

Woodborough CE Primary School - Pupil premium strategy statement 2020-21 & Review of spending 2019-20

Principles

- Challenge any prejudice surrounding identification of pupils eligible for PPG.
- Identify (and work towards removing) barriers to future attainment for all children.
- Allocate PPG through a needs-based analysis in order to provide appropriate support for disadvantaged pupils.
- Identify other children who may be disadvantaged but not in receipt of PPG.
- Commit to continuity of provision to support all children.

1. Summary information

School	Woodborough Church of England Primary School				
Academic Year	2020-21	Total PP budget	£33, 890	Date of most recent PP Review	Sept 2020
Total number of pupils	191	Number of pupils eligible for PP Forces Disadvantaged	43 (22.5%) 27 (14%) 16 (8.4%)	Date for next internal review of this strategy	Jan 2021 & July 2021

Strengths:

- *'From your deep understanding of the pupils, you have identified the barriers affecting their learning and put in place a range of initiatives to address these. Additional provision is supporting pupils and their families in a variety of ways, for example, developing emotional literacy, providing assistance in improving attendance and enabling participation in extra-curricular activities and residential. Work in books from last year shows that disadvantaged pupils made good progress from their starting points. Many are working at, or close to, the standards expected for their age in reading, writing and mathematics. Some are exceeding these standards.'* (OfSTED Inspection, September 2017)

2. Current attainment (September 2020)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP in school</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	6% (1/16 children)	41%	67%
% achieving expected standard or above in reading	44% (7/16 children)	61%	73%
% achieving expected standard or above in writing	6% (1/16 children)	47%	78%
% achieving expected standard or above in maths	31% (5/16 children)	59%	79%

Progress (Spring 2020 – September 2020)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP in school</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	-0.71	-0.13	
% making progress in writing	-1.33	-0.43	
% making progress in maths	-0.46	-0.48	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some pupils, several of whom are eligible for PP, require additional support in maths in order to narrow the gap with their peers.	
B.	Some pupils, several of whom are eligible for PP, require additional support in writing in order to narrow the gap with their peers. Barriers include: writing stamina, independence, delayed development of the writing process, vocabulary and grammar in relation to the way in which pupils articulate themselves and experiences upon which to base their writing.	
C.	Some pupils, several of whom are eligible for PP, require additional support in reading (incl. phonics) in order to narrow the gap with their peers. Lack of 'good reading habits' and reading comprehension (including meanings of words and broad, rich vocabulary) are barriers.	
D.	Some pupils, several of whom are eligible for PP, require additional support in oracy skills (ability to express themselves fluently, grammatically and confidently) in order to narrow the gap with their peers.	
E.	Across the school, a number of pupils eligible for PP also have SEND or are in need of additional support in order to raise their attainment in core areas of learning.	
F.	High attaining pupils, several of whom are eligible for PP, require support to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	
G.	Learning behaviours (emotional literacy, etc.) of some children, some of whom are eligible for PP, have detrimental effects on their outcomes.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	Some families (several of whom are eligible for PP) require additional support, such as PSA, to improve attendance, punctuality and children's well-being. Additionally some require a greater level of nurture to engage more fully with school, including access to extra-curricular activities and school visits.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A-D	The gap in attainment between those who are falling behind in maths, writing, reading (incl. phonics) and oracy will narrow.	- In-year school tracking points will show rapid and sustained improvement for targeted children.
E.	Attainment in core areas of learning for those children who require additional support will improve and be more in line with that of their peers.	- In-year school tracking points will show rapid and sustained progress for targeted children.
F.	High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.	- Improve the percentage of pupils achieving 'Greater Depth' at the end of KS1 who were 'Exceeding' at the end of EYFS. - High attaining pupils in KS1 will continue to make progress in-line with or better than national average in KS2.
G.	Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.	- Supported children will have improved engagement on learning tasks. - Outcomes for supported children will improve to be in line with their peers.
H.	Families who have children eligible for PP, and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.	- Attendance for children of supported families will improve. - Incidents of persistent lateness will decline. - Families will engage fully with the school – e.g. attendance at parents' evenings, celebration assemblies, curriculum workshops, etc. - Children in receipt of PP will participate more fully in activities offered, e.g. music lessons, after-school clubs, visits, etc.

3. Planned expenditure					
Academic Year		2020 - 2021			
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?
A – H All staff will prioritise support for vulnerable learners.	Clear identification of pupils and their needs/next steps	Approach developed as a whole staff and supported by all. Based on internal and external evidence, all stakeholders recognise the impact of consistent high-quality on attainment and progress for all pupils, including vulnerable groups.	<ul style="list-style-type: none"> - Identification of designated Disadvantaged Learner Lead and Governor. Regular dialogue between designated lead and governor and reporting to LGB. - Identification of MAT lead for Disadvantaged Pupils and provision of associated CPD and facilitation of regular network meetings. - Regular monitoring – Pupil Progress Meetings, book scrutiny, learning walks, lesson obs. - High profile pupils in daily marking and subject moderations. 	C Jo (DLL) and A Ne (Governor)	Autumn Term 2020, Spring & Summer Terms 2021
<p>A. The gap in attainment between those who are falling behind in maths, will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up.</p> <p>KS2: Improve / maintain outcomes in recall of times tables facts and KS2.</p> <p>Improve / maintain outcomes in recall of number bonds to 10, 20 and 100 and core number facts in KS1.</p> <p>Raise awareness of and maintain targeted teaching focus for pupils working within lowest 20%.</p>	<p>Complete needs analysis as pupils return to school after COVID-19 lockdown and incorporate lost learning into plans for autumn terms. Findings: <i>a decline in the fluency and recall of number facts and application of mathematical knowledge and reasoning skills and a decline in overall stamina for work and concentration on tasks.</i></p> <p>Subject leader analysis of data indicates need to improve this area of mathematics in KS2.</p> <p>Subject leader analysis of data indicates need to improve this area of mathematics in KS1.</p> <p>Successful approach applied in other core subject areas.</p>	<ul style="list-style-type: none"> - Learning walks, work scrutiny, maths moderation, data analyses, Pupil Progress meetings, interventions as necessary. 	Maths subject leader & DLL (C Jo)	Termly

	<p>All year groups to teach mathematics on a spiral curriculum.</p> <p>(For more detailed descriptions of strategies, please refer to SIP Mathematics Action Plan)</p>	<p>Successful arrangement researched and advocated by subject leader.</p>			
<p>B. The gap in attainment between those who are falling behind in writing will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up.</p> <p>Focused English Plans – revisiting grammar, punctuation and sentence construction from previous year group. Use writing assessment information and GAPs document/teacher hand over information to inform planning. Bridge the gap – use progression document to link skills across year groups.</p> <p>Implementation of Jane Considine writing units from Term 2.</p> <p>Increase number of timetabled handwriting sessions each week.</p> <p>(For more detailed descriptions of strategies, please refer to SIP English Action Plan)</p>	<p>Complete needs analysis as pupils return to school after COVID-19 lockdown and incorporate lost learning into plans for autumn terms.</p> <p>Findings: <i>a decline in writing stamina, handwriting and presentation of written work and a decline in overall stamina for work and concentration on tasks.</i></p> <p>Materials successfully trialled in school.</p> <p>In response to needs analysis.</p>	<p>- Learning walks, work scrutiny, formative and summative assessment, writing moderation, data analyses, Pupil Progress meetings, interventions as necessary.</p>	<p>English subject leader (F Wr) & DLL (C Jo)</p>	<p>Termly</p>
<p>C. The gap in attainment between those who are falling behind in reading</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school</p>	<p>Complete needs analysis as pupils return to school after COVID-19 lockdown and incorporate lost learning into plans for autumn terms.</p>	<p>- Learning walks, work scrutiny, formative and summative assessment, moderation, data analyses, Pupil</p>	<p>English subject leader (F Wr), Phonics</p>	<p>Termly</p>

<p>(incl. phonics) will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>closures and enable pupils to catch up.</p> <p>Embed new Whole Class Reading resources and introduce Guided reading in Y1.</p> <p>Introduction of strategies to improve reading for pleasure throughout the school.</p> <p>Continue to implement the strategies advised by Ramsbury English Hub (as ISS) and implemented by phonics subject leader.</p> <p>(For more detailed descriptions of strategies, please refer to SIP English Action Plan)</p>	<p>Findings: <i>a decline in overall stamina for work and concentration on tasks.</i></p> <p>Proven success of recently introduced strategy.</p> <p>Successful arrangements researched and advocated by subject leader.</p> <p>Proven success of recently introduced strategies.</p>	<p>Progress meetings, interventions as necessary.</p>	<p>subject leader (B Pa) & DLL (C Jo)</p>	
<p>D. The gap in attainment between those who are falling behind in oracy will narrow.</p> <p>F. High attaining pupils will maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.</p>	<p>Audit pupils' needs and adapt the 'recovery curriculum' to address gaps caused by school closures and enable pupils to catch up.</p> <p>Engagement with Wiltshire Oracy Project and strategies to promote an increasingly word-rich learning environment.</p> <p>(For more detailed descriptions of strategies, please refer to SIP English Action Plan)</p>	<p>Complete needs analysis as pupils return to school after COVID-19 lockdown and incorporate lost learning into plans for autumn terms.</p> <p>Findings: <i>a decline in overall stamina for work and concentration on tasks.</i></p> <p>Successful arrangements researched and advocated by subject leader.</p>	<p>- Learning walks, work scrutiny, writing moderation, data analyses, Pupil Progress meetings, interventions as necessary.</p>	<p>English subject leader (F Wr) & DLL (C Jo)</p>	<p>Termly</p>
Total budgeted cost					<p>Refer to cost breakdown below.</p>
ii. Targeted support					
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?

A. The gap in attainment between those who are falling behind in maths , will narrow.	Number of TA hours allocated on a needs basis.	Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions.	Identification of pupils who are falling behind or are at risk of falling behind. Lesson observations. Work scrutiny to identify transference into 'everyday' work.	Maths subject leader (C Jo) SENCO (M As)	Termly Pupil Progress Meetings
B. The gap in attainment between those who are falling behind in writing , will narrow.	Structured, timely 1:1 or small group interventions. Number of TA hours allocated on a needs basis.	Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions.	Progress will be monitored through transference of skills and initial and final assessments.	English subject leader (F Wr) SENCO (M As)	Termly Pupil Progress Meetings
C. The gap in attainment between those who are falling behind in reading , will narrow.	Structured, timely 1:1 or small group interventions. Number of TA hours allocated on a needs basis.	Use of TAs to add value to what teachers do and to deliver high quality 1:1 and small group support using structured interventions. Practise of reading for children who do not read regularly outside of school.	Progress will be monitored through transference of skills and initial and final assessments.	English subject leader (F Wr) SENCO (M As)	Termly Pupil Progress Meetings
G. Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.	ELSA sessions to improve learning behaviours for identified children. Structured, timely 1:1 or small group interventions.	Record keeping indicates improved outcomes for pupils who have been part of ELSA interventions in previous years.	Progress will be monitored through transference of skills and initial and final assessments.	SENCO (M As), DLL (C Jo) HT (S Br)	Termly or more regularly as necessary.

Total budgeted cost

Refer to cost breakdown below.

lii Other approaches

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?
H. Families who have children eligible for PP, and other families the school has identified as vulnerable will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.	Parent Support Adviser employed on a part-time basis to support vulnerable families. School Business Manager to challenge absences/lateness ASAP after register closes. Informal coffee mornings, parents' evenings, curriculum workshops, school attendance meetings / surgeries with EWO, ELSA trained staff, signposting, etc. Continuation of 'Attendance Awards'	Education Endowment Foundation '... <i>parental involvement is consistently associated with pupils' success at school...</i> '	Attendance / lateness reviews. Attendance registers for after school clubs, parents' evenings, curriculum workshops, etc. Parent questionnaires.	DLL (C Jo) SENCO (M As), HT (S Br), SBM (K Bo)), Sports subject leader (B Cr)	Termly or more regularly as necessary.

	Financial subsidy to enable children who are in receipt of PPG to access Y3/4, Y5/6 residential, individual music lessons, breakfast club, 'Fun Club' and other extra-curricular activities.	<i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approx. three additional months progress.'</i>	Improved take-up of opportunities by identified children.		
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Total budgeted cost	Refer to cost breakdown below.
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Detail of planned spending 2020/21	Cost
Teaching Assistant hours for interventions and additional support	£17478 (interventions & ELSA)
Parent Support Adviser (although position currently vacant)	£3 000
SENCO + cover for SENCO	£10 000
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support in 12 weeks prior to SATs	£1 200
Continuing Professional Development	£300
Engaging Families & Extending Opportunities (Incl. visits, residential and uniform)	£2 500
TOTAL	£34 478

4. Review of expenditure				
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Raising attainment and reducing the gap and accelerating progress.	<p>Attendance at Disadvantaged Learners Network.</p> <p>Attendance at termly network meetings for English and Maths Subject Leaders and dissemination back to all teaching staff.</p> <p>Subsequent English and Maths action plans developing whole school practise.</p>	High: Termly Pupil Progress Meetings and pupil data identify that pupils make good progress from their starting points and enable necessary interventions to be identified and quickly put into place.	We will continue to develop and provide quality first teaching for all through a variety of means including: recruitment of high quality staff, ongoing attendance at Disadvantaged Learner Network Meetings and dissemination of quality CPD, high quality subject leadership, action planning based on effective school self-evaluation and the whole-school belief in high quality education and learning experiences for all of our pupils.	Refer to breakdown of costs below.
ii. Targeted support				
Desired outcome	Chosen action/approach	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

<p>The gap in attainment between those who are falling behind in maths, writing and reading will be narrowed.</p> <p>Children will have improved learning behaviours which will in turn have a positive impact on their outcomes.</p>	<p>Use of TAs to add value to what teachers do and deliver high quality 1:1 and small group support using structured interventions.</p> <p>ELSA sessions</p>	<p>High: Pupils successfully work alongside the TA who works with their class each morning and who affords continuity of concepts being learned and methods and expectations.</p> <p>High: observed increased progress amongst participating children.</p> <p>High: OfSTED September 2017 – very impressed with the deep understanding of pupils, identification of barriers and ways in which they are addressed.</p>	<p>We will continue with targeted TA support and precision learning – with focus directed by the class teachers and based on their observations of the pupils.</p> <p>Continue with the same format next year as a result of its success.</p>	<p>Refer to breakdown of costs below.</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	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
<p>Families who have children eligible for PP, and other families the school has identified as vulnerable will have access to parenting support and will engage more fully with the school and take advantage of activities and enrichment offered.</p>	<p>Use of Parent Support Adviser.</p> <p>Raise profile of attendance and punctuality.</p> <p>Extending opportunities, e.g. trips, residentials, music lessons.</p>	<p>High: Impact of engagement with families high. Evidence anecdotal but engagement with families good. Quality signposting to many services and lots of support for families given. Reputation of PSA and support given high amongst parent body.</p> <p>High: Children report that they enjoy receiving the class trophy each week. Parents report that many children are keen to achieve 100% attendance.</p> <p>High: Clubs and activities made accessible to all although encouragement is needed for some families. Residentials have had particular impact for some pupils.</p>	<p>After a period of no PSA support due to the resignation of the previous post holder, we have arranged to use the services of PSA from All Cannings Primary School for 2/3 x hours per week.</p> <p>Continue to keep profile of attendance high – through newsletter, celebration at school meetings and certificates and book token rewards</p> <p>Continue and extend where possible.</p>	<p>Refer to breakdown of costs below.</p>

5. Additional Information

Detail of spending 2019 - 2020	Cost
Teaching Assistant hours for interventions and additional support	£16 926 (interventions & ELSA) £8 893 (reading catch-up)
Parent Support Adviser	£2 900
SENCO + cover for SENCO	£10 000
Booster Classes (10 weeks) to support Y6 pupils in preparation for SATs + additional TA to support prior to SATs	£1 200
Continuing Professional Development (incl. bereavement CPD & training for additional ELSA)	£800
Engaging Families & Extending Opportunities (incl. Finlay's Garden, residentials, other visits, Fun Club, 'Young Voices', uniform, extra-curricular paid clubs – e.g. Dodgeball, additional food parcels during COVID-19)	£3 000
TOTAL	£43 089

Please also refer to our school website: <https://woodboroughschool.org/> to see the enormous variety of experiences and activities that are provided to benefit all pupils at Woodborough School and enrich their learning and development.