



Woodchurch C.E. Primary School Pupil Premium Strategy Statement 2022-23 for 2021-22

School overview

Metric	Data
School name	Woodchurch C.E. Primary School
Pupils in school	204
Proportion of disadvantaged pupils	39.7%
Pupil premium allocation this academic year	£114,585
Academic year or years covered by statement	2022-23
Publish date	September 2022
Review date	July 2023
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	
	2020-21	2021-22
Reading	62%	77.8%
Writing	62%	61.1%
Maths	43%	50.0%
RWM	43%	38.9%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average(or above) Progress Scores at the end of KS2	July 2023
Progress in Writing	Percentage achieving Expected Standard(or above) at the end of KS2 is in line or above the National Average	July 2023
Progress in Mathematics	Achieve National Average Progress Scores(or above) at the end of KS2	July 2023
Phonics	Percentage achieving the expected score(or above) is above the National Average.	June 2023
Attendance	Percentage achieving 96%+ attendance is greater than 90%.	July 2023

Targeted academic support for current academic year 2022-23

Measure	Activity – key focus incorporates ‘catch up’
<p>Priority 1 – English <i>To promote and create a whole school writing culture through developing and build on staff expertise and whole school enthusiasm.</i></p>	<ul style="list-style-type: none"> • 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. • Year 1 Phonics Check - Disadvantaged pupils reaching the expected standard – supported with new scheme, ‘Phonics Shed’. • Reading: <ul style="list-style-type: none"> • Access to quality books and texts with opportunities for children to read as readers and read as writers. • skills to support the structure of research with a balance between actual texts and online search engines. • Embed our work on Reading for Pleasure • Model and encourage talking passionately about books. • Writing – Build on and embed our school strength in Reading (reading aloud, reading for pleasure, use of the school library) to stimulate writing, embrace creative ways to use Reading skills to support writing. Explicit teaching of editing and proof reading
<p>Priority 2 – Maths <i>To improve outcomes with an increase in those achieved the expected standard by developing a Mastery curriculum that focuses on automaticity, the use of representation based on the 5 Big Ideas.</i></p>	<p>KIRFS – to develop automaticity, fluency, and mental maths skills. KIRFS are a way of helping your child to learn by heart, to learn and know key facts and information which they need to have instantly when calculating, adding, subtracting, multiplying or dividing</p> <p>White Rose Maths:</p> <ul style="list-style-type: none"> • Supported by effective Assessment for Learning and focussed assessment analysis to highlight key teaching points • Select the use of appropriate manipulatives when teaching number to provide concrete experiences, ensuring models and images are varied • Ensure the use of STEM sentences to allow children to explain mathematical reasoning • Embedded the work related to S Trap planning format linked to the Maths Master Curriculum and Ready to progress criteria
<p>Barriers to learning these priorities address</p>	<p>COVID 19 –AfL and summative assessment during this period resulted in staff predicting outcomes based on prior learning.</p> <p>Attendance - to continue target and work with the parents of children who are persistent absentees - <90%</p> <p>Staff – changes in staff during the academic year 2021-22.</p>
<p>Projected spending</p>	<p>2022–23 - Pupil Premium = £114,585</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 – PSHE</p>	<ul style="list-style-type: none"> • To embed the new PSHE curriculum, with a focus on the SRE strand. • ‘My Happy Mind’ - to give children: <ul style="list-style-type: none"> ○ The sense of positive wellbeing and the skills to thrive. ○ the preventative strategies, skills and tools Our science-backed programme for schools is grounded in the latest science and research about what it takes to create ○ It’s taught to every single child and there’s a curriculum for every year group from Early Years to Year 6. We also give you a staff wellbeing program and a Parent App too! ○ RHE curriculum too so you don’t need to worry about that either.
<p>Barriers to learning these priorities address</p>	<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.
<p>Projected spending</p>	<p>Pupil Premium = £114,585 £1414.62(per child) School Led Tutoring - £11,787(for the year) £57.77(per child)</p>

Monitoring and Implementation

Area	Challenge	Mitigating action (Implementation from September 2021)
Teaching and Learning	<ul style="list-style-type: none"> • Gaps in learning affected by 2019-20 and 2020-21 • Learning Behaviours affecting outcomes • Cohort profiles and effective differentiation • Timetabling – is flexible and allows for catch up and ensuring additional support is assigned appropriately and strategically 	<ul style="list-style-type: none"> • Oracy - a key factor and focus within learning supported through Voice 21 and lead by our Oracy Champions • Reading – Life Changing Libraries; Support and CPD from the Book Trust focus on Reading for Pleasure, daily guided and 1:1 • Writing – Spelling Shed and Letter Join to address limiting factors of Spelling and Handwriting; Talk for Write to support children’s writing to help them shape their work. • Maths – Ensure KIRFs and the use of manipulatives are at the heart of maths teaching.
Targeted support	<ul style="list-style-type: none"> • Disadvantaged – analysis of support and specific needs. • SEND children will need focussed specific ‘catch up’ programme with Additional Support Plans(ASP) or One Page Profiles(OPP). • GDS children identified and suitably challenged. • SEND children will need focussed specific ‘catch up’ programme with Additional Support plans or One Page Profiles. • GDS children identified and suitably challenged. 	<ul style="list-style-type: none"> • ASP and OPP – bespoke support for specific children • Termly Pupil Progress meetings to review and analyse the outcomes for all pupils and plan for specific targeted support as appropriate • Strategic staff allocation within each year group to lead/support small group intervention. • Transition work between year groups to address gaps and catch up on learning including those outlined in core subjects
Wider strategies	<ul style="list-style-type: none"> • Support beyond the curriculum to support social, emotional and mental needs. • Supporting parents, carers and families effectively in all aspects of the child’s development. 	<ul style="list-style-type: none"> • Consistent approach modelled by SLT CAMHs training to support pupils with anxieties. • Family support programmes identified to support parents and families. • Parental involvement Additional Support Plans and One Page Profiles • PSHE – Autumn Term focuses on relationships and engagements with others. • ‘My Happy Mind’ – provides information and support for parents via an App.

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>77.8%</td> <td>16.7%</td> </tr> <tr> <td>Writing</td> <td>61.1%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>50.0%</td> <td>6%</td> </tr> <tr> <td>RWM</td> <td>38.9%</td> <td>0%</td> </tr> </tbody> </table>		Exp	GDS	Reading	77.8%	16.7%	Writing	61.1%	0%	Maths	50.0%	6%	RWM	38.9%
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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 Statutory 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"> • P New Attendance Audit to review school policy and procedures. • Attendance interviews: HT and SENCo held half termly meetings to support parents and families promote and 														

celebrate good attendance on a daily and weekly work with children.