confidence and self-esteem of PP children who are experiencing the emotional effects of family break-ups, impacting on focus and concentration. Counselling and therapy sessions with learning mentors, safe spaces, and nurturing breakfasts will be used to address this.</p>																		
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
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<p>Priority 1 Phonics & Reading</p>	<p>To ensure that RWI Phonics is monitored closely and pupils making below expected progress are identified swiftly and interventions put in place to ensure rapid catch up at key assessment points</p> <p>1:1 phonics put in place alongside daily additional speed sound lessons</p> <p>Ensure disadvantaged pupils, using in house data, maintain projected progress and that interventions are put in place to support progress. Each year group has a HLTA assigned to it to support in this</p> <p>To monitor reading in KS1/KS2 and ensure regular reading opportunities are being optimised</p> <p>To celebrate the reading breadth with a weekly celebration of reading in each class (reading ladder) and end of half term celebration/treat for reading excellence</p> <p>To create a welcoming and positive reading environments in each class to promote that love of reading</p> <p>To analyse summative assessment data and identify the children who require catch up and put in swift and timey interventions to support the identified children</p> <p>To embed understanding and knowledge through a thematic approach using RWI and Pathways to Read that links to our Pathways to Write curriculum</p>
<p>Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p>	<p>To ensure quality first teaching increases results in positive progress gains across all year groups</p> <p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions through delivery of Pathways to Read and Pathways to Progress</p> <p>To identify pupils who may require more targeted support on a daily basis and put in additional adult support after liaison with SENDCO</p>
<p>Barriers to learning these priorities address</p>	<p>Covid-19 impact – pupils may have to work remotely if there is a bubble closure or for a considerable period of time if there are any national lockdowns where all bar the key workers children will be at home during any lockdown</p> <p>Due to SEMH needs some pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress. Learning behaviours in classrooms and at lunchtime may need to be addressed due to the potential of any long periods of self isolation due to any national lockdown. Sports coach will be placed on KS2 playground to support midday assistants.</p>

Projected spending	<i>1 full time teacher & .5 teacher March-July 2021</i>	£ 9,586
	Provision of Remote Learning packs	£ 600
	Total Projected Spend	£10,186

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<p>To identify pupils who are falling behind national expectations</p> <p>To provide tailored support for families with low attendance, working with the Learning mentor, SENDCO & Attendance officer and other key members of staff and Governors</p> <p>To provide pupils with the opportunity to engage with structured activities such as #TTRockstars, #SpellingShed</p>
<p>Priority 2</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<p>To ensure the curriculum is balanced and carefully sequenced, and our character education curriculum allows opportunities for cultural development</p> <p>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum lessons and adapts to current restrictions caused by Covid19</p> <p>To provide greater enrichment opportunities for disadvantaged pupils.</p>
<p>Priority 3</p> <p>To work reactively with families and provide bespoke support</p>	<p>To ensure our learning mentor continues to support to support current pupils and those who are new to Woodlands. This may be on additional interventions or additional adult support, or the use of enrichment resources/materials</p>
<p>Barriers to learning these priorities address</p>	<p>Poor attendance, including the impact of Covid19</p> <p>Due to SEMH needs some pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress. Learning behaviours in classrooms and at lunchtime may need to be addressed due to the potential of any long periods of self isolation due to any national lockdown. Sports coach will be placed on KS2 playground to support midday assistants.</p>

	Covid19 measures limit visitors coming into school and the breadth of virtual platforms	
Projected spending		£
	Full time Learning Mentor	£28,400
	ELSA x 2 TA's	£ 9,768
	ELSA supervision	£ 300
	Attendance 2 x 1hr weekly	£ 1,000
	Therapy Dog Items eg insurance	£ 1,000
	Food Parcels	£ 100
	Commando-Jo's Curriculum	£ 2750
	Team Teach Training 2 x staff	£ 250
	TOTAL	£41,728

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs.	Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis
Targeted support	Ensuring KS1 classes and upper KS2 receive additional 'catch up' support for x5 mornings a week (UKS2) and 5 days a week (KS1). This will be in the form of an additional 1.5 teacher.	This will reduce the pupil / teacher ratio and lead to focussed small group support
Wider strategies	Supporting families and children on the return to school post Covid-19 and engaging the families facing the most challenges	Working closely with the Learning mentor/SENDco and any external agencies.

Review: last year's aims and outcomes

Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.in RWM	Due to COVID-19 there was no national standards/testing regime. Education was disrupted for 1 term and school moved to online learning (January – March with closure) alongside bubble closures on return to school.

<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics</p>	<p>No Phonics data 2020. However the Y2 who sat the Phonics screening in November 2021 saw 76% pass. Continue to work with Childer Thornton English Hub & RWI support</p>
<p>Improve attendance</p>	<p>Attendance improved for PP children (notwithstanding COVID19 impact)– and was inline with the other children’s attendance at school</p>
<p>Increased self-confidence and self-esteem of PP children who are experiencing the emotional effects of family break-ups, impacting on focus and concentration. Counselling and therapy sessions with learning mentors, safe spaces, and nurturing breakfasts will be used to address this</p>	<p>Children will make measurable progress in curriculum areas as a result of being more emotionally secure.</p> <p>Behaviour incidents recorded will reflect the increased emotional security of the children and detailed as above.</p> <p>Children will be observably more content and confident as evidenced by both staff and their own testimony.</p>

<p>TOTAL PROJECTED SPEND</p>	<p>£58,579</p>
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