

Woodchurch C.E. Primary School Pupil Premium Strategy Statement

School overview

Metric	Data		
School name	Woodchurch C.E. Primary School		
Pupils in school	196		
Proportion of disadvantaged pupils	42.13%		
Pupil premium allocation this academic year	£127,850		
Academic year or years covered by statement	2020-21		
Publish date	September 2020		
Review date	July 2021		
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	60%
Writing	60%
Maths	76%
RWM	53%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Scores at the end of KS2	July 2021
Progress in Writing	Percentage achieving Expected Standard at the end of KS2 is in line or above the National Average	July 2021
Progress in Mathematics	Achieve National Average Progress Scores at the end of KS2	July 2021
Phonics	Percentage achieving the expected score is above the National Average.	June 2021
Attendance	Percentage achieving 96%+ attendance is greater than 90%(taking into account the impact of COVID19)	July 2021

Targeted academic support for current academic year

Measure	Activity – key focus incorporates 'catch up'	
Priority 1 – English	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. Reading – Year 1 and 2 phonics programme, guided reading groups and 1:1 work. Writing – catch up work to address gaps from previous year group expectations. Work supported with 'Talk for Write'	
Priority 2 - Maths	Focus on revision of key instant recall facts, place value, key number skills, multiplication tables and the language of Maths (incl.key vocabulary) White Rose Maths: • 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	COVID 19 – absence from 20 th March 2020 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 Attendance - to continue target and work with the parents of children who are persistent absentees - <90%	
Projected spending	2020 – 21 Pupil Premium = £127,850	

Wider strategies for current academic year

Measure	Activity		
Priority 1 – PSHE	To embed the new PSHE curriculum, ensuring it supports existing practices including the ELSA programme.		
Priority 2 - English	To develop spelling, a current limiting factor in writing, across the school. Ensure KS1 phonics outcomes and the consistent use of 'Spelling Shed' is impacting on pupil outcomes.		
	Absence from school 23 rd March 2020 for the remaining part of the school year due to lockdown		
Barriers to learning these priorities address	 Learning habits due to informal nature of learning at home compared with the more formal and structure nature of school. 		
	 Impact of lockdown and COVID 19 on the mental health of pupils, parents and carers. 		
Projected spending	Pupil Premium - £127,850 (for the year) £1704.66(per child) Catch Up Funding - £16,400 (for the year) £80.00(per child)		

Monitoring and Implementation

Area	Challenge	Mitigating action
		(Implementation form September 2020)
Teaching and Learning	Knowledge of missed learning from previous year. Learning behaviours to readapt to the nature and expectations of the school environment and day. Timetabling – allowing for catch up and ensuring additional support is assigned appropriately and strategically.	 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	Children, in particular disadvantaged, will have large gaps in their learning after incomplete school year (2019-20) and inconsistent home learning SEND children will need focussed specific 'catch up' programme with additional support plans or One Page Profiles	Careful 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	Staff uncertainty over appropriate support following lockdown Re expectation and outcomes for behaviour Expected school routines to be revisited, reinforced and embedded SEND and Vulnerable pupil displaying anxieties and difficulties with self-regulation identified and supported.	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. Units covered will look at differences, friendships, personal strengths and interests and how to communicate safely.

Review: last year's aims and outcomes

Aim	Outcome		
Increase the percentages of disadvantaged pupils achieving greater depth at the end of	Assessment of learning outcomes affected by COVID 19. Data is based on Teacher Assessment.		
year group and key stage outcomes.		Ехр	GDS
	Reading	60%	0%
	Writing	60%	0%
	Maths	76%	6%
	RWM	53%	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.	ELSA prog delivery	gramme in place with	n 3 TAs trained in the
Ensure pupils have access to targeted support for mental health and wellbeing, including PSHE lessons, Circle Time and ELSA.	 '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	Attendance amended.	e Policy and Proced	lure reviewed and
improving attendance.		nd celebrate good a work with children.	ttendance on a daily
	New attend targeted.	lance LA officer sup	pported school and
		e interviews: HT and tings to support parer	