



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2020-21

### Review of Expenditure from 2019-20

| Desired outcome   | Chosen action/approach          | Estimated impact: Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned<br>(and whether you will continue with this approach)   |
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| To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.  | <b>Forest Schools</b>           | All pupils, including those eligible for Pupil Premium funding, access outdoor learning on a regular basis, in regular year-group and whole school forest days and through Forest School club. Pupil voice continues to indicate that this is an extremely popular curriculum provision which engages all pupils in different aspects of learning; it is evident that learning in this way draws out skills and attributes in pupils beyond those displayed in the classroom context.  | This approach is already embedded in the ethos of the school and is being continually evolved to make it even more effective. It will be continued due to its wholly positive effects on all pupils. It will also continue to be broadened in its approach in order for parents to further involved in this aspect of our learning. |
| To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: curriculum review, team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities. | <b>Deputy Head release time</b> | <p>Embedding of Best Practice Development has led to improved staff confidence and effectiveness in making provision for all pupils, but particularly those from vulnerable groups.</p> <p>The curriculum review, which has been ongoing throughout this academic year, has been structured and led to develop teachers' and subject leaders' understanding of the curriculum intent. As a result, the curriculum is progressive, sequenced and builds upon prior learning. Subject leaders are confident in monitoring core aspects of teaching and learning in their subject, leading to improved opportunities for all pupils to embed learning.</p> <p><b>PP outcomes (Spring 2020):</b><br/>The percentage of PP-eligible pupils working at or above age-related expectations (ARE) has increased in Writing and Maths since Summer 2019. The percentage of PP pupils making expected or accelerated Key-Stage progress has increased from Summer 2019 in Reading, Writing and Maths, particularly in Reading where daily RAG reading and guided reading has had a positive impact.</p> | Writing and Maths continue to be an area for development, particularly in Year 5 → Y6. DH to coordinate and monitor impact of enhanced provision for this target year group and the identified focus pupils, to address gaps from interruption to learning (Covid-19).  |
| To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for  | <b>SENDCO release time</b>      | Coaching and skill development of staff, as well as monitoring of impact, has led to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.   | Maximising SEN provision and utilising resources effectively continues to be an ongoing SEN priority, therefore this will continue into 2020-21.  |



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| staff in the delivery of effective interventions.   |                                   | <p>SEN Learning Plans have continued to be reviewed on a regular basis and improved to ensure targets are SMART and addressing the core needs of the SEN pupils. SEN provision has been reviewed and altered so it meets the needs of SEN pupils more comprehensively, in particular the reorganisation of the deployment of teaching assistants in order to maximise impact upon our most vulnerable pupils.</p> <p>The release time has also enabled the SENDCO to carry out pupil assessments and utilise the findings to support teachers in making the most effective provision to target the identified individual needs.</p>   |   |
| To allow pupils in receipt of PP funding to access extra-curricular opportunities.  | <b>Sports Coaching</b>            | <p>Access to specialist coaching for a further year has allowed different pupils (including PP pupils) to develop talents and skills in a variety sports, boosting confidence and encouraging transferrable skills, including practice and perseverance. The rolling programme of up-skilling teaching staff members has enabled them to deliver high-quality PE to all pupils.</p> <p>Pupil Premium pupils continue to be given preference when applying to attend clubs and uptake is positive. External clubs are subsidised by the school to allow greater access for those in receipt of PP. <i>(This will resume when COVID-related restrictions permit).</i></p> <p>The quality of teaching of PE has improved as a result of coaching, allowing for further engagement.</p> | <p>Engagement with clubs has continued to increase throughout 2019-20. The range of clubs provided has been extended and the school continues to work with the specialist sports provider to offer a variety of activities to enrich the pupils and extend opportunities to those who may otherwise not be able to access this. <b>This provision will continue into 2020-21 (if restrictions permit.)</b></p> <p>Specialist sports coaching as part of the PE curriculum has been extended for a further year, in order to build upon the learning foundations created during the 2019-20 academic year.</p> |
|   |                                   |   | <b>Total cost: £ (of 2019-20 budget)</b>  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>     | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>   |
| To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events. | <b>G and T events (Years 3-6)</b> | <p>Feedback from our more able pupils attending these events (including those in receipt of PP) continues to show that they are keen to keep attending these events and enjoy the chance to deepen and extend their skills with other children who share the same enthusiasm.</p>   | <p>Although the provision has not been able to continue beyond March 2020 due to COVID-related restrictions, we will continue to take part in these events when it becomes possible due to the way in which it engages the most able pupils and enhances their existing provision in class. The majority of HPA pupils are continuing to work at a</p>  |



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|   |   | <p><b>Spring Data 2020: % Higher Prior Attaining (HPA) pupils working at GDS:</b></p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>82%</td> <td>75%</td> <td>91%</td> </tr> <tr> <td>Y4</td> <td>82%</td> <td>91%</td> <td>82%</td> </tr> <tr> <td>Y5</td> <td>89%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Y6</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>   |  | R | W | M | Y3 | 82% | 75% | 91% | Y4 | 82% | 91% | 82% | Y5 | 89% | 100% | 75% | Y6 | 100% | 100% | 100% | greater depth standard (GDS), events such as these contribute to this. |
|---|---|---|--|---|---|---|----|-----|-----|-----|----|-----|-----|-----|----|-----|------|-----|----|------|------|------|--|
|   | R   | W   | M  |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| Y3  | 82%   | 75%   | 91%  |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| Y4  | 82%   | 91%   | 82%  |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| Y5  | 89%   | 100%  | 75%  |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| Y6  | 100%  | 100%  | 100%   |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| <p>To increase reading skill development, by providing the opportunity to:</p> <ul style="list-style-type: none"> <li>• Improve reading.</li> <li>• Increase confidence.</li> <li>• Build a love of reading.</li> </ul>   | <p><b>1:1 / small group Support for reading</b></p>                                   | <p>Additional and regular 1:1/small group support focusing on specific targets is continuing to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p>Findings from our Spring 2020 data indicates that the majority of those focus pupils reading 1:1 or in small groups improved their word recognition and comprehension skills as a result of receiving this targeted intervention additional to their GR learning in their class. Differences between PP / Non PP attainment in Reading have diminished in Years 2, 4 and 6 since Summer 2019.</p> <p><b>PP Reading data: Spring 2020:</b><br/>         Years 2-6: 80%-100% of PP pupils working at or above ARE in each year group.<br/>         Year 1 – has decreased from 100% to 50%, due to a change in the number of PP-eligible pupils moving from 1 to 2 (the newly eligible pupil is not currently working at ARE but is making expected progress).</p> | <p>The provision will continue throughout 2020-21, due to its positive impacts on pupil progress and attainment and as the need has increased, particularly in KS2, following the long school closure (March 2020). This is in addition to enhanced provision within the classroom, a daily additional guided reading session for all pupils.</p>  |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |
| <p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills.</li> <li>• Increase their passion for learning and grow in confidence.</li> </ul> | <p><b>1:1 / Small group support for core learning skills in English and Maths</b></p> | <p>Additional and regular 1:1/small group support focusing on specific targets continues to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p><b>PP Writing data: % PP pupils working at ARE Spring 2020</b><br/>         Ranging from 64% ARE (Y5) to 100% (Y1).</p>  | <p>Additional provision to increase Writing and Maths attainment and progress must continue to minimise the impact of the long school closure and to address areas where differences between PP and Non-PP attainment still need to diminish. This provision is taking the form of quality-first teaching through targeted focus groups within the classrooms (Writing and Maths) as well as</p> |   |   |   |    |     |     |     |    |     |     |     |    |     |      |     |    |      |      |      |  |



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|   |                                   | <p>Differences between PP/Non PP cohort attainment have diminished in all year groups since Summer 2019.</p> <p><b>PP Maths data: % PP pupils working at ARE Spring 2020</b><br/>Ranging from 57% (Y2) to 100% (Y1).</p> <p>Differences between PP/Non PP cohort attainment have diminished in Years 3 and 5 since Summer 2019.</p>   | <p>after-school booster sessions for pupils requiring additional support from their teacher (commencing Autumn 2 2020).</p>   |
| To provide emotional support to identified pupils.  | <b>HOPE Project</b>               | <p>Feedback from staff and pupils continues to indicate that this project is beneficial to the most vulnerable pupils within the school, including those in receipt of PP funding. Pupils continue to be provided with the setting to receive specific support to meet their emotional needs. This has been particularly important in response to the impact of the global pandemic/lockdown on pupils' mental wellbeing</p>  | <p>The provision embedded into school ethos and an integral part of the drive to support pupils' mental wellbeing and therefore will continue into the 2020-21 academic year.</p> |
| <p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills.</li> <li>• Develop a love for learning and grow in confidence.</li> </ul> | <b>EYFS – core skills</b>         | <p>Additional and regular 1:1/small group support focusing on specific targets continues to have a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching. Teachers and support staff are able to maximise their provision to ensure pupils receive learning which is matched effectively to their individual needs.</p> <p><b>Spring 2020 Reception Data</b><br/>Projected GLD – 62%<br/>Reading (77%), Writing (67%), Maths (80%) – projections for reaching ELG in Summer 2020.</p> | <p>The provision will continue in 2020-21 academic year in order to address the impact of COVID-19 on pupils' starting points in Reception.</p>                                   |
| To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.   | <b>Precision Teaching (Maths)</b> | <p>Pupils receiving precision teaching for Maths (in particular PP and SEN pupils) have continued to make further progress in Maths through regular practice and reinforcing key number skills.</p>   | <p>Precision teaching has been adapted for 2020-21 to be incorporated into daily classroom provision, targeted to specific pupils needs.</p>                                      |
|   |                                   |   | <b>Total Cost: £ (of 2019-20 budget)</b>  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>     | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>   |
| To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:  | <b>Home-School Link Worker</b>    | <p>The Home School Link worker has been invaluable in liaising with parents, engaging with harder-to-reach families and creating opportunities in school for support, such as Community Café and an 'open-door' approach to parents in</p>  | <p>The work of the Home School Link Worker will continue and further develop in the 2019-20 academic year.</p>  |



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| <ul style="list-style-type: none"> <li>• Forging strong links between home and school.</li> <li>• Providing support for parents.</li> <li>• Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul> |                                      | <p>need of support. Many -but not all - of these families are of pupils who are in receipt of PP. Persistent absence has continued to decrease during the course of this academic year.</p>   |  |
| <p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>                    | <b>Nurture</b>                       | <p>Pupils' social and emotional barriers to learning continue to be addressed through 1:1 and group nurture sessions; pupil confidence and wellbeing continue to be addressed through these valuable sessions.</p>  | <p>This will continue into 2020-21, as a part of a whole-school drive to meet the emotional and social needs of the most vulnerable pupils. This has become an even more pressing need following COVID-19, school closure and its impact.</p>                                      |
| <p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>  | <b>Breakfast Club</b>                | <p>Uptake of the breakfast club continues to be strong, particularly amongst pupils eligible for PP funding.</p>  | <p>This essential school provision will continue throughout the 2020-21 academic year; pupils are given a calm, enjoyable start to the day which supports wellbeing and learning. It also offers affordable child care support to working parents within the school community.</p> |
| <p>To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.</p>   | <b>Subsidised Educational Visits</b> | <p>All pupils access educational visits, enhance their learning and enrich their experiences.</p>   | <p>This provision will continue, due to its positive impact on the most vulnerable pupils.</p>   |
| <p>To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.</p>   | <b>Subsidised Y6 Residential</b>     | <p>All pupils in Y6 have been able to access this important experience, prior to their transition to secondary school, without any financial barriers.</p>  | <p>This provision will continue, due to its positive impact on the most vulnerable pupils. <b>(To resume when residential trips are permitted once again following COVID-19 restrictions.)</b></p>   |
| <p>To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.</p>  | <b>Wow reading achievements</b>      | <p>Raising attainment and progress in Reading continues to be a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.</p> <p><b>Spring Data (2020):</b><br/>Attainment in Reading is 73% or above in all year groups – incentives such as these reading rewards help to place a high value on reading and boost progress and attainment.</p> | <p>This provision will continue into 2020-21, in order to ensure children continue to be motivated to read regularly and progress and reading accelerate further, particularly in light of the lengthy school closure.</p>   |
| <p>To broaden pupils' cultural experiences through learning to play a musical instrument.</p>  | <b>Subsidised Music tuition</b>      | <p>The opportunity to learn to play a musical instrument continues to provide cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.</p>  | <p>This provision continues to be available in 2020-21, in order to allow for the afore-mentioned cultural enrichment for all pupils, particularly</p>   |



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|   |                               |  | those who may not be able to access this due to a financial barrier.   |
| To support children with their understanding of the curriculum and support their revision and test preparation process independently. | <b>Y6<br/>Revision Guides</b> | Resources to support pupils' home learning, particularly ahead of national testing, are accessible to all pupils regardless of their financial background, allowing all pupils to have the same support in preparing for their KS2 SATS. | The school will continue in the next academic year to provide the resources and booster classes to allow all pupils to prepare confidently for SATs. |
|   |                               |  | <b>Total cost: £34,873 (of 2019-20 budget)</b>   |