



# Woodton Primary pupil premium strategy statement

| 1. Summary information        |                        |   |          |   |           |
|-------------------------------|------------------------|---|----------|---|-----------|
| <b>School</b>                 | Woodton Primary School |   |          |   |           |
| <b>Academic Year</b>          | 2020/21                | 2020 Allocated: £20,175<br>Carry Forward: £7,990<br><b>Total PP budget: £28,165</b> |          | <b>Date of most recent PP Review</b>                  | Sept 2020 |
| <b>Total number of pupils</b> | 50                     | <b>Number of pupils eligible for PP</b>   | 34% (17) | <b>Date for next internal review of this strategy</b> | Sept 2021 |

| 2. Current attainment                           |   |               |                       |          |
|---|---|---------------|-----------------------|----------|
|   | PP children   | National (PP) | All pupils at Woodton | National |
| <b>Meeting Expected Standard in R/W/M</b>       | N/A – Due to Covid-19<br>(No statutory assessments) |               |                       |          |
| <b>Achieving Higher Standard in R/W/M</b>       |   |               |                       |          |
| <b>Reading Attainment (Autumn 2020 TA data)</b> | 43%   |               |                       |          |
| <b>Writing Attainment (Autumn 2020 TA data)</b> | 36%   |               |                       |          |
| <b>Maths Attainment (Autumn 2020 TA data)</b>   | 29%   |               |                       |          |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | PP children are not achieving as well in Reading and Writing. 57% of the PP children are PKS in Reading and Writing. |
| <b>B.</b>   | PP children are not achieving as well in Maths. Only 29% of pupils are at expected standard.                         |
| <b>C.</b>   | 50% of Pupil Premium are on our SEND register.   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>D.</b>   | Some children that are PP, will have had been affected by the 2020 'lockdown' as a result of the pandemic.           |
| <b>E.</b>   | Raising Aspirations of the PP pupils and ensuring that they have a range of experiences and opportunities.           |

| 4. Desired outcomes |   |  |
|---------------------|---|--|
|                     | Desired outcomes and how they will be measured  | Success criteria   |
| <b>A.</b>           | To improve the outcomes of reading for PP pupils.<br>To improve the outcomes for writing for PP pupils.   | <ul style="list-style-type: none"> <li>• PP pupils to achieve the same, or better attainment in comparison to non-PP pupils in Reading and Writing.</li> <li>• PP pupils to make accelerated progress in reading and writing to 'close the gap'.</li> </ul>  |
| <b>B.</b>           | To improve the outcomes for PP children in Maths.   | <ul style="list-style-type: none"> <li>• PP pupils to achieve the same, or better attainment in comparison to non-PP pupils.</li> <li>• PP pupils to make accelerated progress in maths to 'close the gap'</li> </ul>  |
| <b>C.</b>           | To improve the outcomes SEND pupils, who are also PP.   | <ul style="list-style-type: none"> <li>• SENCo to carefully monitor the SEND pupils, identifying barriers to learning and ensuring these children have appropriate and effective interventions.</li> <li>• SENCo to monitor the progress of these pupils and assess the impact of interventions.</li> </ul>                      |
| <b>D.</b>           | To provide emotional/nurture support for those children who have been affected by the 2020 Lockdown, so that they can make good progress in their learning. | <ul style="list-style-type: none"> <li>• Identify pupils that are struggling emotionally after the March 2020 lockdown.</li> <li>• Identify the type of nurture, emotional support needed.</li> <li>• Pupils to have additional nurture and support, to enable them to be 'ready to learn' and access the curriculum.</li> </ul> |
| <b>E.</b>           | Pupils access a range of experiences and opportunities.   | <ul style="list-style-type: none"> <li>• PP pupils are given the opportunity to attend after school clubs FOC</li> <li>• Pupils are given access to school trips FOC</li> <li>• Pupils aspirations are improved</li> </ul>   |

## 5. Planned expenditure

Academic year

2020/21

The three headings below demonstrate how we 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  | Actual Spend & Impact |
|--|---|---|---|---|-----------------------|
| <p>A.<br/>To improve the provision of reading in Key Stage 1. (Linked to SIDP)</p> <p><b>Budget – £500 (Books)</b></p>                       | <ul style="list-style-type: none"> <li>Order more new books to improve the range of reading books in the school library and in the early years reading scheme.</li> <li>Daily reading for every child</li> <li>Children to have both group guided reading and whole class guided reading sessions</li> <li>1:1 reading support for targeted children, including PP</li> </ul> | <p>Reading is a fundamental skill that helps pupils to access all areas of the curriculum.</p> <p>EEF identify reading comprehension as having a positive impact.</p>   | <p>Pupil Voice – what could make the new library even better?</p> <p>Learning walks to look at the impact of the new reading books and to ensure regular reading opportunities.</p> <p>Check daily reading is timetabled.</p> | <p>SLT</p> <p>TK (English Lead)</p>                                       |                       |
| <p>A.<br/>To improve the early language acquisition of pupils .</p> <p><b>NELI – Cover needed for TA to deliver. £1,000</b></p>              | <ul style="list-style-type: none"> <li>Use NELI to support children in developing language.</li> <li>TA and class teacher to have training in NELI.</li> <li>Use the programme with those children identified as having lower language acquisition.</li> </ul>  | <p>EEF states that interventions in the Early Years have a positive impact on pupils progress in learning.</p>  | <p>SENCo to oversee the implementation of NELI.</p> <p>SENCo to monitor the implementation of NELI and the progress that they make.</p>   | <p>SENCo</p> <p>SLT</p>   |                       |
| <p>B.<br/>To improve the mental recall in Maths.</p> <p><b>Budget: £2,000 (Maths Whizz)</b></p> <p><b>Budget: £4,000 (Interventions)</b></p> | <ul style="list-style-type: none"> <li>Children to have Maths Whizz within class Maths sessions</li> <li>Children to have Maths Whizz access at home</li> <li>Children to have additional intervention support adapted for individual needs.</li> </ul>   | <p>EEF states that Digital Technology has a moderate impact on learning gains (on average 4 months), especially when technology is used to supplement Maths teaching.</p> <p>EEF state that small group work can have a moderate effect on learning gains – up to 4 months.</p> | <p>Class Teacher to ensure that PP children receive additional Maths Whizz time. Monitor usage of Maths Whizz.</p> <p>SENCo to monitor the implementation of Maths interventions and the progress that they make.</p>         | <p>Class Teacher</p> <p>Maths Curriculum Lead</p> <p>SENCo</p> <p>SLT</p> |                       |
| <b>Total budgeted cost to date / Actual Spend</b>  |   |   |   |   | <b>£7,500</b>         |

| 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                                    | Actual Spend & Impact |
| <p>C.<br/>To improve the outcomes for those pupils that are SEND and PP.</p> <p><b>Budget: £5,000</b></p>  | <ul style="list-style-type: none"> <li>• SENCo to carefully monitor these pupils and their progress</li> <li>• Welcomm package to support those pupils with language development.</li> <li>• To identify personalised approaches to support their progress – using PiXL interventions</li> <li>• Class teachers to plan their intervention, carefully considering the needs of each pupil, including PP pupils.</li> </ul> | <p>The EEF states that small group learning and individualised intervention can have an impact on learning gains.</p> <p>PiXL supports by identifying individual pupil's specific gaps and then there are therapies to support with specific areas of learning. .</p> | <p>Monitoring pupil outcomes.</p> <p>SENCo and SLT monitoring intervention effectiveness.</p> <p>Feedback from pupils – pupil voice.</p>  | <p>SENCo</p> <p>SLT</p> <p>Class teachers</p> |                       |
| <p>D.<br/>To ensure that children are ready to learn and have support to recover from the effects of Covid Lockdown.</p> <p><b>Nurture Sessions and targeted interventions to support self-esteem £5,000</b></p> | <ul style="list-style-type: none"> <li>• Identify PP pupils who have been negatively affected by the 2020 Lockdown.</li> <li>• Pupils to have bespoke nurture / self-esteem sessions dependant on individual needs with a trained TA.</li> <li>• These sessions to focus on supporting children with their Social and Emotional needs.</li> </ul>  | <p>EEF states that Social &amp; Emotional Learning can have a moderate impact on learning gains of up to 4 months.</p>  | <p>SENCo &amp; SLT monitoring the effectiveness of the nurture sessions with observations.</p> <p>Feedback from pupils – pupil voice.</p> | <p>SLT</p> <p>Class teachers</p>              |                       |
| <b>Total budgeted cost to date / Actual Spend</b>  |  |   |   |   | <b>£10,000</b>        |

| iii. Wider 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                | Actual Spend & Impact |
| E.<br>To provide after school clubs so that pupils have access to a range of activities.<br><br><b>Budget - £4,000</b>               | <ul style="list-style-type: none"> <li>Clubs to be paid for so that all pupils, including PP children have access to a range of experiences</li> <li>Clubs to offer a range of skills e.g. cooking &amp; sports</li> </ul>  | <p>This allows all pupils equal opportunity of experience.</p> <p>The clubs are carefully selected to ensure that they offer a range of skills e.g. cooking and sports.</p>   | Monitoring   | SLT<br><br>Office Staff   |                       |
| E.<br>PP children participating in trips and enrichment activities.<br><br><b>Budget - £4,000</b>                                    | <ul style="list-style-type: none"> <li>Trips and residential to be offered FOC to PP children.</li> <li>Forest Schools provided for all children.</li> <li>Holiday Clubs to be offered FOC to PP children.</li> <li>Peripatetic music lessons to be offered FOC to PP pupils.</li> </ul>  | <p>EEF shows that Outdoor adventure learning has a positive learning impact of up to 4 years.</p> <p>There is also lots of evidence to suggest that music and learning an instrument has a positive impact on academic learning and well-being.</p> <p>We also feel strongly that all pupils should be afforded the same opportunities and experiences during their time at Woodton Primary School.</p> | <p>Monitoring the uptake for music lessons.</p> <p>Learning walks and pupil voice to monitor the impact of Forest Schools.</p> <p>Promoting these to all pupils, but especially targeting PP children.</p> | SLT<br><br>Office Staff   |                       |
| E.<br>To raise pupil's aspirations of what they can be in later life and achieve in their academic life.<br><br><b>Budget - £500</b> | <ul style="list-style-type: none"> <li>Organise an event to promote different jobs/careers available</li> <li>Invite parents to participate</li> <li>PSHE learning that challenges the stereotypes of different genders within the work place</li> <li>Individual aspiration meetings with Year 5 and 6 children and Headteacher</li> </ul> | <p>Local leadership programmes have been promoting the success of raising pupil's aspirations and awareness of the types of jobs that are out there.</p> <p>By having a goal, pupils have an understanding of why learning is important and the direction that they are heading in.</p>   | Organising and then monitoring the impact of a successful 'job awareness' event.   | SLT<br><br>Class teachers |                       |
| <b>Total budgeted cost to date / Actual Spend</b>  |   |   |  |                           | <b>£8,500</b>         |
| <b>TOTAL</b>   |   |   |  |                           | <b>£26,000</b>        |