

# Woodfield Primary School- Pupil Premium Strategy 2020/2021



1. Summary information					
School	Woodfield Primary School				
Academic Year	2020/21	Total PP budget	£105,315	Date of most recent PP Review	None
Total number of pupils	181	Number of pupils eligible for PP	85(47%)	Date for next internal review of this strategy	July '21

## Impact of Covid 2019 -2020

Due to the global pandemic in the academic year 2019 -2020 we were unable to complete the actions identified on the Pupil Premium Report 2019/20 subsequently we were also unable to monitor the impact of the actions as we did not complete a full year in school. As there is no published data for the academic year 2019/20 the data below is from the pervious academic year.

## 2. Current attainment (Year 1 – 6, Summer 2019)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>41%</b>	67%
% making expected progress in reading (as measured in the school)	<b>67%</b>	86%
% making expected progress in writing (as measured in the school)	<b>62%</b>	79%
% making expected progress in mathematics (as measured in the school)	<b>64%</b>	83%

EYFS DATA						YEAR 1 PHONICS								
GLD '17	PP '17	GLD '18	PP '18	GLD '19	PP '19	2017	PP 2017	2018	PP 2018	2019	PP 2019			
57%	56%	61%	75%	61%	67%	86%	86%	76%	70%	83%	100%			
YEAR 2 DATA														
Read '19	Read GD	Read PP	Write '19	Write GD	Write PP	Maths '19	Maths GD	Maths PP						
57%	0%	44%	43%	0%	31%	60%	0%	38%						
YEAR 6 DATA														
Read '19	Read GD	Read PP	Write '19	Write GD	Write PP	SPAG '19	SPAG GD	SPAG PP	Maths '19	Maths GD	Maths PP	Comb '19	Comb 'GD	Comb PP
95%	25%	90%	80%	10%	80%	95%	70%	90%	90%	50%	90%	80%	5%	80%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Low attainment for pupil premium pupils on entry to school
<b>B.</b>	Poor language skills. Receptive and oral language skills are lower, this impacts on early literacy skills and continues across the school
<b>C.</b>	Lack of resilience, mental health concerns, attachment difficulties and exposure to ACE experienced by some pupils, including the impact of Covid 19 and school closure.

#### Additional barriers (including issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Family circumstances for some pupil premium families in particular housing, financial difficulties also a lack of enrichment activities
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### 4. Intended outcomes (specific outcomes and how they will be measured)

#### Success criteria

<b>A.</b>	Improve early reading skills and fluency for all PP children, particularly FS, KS1 and Year 3. Leading to improved attainment at end of KS1 and Year 3.	Higher percentage of PP children will meet ARE in Reading at the end of EYFS, KS1 and Year 1 phonics
<b>B.</b>	Improve oral language skill for pupils eligible for PP in EYFS and across the school	Pupils in FS that are eligible for PP will make accelerated progress to achieve ARE

<b>C.</b>	Pupils with emotional difficulties, due to circumstances outside of school such as Adverse Childhood Experiences (ACEs) or the school closure due to Covid 19, are supported to make good progress within school in Reading, Writing and Maths.	Pupils eligible for PP across the school will make expected, or more, if the need to narrow the gap, progress in Reading, Writing and Maths as other pupils.
<b>D.</b>	Staff to have a deeper understanding of PP children and the barrier that they could have in their learning. Staff to also be able to plan and teach lesson to engage and support pupil premium children	All PP children to have access to high quality lessons with all teachers understanding specific barriers for individuals so they can be supported effectively to engage and make expected progress

## 5. Review of expenditure

Previous Academic Year

**2018/19** (Note due to Covid 19 and school closure, this is not 2019/20)

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff training in approaches to Oracy (PTSA SIF bid 1) Roll out across the school. Develop environment to include principals of CFS. EYFS team trained in CFS.	Improve oral language skills for pupils eligible for PP in Reception class and across the school.	PP chn were inline with whole cohort 67% for the communication strand of the EYFSP. 60% at the beginning of the year. Whole cohort – gap narrowed. Environmental development considering CFS approach. Staff are more confident and aware of blank levels. Evident in lesson observations	The Oracy project has had a big impact on the whole school and pupil's ability to engage within lessons across the curriculum. Staff have had a range of CPD during the project and the strategies are evident in lesson observations. The CFS approach to the environment is being developed across the school and is having an impact. These will become more embedded next year.	
Training for staff in marking and feedback. Training for staff in data analysis and tracking. Staff support to further develop AFL and support for planning.	Higher rates of progress across KS2 for all pupils eligible for PP and in particular, high attaining pupils.	Expected Progress PP: R – 80% W – 70% M – 72% Whole school: R – 87% W- 78% M – 79%. Better than expected progress PP: R- 18%, W- 8%, M-8%. Whole school: R-12%, W-8%, M-13%. 80% Combined at KS2.	Marking policy still needs developing, need to include a greater emphasis on feedback in lessons. Changing to planning and maths interventions have allowed teacher to be more reflective and focused on what is important not producing document for the sack of it. Pupil progress meeting more focused and productive as staff more focused on data & assessment. Teaching staff are more confident to use this data to adapt and support pupils.	
				£20,757

### ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Speech and language therapist employed for 1 day per week. TA employed to work alongside and deliver programmes to targeted pupils. TA to deliver intervention programmes – BLAST and ELKLAN used across FS.	Improve oral language skills for pupils eligible for PP in Nursery/ Reception class and across the school.	See above for data. Intervention have been impactful to support narrowing the gap, including their confidence to talk. One PP was often a selective mute but by the end of the year would talk to a range of adults and peers. Staff are confident to use a range of interventions.	This targeted support into the EYFS will continue to be a high priority next year. Highly trained staff will continue to target and run interventions.	
Additional support from outstanding teachers to address gaps in learning and coach. 1:1 tuition or small groups tuition as required for Y5/6.	Higher rates of progress across KS2 for all pupils eligible for PP and in particular, high attaining pupils.	Attainment of PP children in KS2 was inline with the cohort, 80% combined, and well above the national average of 65%.	Currently only in school data available, comparisons to national PP not available. PP children achieving well above national. Next year we will continue to have additional support staff in upper KS2 with support and direction from the teacher.	
Targeted interventions for phonics for specific pupils. Additional Teaching Assistant to support reading interventions. OUP CODE intervention bought and used.	Improve early reading skills for pupils eligible for PP, particularly in FS and KS1. Improve reading attainment across the school.	In Year 1 – PP – 76% ARE in reading, whole class 69%. In foundation PP – 67% ARE in reading, whole class 65%. Year 2 PP children did not achieve as highly, these will be a focus year group next year they also have a high SEND need. Children’s confidence in CODE was noticed in support staff record and reading fluency	This was not targeted enough and review systematically by the English lead. It will continue next year with adapted support/review procedure by the English lead and HofS (Assessment lead)  RWI tracking was more effective as seen in the FS & YR1 data  CODE and RWI 1:1 will continued to be used next year.	
				£67,691
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Subsidising trips and residential. In school ELSA to support vulnerable pupils and reduce barriers to learning. Easter/Summer school places provided for most vulnerable pupils. In school PSA and MAST subscription	Development of resilience and increased mental health More stable family backgrounds Higher rates of rapid progress across the school for PP children	Multi-agency support for vulnerable pupils and their families. (Including Learning Mentors, EP, Family Support Workers, Therapists) 82% of pupils accessing a Learning mentor Pupil premium pupils. These sessions are invaluable and help to reduce barriers to the pupils' learning. All pupils are able to apply themselves better to their learning through accessing Learning Mentor support.	MAST proves an invaluable service being able to support both pupils and families, who are often at crisis point. We will continue to buy into this service this year. Ensures that the children are not at a disadvantage because of financial implications. Provides the children with wider experiences which help develop aspirations and impacts on their learning. We will continue to support these activities. Gives vulnerable children the opportunity to spend time during the holidays with key professionals. Allows them to experience different things. We will continue to support this.	
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£26,572

## 6. Planned expenditure

Academic year

2020/21

**The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies-**

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued staff training in approaches to Oracy Develop environment to include principals of CFS.	Improve oral language skills for pupils eligible for PP in Reception class and across the school.	Evidence indicates a causal relationship between Oracy and progress and attainment, behaviour, social mobility, mental health, & parental engagement. EEF Teaching and Learning toolkit notes that Oral Language Interventions have an impact of +5 months. In addition Early years interventions have an impact of +5 months. An ability to communicate and articulate effectively will also have an impact on the more able disadvantaged in older year groups.	Pupil progress meeting Oracy assessment and tracking by Oracy leader	CM, TS, JP MB	Termly

Staff training LAT Curriculum Training Behaviour Training – all staff Training De-escalation -MAPA Phonics Training Spelling training for teachers	High quality teaching in every class ensures that the attainment gap between disadvantaged children and their peers continues to close	EEF guidance explains that good teaching is the most important lever schools have to improve outcomes for disadvantaged children. Using the pupil premium to improve quality teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In school and LAT training has been planned based on CPD needs around the new curriculum and improving classroom practice.	Training has been planned strategically. Additional training will be planned based on need following the monitoring and evaluation cycle.	TS/CM	Termly
Attendance: Traffic light letters sent out at the end of Autumn Term PP Champion to monitor class attendance and that of groups. Teachers to communicate with parents through class dojo/phone when a child is absent. PP champion to seek advice from other LAT schools on monitoring and improving attendance.	Attendance of the FSM PP group improves over the year so that minimal learning opportunities are missed.	In the DFE document 'Improving Attendance at School' Schools tackling poor attendance well ... 'understand that, without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the look out for poor patterns of attendance in their nurseries and address them as soon as they become concerned.	In the DFE document 'Improving Attendance at School' Schools tackling poor attendance well ... 'understand that, without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the look out for poor patterns of attendance in their nurseries and address them as soon as they become concerned.	TS/CM and Office Administrator	Monthly tracking
<b>Total budgeted cost</b>					<b>£400</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Pupil Premium Champion:</p> <ul style="list-style-type: none"> <li>• Continued support from National PP Champion and LAT colleagues.</li> <li>• Provide training for staff and governors to ensure PP strategy is understood and implemented.</li> <li>• Monitor attendance PP children and run attendance incentives.</li> <li>• Ensure that provision for PP children will enable them to close the gap. Book Looks, Learning Walks, Lesson Observations, Progress Meetings, Pastoral Reviews, Provision Maps, and Conferencing with children.</li> <li>• Encourage PP children to attend enrichment activities</li> <li>• Arrange opportunities for the families of PP children to attend workshops that will help them to support their children’s learning.</li> <li>• Liaise with and be accountable to the PP governor</li> </ul>	<p>All aspects of PP provision are led by a senior leader and this carefully co-ordinated approach helps the PP group and individuals, to attain as well as children who are not identified as PP. As children are closely monitored by a senior leader, there is greater accountability for all areas of their progress.</p>	<p>One of the key aspects of the role is to close the attainment gap between Pupil Premium and non-Pupil Premium cohorts. This is done by working to remove the barriers to learning for students and by supporting their personal and academic development.</p>	<p>Regular meetings with Pupil Premium Champion Governor. LAB meetings. Assessment and Monitoring Cycle. Regular review of data will evidence impact. Strategic Planning and Monitoring with EHT and SENCO. INSET provided for staff that will help them tailor their provision effectively to impact on pupil progress.</p>	<p>TS</p>	<p>Termly</p>
<p>TA employed to work alongside and deliver programmes to targeted pupils. TA to deliver intervention programmes – BLAST and ELKLAN used across FS.</p>	<p>Improve oral language skills for pupils eligible for PP in Nursery/ Reception class and across the school.</p>	<p>Specialist provision working with a key adult to develop capacity and sustainable improvement. Teaching and learning toolkit identifies Oral language interventions as having an impact of +5 months.</p>	<p>Regular review meetings with SENCo and Pupil Progress meetings. Regular review of data.</p>	<p>GH/JP and SLT</p>	<p>July 2021</p>

Targeted interventions for phonics for specific pupils. Additional Teaching Assistant to support reading interventions. OUP CODE intervention bought and used.	Improve early reading skills for pupils eligible for PP, particularly in FS, KS1 & Yr3. Improve reading attainment across the school.	Project X CODE has a proven gain of 6.8 months for sentence comprehension and 8.7 month gain for phonics scores. The EEF Teaching and Learning toolkit states that phonics approaches has an impact of +4 months.	Regular review of data will show impact. Regular review of sessions will show impact.	LB/NJ	Termly
<b>Total budgeted cost</b>					£47,537
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Subsidising trips and residential	Development of resilience and increased mental health. More stable family backgrounds. Higher rates of rapid progress across the school for PP children	Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. The EEF also suggests that sports participation, arts participation and summer schools can also have a positive impact on progress	EHT and HofS to monitor and ensure there is not a financial barrier to FSM children attending trips and child care.	CM/TS	Termly



Breakfast club staffing	Children to have access to a subsidised breakfast club scheme. To support families with child care as well as ensuring that children have a substantial breakfast.	Many of the parents on low income jobs returning to work from benefits often work shifts and require childcare to support this. Children are able to focus and concentrate on learning if they have had a breakfast.	Admin assistant and HofS to monitor attendance of the provision. Also, ensure that all parents are aware of the provision	HS/TS	Termly
MAST subscription.	Development of resilience and increased mental health and more stable family backgrounds	Multi-agency support for vulnerable pupils and their families. (Including Learning Mentors, EP, Family Support Workers, Therapists) These sessions are invaluable and help to reduce barriers to the pupils' learning. All pupils are able to apply themselves better to their learning through accessing Learning Mentor support. EEF suggests that on average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months'	The SENCo monitors the impact of MAST. Feed back provided at PPM and to SLT throughout the year	GH	July 2021, Following Pastoral PP meeting at SLT and monthly pastoral meetings

<p>Easter/Summer school places provided for most vulnerable pupils. In school pastoral team and</p>	<p>All pupils accessing the Excellence Cluster Summer/Easter schools are Pupil Premium pupils. The pupils enjoyed the experience proving a valuable social activity, as well as developing their self confidence and learning new skills.</p>	<p>The EEF also suggests that sports participation, arts participation and summer schools can also have a positive impact on progress</p>	<p>SENCO, HofS and pastoral team to provide opportunities through MAST</p>	<p>GH/TSa</p>	<p>July 2021</p>
<p>In school ELSA and LM to support vulnerable pupils and reduce barriers to learning.</p>	<p>Pupils with emotional difficulties, due to circumstances outside of school, are supported to make good progress within school in Reading, Writing and Maths.</p>	<p>EEF suggests that on average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four month</p>	<p>The SENCo monitors the impact of ELSA &amp; LM sessions. Feed back provided at PPM and to SLT throughout the year</p>	<p>GH</p>	<p>July 2021, Following Pastoral PP meeting at SLT and monthly pastoral meetings</p>

**Total budgeted cost** £50,331

**7. Additional detail**

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