

Pupil premium report for Woodside C of E Primary

Pupil premium spending 2020/2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	N/A	Date of next pupil premium review:	January 2021
Total number of pupils:	201	Total pupil premium budget:	£31,680
Number of pupils eligible for pupil premium:	31	Amount of pupil premium received per child:	£1380

STRATEGY STATEMENT

STRATEGY STATEMENT

- Providing quality first teaching for all pupils, regardless of their specific needs is at the heart of the educational provision at Woodside whilst ensuring that the children can 'Live life in all its fullness' We review current research to inform our decisions concerning the deployment of PP funds and provide some support for all children eligible for PP funding. This is categorised into four key areas; Improving mental health, Improving academic outcomes, Enriching life experiences and Improving general wellbeing. We also recognise that not all children who are socially disadvantaged are eligible for PP funding.
- Providing QFT and targeting specific time bound interventions have been successful as have the many enrichment and support to improve mental and general wellbeing (although these are more difficult to measure quantitatively)
- Particular successes have been seen from the use of Better Reading Partnerships, Third Space learning, 1:1 mentor support
- The overall aims of our pupil premium strategy is:
 - To raise the in-school attainment of both disadvantaged children and their peers
 - To close the achievement gap between the disadvantaged children and their peers
 - To provide whatever support is necessary to enable disadvantaged children to access their learning and to flourish

Assessment information

EYFS

Pupils eligible for pupil premium (PP)

Pupils not eligible for PP

EYFS			
<i>6 children (each child worth 19%)</i>	PP	School Average	National average
Good level of development (GLD)	50%	74%	71%
Reading	67%	83%	77%
Writing	50%	76%	74%
Number	83%	96%	79%
Shape	83%	90%	81%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP 5 children each worth 17%	Pupils not eligible for PP	National average
80% (4/5)	83%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
2 Children (each worth 50%)		School average	National average
% achieving expected standard or above in reading, writing and maths	50%	76%	65%
% making expected progress in reading	50%	81%	75%
% making expected progress in writing	50%	78%	69%

END OF KS1

% making expected progress in maths	50%	84%	76%
-------------------------------------	-----	-----	-----

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
<i>8 children (1 child joined in Dec 19))</i>			
% achieving expected standard or above in reading, writing and maths	62%	87%	65%
% reaching expected standard in reading	75%	93%	73%
% reaching expected standard in writing	75%	93%	78%
% reaching expected standard in maths	62%	87%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy and maths on entry to school
B	Poor social interaction on entry to school
C	

ADDITIONAL BARRIERS

External barriers

D	Poor attendance levels
E	Poor cultural capital and low levels of aspiration
F	Lack of access to extra-curricular activities

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PP children at key stages FS, KS1, KS2 attain their individual challenging targets	FS: % children to achieve GLD KS1: 40-60% of 5 children achieve Exp+ in all areas (1 child high level SEND) KS2: (5 children) Exp + Reading 80%/Writing 80%/Maths 80%
B	The gap between disadvantaged and non-disadvantaged children is closing (taking into account the cohort differences and starting point of the children)	The average progress data for PP in 2020/21 is better than for 2019/20
C	Increased resilience- children able to manage their own feelings effectively in order to access learning	Individual case studies
D		

Planned expenditure for current academic year

ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Introduction of new 'Jigsaw' RSE curriculum	Improved SRE curriculum in school to best support personal, social and mental health of all children	Evidence of positive impact in other schools across BDMAT	EB to lead supported by Vicki Sumner from BDMAT	EB	Nil	Spring 21 July 21
Increased focus on problem solving in maths	Improve outcomes in maths for all children	Data shows that this aspects of maths required additional focus	CPD offered by VS for all staff CPD delivered by external consultant Spr20	VS £500	Mgt time	Spring 21 June 21
Catch up curriculum	Enable children who have fallen behind as a result of Covid19 to catch up	Guidance from DFE and additional funding to facilitate 1:1 tuition and small group work	Close monitoring of progress	AHS		Jan and July 21

Total budgeted cost: £500

Targeted support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
--------	------------------	--	---	------------	-----------------	----------------------------

<p>Targeted interventions Teacher to provide 1:1 mentoring support to fill gaps and accelerate learning Y2-6</p>	<p>Pupils make accelerated progress through targeted interventions.</p>	<p>Evidence from previous years spend show that this intervention has a positive impact Sutton Trust research shows that well targeted support is effective in accelerating progress where staff are well trained</p>	<p>Review work of targeted children Formal observations of interventions and tracking of data</p>	<p>IM and JL- provide one afternoon for teacher release AHS & MJS</p>	<p>£15,500 £ 7050 Prorated from full salary</p>	<p>Termly</p>
<p>Reading Plus online resource (+ TA supporting the children in school)</p>	<p>Improve the fluency and accuracy of reading</p>	<p>Experience from last year showed this intervention to have very positive impact on progress Autumn term - focus on Y5 & 6 children</p>	<p>Regular reviews and feedback to children and parents</p>	<p>NB</p>	<p>£2000 £1500</p>	<p>Termly</p>
<p>BRP Third Space Learning Inference intervention Reading through assessment intervention for bottom 20% readers Weekly Reading support Y6 PP group</p>	<p>Support to close the gap in attainment between PP and non-PP</p>	<p>Experience over last two years has shown these interventions to be effective in accelerating progress 2 X Y5 PP children accessing Third Space learning 1 x hour /week Studies by Warwickshire EP service have shown accelerated progress with this intervention. Intensive 1:1 intervention with trained TA (HU & SD) HT deliver weekly reading support</p>	<p>Formal observations Spring data - review whether the gap in attainment is closing for those children targeted with 1:1 intervention.</p>	<p>AHS</p>	<p>£1200 (Third space learning) £3200 £1200</p>	<p>Termly PP meetings</p>

Group work delivered to reception PP children from Spring 21	Improve communication and Language skills (CD)	Experience from 19/20 have shown this be start to close early gaps between PP and peers and increase cultural capital		NC & JV	£500	
					Total budgeted cost:	£32,150
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
FSW hours and SEND/EH TA	To provide effective support for all vulnerable children so that they can better access learning	Research around attachment and trauma show that children's emotional needs need to be met before learning can take place effectively	Sept 20 - 7.5 hours FSW/ 4 hours SEND TA Measure impact on attendance of vulnerable children	AHS	£6000 £ 1600	Review practice and outcomes Jan 21/July 21
Subsidise residential Y5 &6 trip and some school trips Warwick University 'Bright Stars' (if offered) Provide a high quality book and learning resource pack each term to PP children Provide uniform at the start of the school year.	To improve the cultural capital for these children	Widen horizons for children who have limited experiences in order to improve cultural capital.	Schedule in place for all PP resource packs	AHS	£1000 £1000 £500	July 20
					Total budgeted cost:	£10100 £42,750 TOTAL

ADDITIONAL INFORMATION

- Individual case studies for disadvantaged children - increasing emotional wellbeing/ better access to learning/improved cultural capital

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Power of reading to be embedded Purchase of new fiction books Purchase of new comprehension resources 'Headstart'	Improve reading outcomes across the school	Reading attainment improved , particularly at GDS in both KS1 and KS2 and both EXS and GDS in KS2 FFT data shows VA of +3.4 for FSM6/ -0.2 for Non FSM6	Embedding Power of reading and accessing quality texts throughout school has had a positive impact and will continue to be backbone for literacy curriculum	£5000
Provide support at lower KS2 to ensure that grammar teaching is embedded within literacy lessons.	Improve writing across the school and in particular % of GDS	Writing attainment improved from previous year at both key stages. Increase in GDS was limited but this was due to impact of Covid19 One PP child achieved GDS in reading and writing	Embedding grammar within all literacy lessons and ensuring strong teacher understanding will have an ongoing positive effect for writing	£4000

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
--------	------------------	--------	-----------------	------

Targeted intervention provided by experienced teacher (1:1 mentoring) to fill gaps in learning	Pupils make accelerated progress and grow in self esteem	Focus children made excellent progress over 2 terms (Covid 19) particularly in Y4	Teacher input is effective in closing gaps - continue with this next year and focus on PP in Y4&5	£7500
Implementation of Reading Plus	Improve fluency and accuracy of reading	Majority of children make accelerated progress - children do need to be suited to the programme and careful monitoring need. FFT data shows VA for KS2 reading as +0.9	Excellent resource which we will continue to use and target with PP children	£2000
Specific interventions delivered across school: BRP, Third Space Learning, Inference intervention, Reading through assessment	Close the gaps in learning	Third Space Learning enabled a PP child to achieve EXS (a second Y6 would probably have achieved GDS if not for Covid 19) and built confidence with many others.	We will continue with Third Space Learning next year as this will support with closing gaps due to Covid19	£10800
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Allocation of additional 'pastoral' support TA hours to enable better support for children and families	More effective support and also free up more SENCO and HT time.	Clear evidence in EH notes of support provided and positive outcomes. EHCP agreed for RT in Apr 20 Improved attendance HL & ML Children in school - classed as vulnerable over lockdown which supported mental health of family and progress of children	Additional hours have had a positive impact on children, families and how well school runs	£6400

<p>Subsidise residential trip to Marle Hall and certain school trips. Provide free music tuition Provide high quality book each term Provide quality learning resource and uniform pack at start of reception term</p>	<p>Improve cultural capital of PP children and ensure they have resources at home to extent development</p>	<p>Positive impact on children accessing four day residential- on self-esteem and resilience Children all eager to receive their termly books and keen to share that they have read them at home.</p>	<p>Continue with this</p>	<p>£3300</p>
--	---	---	---------------------------	--------------

DRAFT