



Woodchurch C.E. Primary School Pupil Premium Strategy Statement 2021-22

School overview

Metric	Data
School name	Woodchurch C.E. Primary School
Pupils in school	196
Proportion of disadvantaged pupils	42.38%
Pupil premium allocation this academic year	£114,585
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	B.McGregor
Pupil premium lead	B.McGregor
Governor lead	R.Edwards

Disadvantaged pupil achieving the expected standard for last academic year

Measure	Score
Reading	62%
Writing	62%
Maths	43%
RWM	43%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Scores at the end of KS2	July 2022
Progress in Writing	Percentage achieving Expected Standard at the end of KS2 is in line or above the National Average	July 2022
Progress in Mathematics	Achieve National Average Progress Scores at the end of KS2	July 2022
Phonics	Percentage achieving the expected score is above the National Average.	June 2022
Attendance	Percentage achieving 96%+ attendance is greater than 90% <i>(taking into account the impact of COVID19)</i>	July 2022

Targeted academic support for current academic year

Measure	Activity – key focus incorporates ‘catch up’
Priority 1 – English	<p>Spoken English – ‘Talk for Write’ to support pupils to refocus their thinking and enable them to shape writing outcomes. Revisit key aspects of previous years English curriculum.</p> <p>Year 1 Phonics Check - Disadvantaged pupils reaching the expected standard – supported with new scheme = Rocket Phonics.</p> <p>Reading – Development of reading for pleasure building on work with the <i>Book Trust</i> and <i>Life Changing Libraries</i>.</p> <p>Writing – catch up work to address gaps from previous year group expectations. Work supported with ‘Talk for Write’</p>
Priority 2 - Maths	<p>Review of teaching and learning in Maths through involvement in Primary Mastery Development Programme with Cheshire and Wirral Maths Hub Lead / Inspire Learning NW)</p> <p>Focus on revision of key instant recall facts, place value, key number skills, multiplication tables and the language of Maths (incl.key vocabulary)</p> <p>White Rose Maths:</p> <ul style="list-style-type: none"> highlight key teaching points recap essential content that children may have forgotten flag any content that might not have covered during the school closures period.
Barriers to learning these priorities address	<p>COVID 19 – A second lockdown resulted in absence from 4th January to 2021 to due to lockdown resulting in pupils experiencing a less structured and formal learning experience. Absence of AfL and summative assessment during this period resulted in staff predicting outcomes based on prior learning. Remote learning</p> <p>Attendance - to continue target and work with the parents of children who are persistent absentees - <90%</p>
Projected spending	2021–22 Pupil Premium = £114,585

Wider strategies for current academic year

Measure	Activity
Priority 1 – PSHE	To embed the new PSHE curriculum, with a focus on the SRE strand.
Priority 2 - English	<p>Oracy – Oracy Charter</p> <p>Phonics – Rocket Phonics</p> <p>Reading – Reading for Pleasure</p> <p>Writing – Talk for Write</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> Absence from school during the Spring Term 2020-21 due to COVID 19 lockdown Learning Behaviours – children readjusting to being back in school after a second lockdown. Impact of lockdown and COVID 19 on the mental health of pupils, parents and carers.
Projected spending	<p>Pupil Premium = £114,585 £1332.38(per child)</p> <p>Catch Up Funding - £14,370(for the year) £70.44(per child)</p>

Monitoring and Implementation

Area	Challenge	Mitigating action (Implementation from September 2020)
Teaching and Learning	<p>Knowledge of missed learning from previous year.</p> <p>Learning behaviours to readapt to the nature and expectations of the school environment and day.</p> <p>Timetabling – allowing for catch up and ensuring additional support is assigned appropriately and strategically.</p>	<ul style="list-style-type: none"> • Speaking and listening strategies to be incorporated into every day learning. • Reading – daily guided and 1:1 • Writing - Talk for Write to be incorporated into children’s writing to help them shape their work. • Maths - Sandwell test to identify gaps in learning.
Targeted support	<p>Children, in particular disadvantaged, will have large gaps in their learning after incomplete school year (2019-20) and inconsistent home learning</p> <p>SEND children will need focussed specific ‘catch up’ programme with additional support plans or One Page Profiles</p>	<p>Careful staff allocation within each year group to lead/support small group intervention.</p> <p>Transition work between year groups to address gaps and catch up on learning including those outlined in core subjects</p>
Wider strategies	<p>Staff uncertainty over appropriate support following lockdown</p> <p>Re expectation and outcomes for behaviour</p> <p>Expected school routines to be revisited, reinforced and embedded</p> <p>SEND and Vulnerable pupil displaying anxieties and difficulties with self-regulation identified and supported.</p>	<p>Consistent approach modelled by SLT</p> <p>CAMHS training to support pupils with anxieties.</p> <p>Family support programmes identified to support parents and families.</p> <p>Parental involvement Additional Support Plans and One Page Profiles</p> <p>PSHE – Autumn Term focuses on relationships and engagements with others. Units covered will look at differences, friendships, personal strengths and interests and how to communicate safely.</p>

Review: last year’s aims and outcomes

Aim	Outcome															
Increase the percentages of disadvantaged pupils achieving greater depth at the end of year group and key stage outcomes.	Assessment of learning outcomes affected by COVID 19. Data is based on Teacher Assessment .															
	<table border="1"> <thead> <tr> <th></th> <th>Exp</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>62%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>43%</td> <td>6%</td> </tr> <tr> <td>RWM</td> <td>43%</td> <td>0%</td> </tr> </tbody> </table>		Exp	GDS	Reading	62%	12%	Writing	62%	0%	Maths	43%	6%	RWM	43%	0%
	Exp	GDS														
Reading	62%	12%														
Writing	62%	0%														
Maths	43%	6%														
RWM	43%	0%														
Raise attainment in Reading and Writing for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	Assessment of learning outcomes affected by COVID 19. Data is based on Teacher Assessment															
Reduce and remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing, including PSHE lessons, Circle Time and ELSA.	<ul style="list-style-type: none"> • ELSA programme in place with 3 TAs trained in the delivery • ‘Little Mermaids’ and ‘Young Tritons’ used strategies to raise self-esteem of boys and girls in KS2. 															
Work with pupils, families, outside agencies and teaching staff to ensure a joint approach to improving attendance .	<ul style="list-style-type: none"> • Attendance Policy and Procedure reviewed and amended. • Promote and celebrate good attendance on a daily and weekly work with children. • New attendance LA officer supported school and targeted. • Attendance interviews: HT and SENCo held half termly meetings to support parents and families 															