

Pupil premium report for Woodston Primary School

Pupil premium spending 2020-2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	November 2020	Date of next pupil premium review:	August 2021
Total number of pupils:	540	Total pupil premium budget:	£146,520.00
Number of pupils eligible for pupil premium:	160	Amount of pupil premium received per child:	£1,320.00

STRATEGY STATEMENT

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Pupil Premium Policy Statement

At Woodston Primary School all members of staff and governors accept responsibility for all pupils recognising that a significant number of pupils within the school population, some of whom are not eligible for Free School Meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to Free School Meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Background

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. It is also used for pupils who have been on the FSM register but no longer qualify. Schools have the freedom to spend the Premium, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

In order to meet the above requirements, the Governing Body and staff of Woodston Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Woodston Primary School recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Identification, implementation and development of provision

Academic intervention in addition to social, emotional and behavioural support are implemented through Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process.

In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within through training or from without by accessing external expertise. The schools sees staff training in specific areas of expertise as a means to maximise value for money and ensure the longevity of PPG funded provision for future groups of pupils in school. For example, the training of teaching assistants in order to implement more effective interventions such as Speech and Language. All PPG funded intervention and provision is assessed and evaluated to measure impact. Subsequently activities are either maintained or modified for future implementation and any ineffective approaches are stopped.

Pupil Premium Strategy

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils.

A summary of the main barriers:

Unmet PSED needs, particularly for children on entry to EYFS
Attendance at a lower rate than non-disadvantage pupils
Emotional and social needs that impact on learning including mental health and wellbeing
Pupils in receipt of pupil premium, who enter school with lower starting points and require individualised provision

Our strategy to remove these barriers are outlined in detail within the action plan and includes key provision for:

Full Time Teaching Assistant to carry out a range of Speech and Language programs.
Full Time Learning Mentor on site and with increased involvement during transition and induction
Targeted interventions that meet the pupil's individual needs
Increased teaching assistant hours for one to one and small group teaching including lunch time clubs.
Quality First Teaching for all pupils.

The action plan will be reviewed termly and the impact monitored.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)			
Reading			
Writing			
Number			
Shape			

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and math's			
% achieving expected standard or above in reading			
% achieving expected standard or above in writing			
% achieving expected standard or above in math's			

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and math's			
% making expected progress in reading			
% making expected progress in writing			
% making expected progress in math's			
% achieving expected standard or above in reading			
% achieving expected standard or above in writing			

END OF KS2			
% achieving expected standard or above in math's			
% achieving greater depth in reading, writing and math's			
% achieving greater depth in reading			
% achieving greater depth in writing			
% achieving greater depth in math's			

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT		
Academic barriers:		
A	Slow progress rates made by pupil premium children in KS1 at expected standard	
B	Slow progress rates made by pupil premium children in KS2 at greater depth standard	
C	Children entering school with poor speech and language	
ADDITIONAL BARRIERS		
External barriers:		
D	Pupils' have limited experiences beyond their home life and immediate community	
E	Pupils' and their families have social and emotional difficulties including mental health issues impacting on their readiness for learning.	
F	Pupils' missing out on schooling during a national lockdown	
INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Pupil premium children in KS1 to close the gap in attainment to non-pupil premium children in Reading, Writing and Math's at the expected standard.	Pupil Premium children make accelerated progress in Reading, Writing and Math's.

B	Pupil premium children in KS2 to close the gap in attainment to non-pupil premium children in Reading, Writing, Math's and combined at greater depth standard.	Pupil Premium children make accelerated progress at greater depth standard in Reading, Writing and Math's.
C	Pupil premium children have access to a Trained TA in a variety of speech and language programs from Early Years to support their Reading and Writing.	Improved speech and language to help support with children's reading and writing.
D	Pupil premium children will have some of the cost of Educational Visits paid for including a residential trip in Year 6. Pupil premium children will have swimming lessons paid for. Pupil premium children can have some of the cost of individual music lessons paid for with peripatetic teachers.	Pupil Premium children develop team building, problem solving skills. Boost to self-esteem. Children can swim 25m by the end of KS2 Children learn to play a variety of instruments.
E	Pupil premium children can access Sensory Circuits before the start of the school day. Pupil Premium children can have access to our Learning Mentor during the school day including lunch time clubs.	Children accessing Sensory Circuits are regulated before the start of the day. Children can speak in an open environment about a range of subjects not necessarily linked to school but that are a barrier to learning. Children are given the skills to manage these barriers. Children have a higher self-esteem. Children are ready to learn.
F	Pupil premium children to have access to IT if they are remote learning due to a Bubble being collapsed	Children to access work set by the teacher either via email or the website

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
CPD for teaching staff to improve the quality of teaching in all 3 keys stages	Continued raised progress and attainment at the end of EYFS, KS1 and KS2 including attainment in Phonics and Multiple Tables Check at least in-line with National	For all children to achieve to their potential. Ensuring all children make progress from the different key stages	Regular staff and team meetings. Regular pupil progress meetings. Learning walks from SLT Work scrutinizes Pupil voice	HT/DTH SLT All teaching staff	Half termly
Order more iPads to ensure Remote Learning can take place	Pupils can access online work set by the teacher either through email or the website	All pupils have the right to an education including Remote Learning that might need to take place due to a closure of a Bubble	Work set will be required to be completed by the child and submitted back to the class teacher	HT/DHT	When required
Order GL online assessments	To help assess pupils 'gaps' during lockdown over the last 12 months	Quick online assessments will help future planning for the children's learning. Identified gaps and targeted work put into place	Children who have spent time at home completing Remote Education will have any potential gaps identified and addressed.	DHT	End of the year
Order Mobile phones and 'top-up' credit.	Teachers/TAs can contact PP children if required due to a bubble collapse	For PP children to have extra support if required with their learning via direct contact by a school adult	Check working order of phones and ensure all phones have credit	HT/DHT/Office	When required

Print out work for any PP children who are Remote Learning. Provide exercise books and stationery	PP children can access work directly if they are Remote Learning	If parents do not have a device and there is a time delay getting one to a child or if parents cannot print work out	Work printed out in the morning to be collected by parents	DHT/Office	When required
Total budgeted cost:					£15,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
TAs planning, delivering and assessing intervention programs in reading, writing, mathematics and SPaG in the afternoons	Targeted intervention programs to be delivered to all pupils including Pupil Premium children. Raising the attainment in reading, writing, mathematics and SPaG across the school.	Use of TA support in the afternoons is more effective with Interventions instead of class support.	CPD where required Wave 2/3 Intervention Record Provision Maps Regular meetings with class teacher	HT/DHT/SENCO	Half termly
Learning Mentor and Nurture TA to support pupils with social and emotional issues e.g. Nurture and lunchtime clubs	Children who have barriers to their learning that are not educational can be given the support and strategies to ensure they are ready to learn.	Children need the right mind set to learn.	Identified children making progress with their learning.	Inclusion Team	Termly
Total budgeted cost:					£42,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Contributions towards trips, visits, clubs and residential	Pupil Premium children have the chance to experience trips, visits and residential regardless of means to pay.	Children learn best from hands-on experiences. This ensures that all children have the right to these experiences.	Monitor the uptake of trips and visits.	Finance/HT	Yearly
Provision of SENCO and Family Liaison Officer in school to address specific needs for pupils and work with social care as needed	To ensure any barriers to learning are limited for all Pupil Premium children.	24% of those in receipt of PPG are also on the SEND register. As the school grows, we are encountering more families that need a range of support. By giving this support helps the child with any external barriers to their learning.	Regular meetings with the Inclusion Team. Pupil Progress meetings to review PP children's progress and attainment.	HT/Inclusion Team	Half termly
A range of curriculum enrichment activities provided beyond the classroom e.g. sensory circuits, music lessons, Breakfast Club and After school clubs.	Pupil Premium children have access to curriculum enrichment activities beyond the classroom to help expand their skills set and boost confidence/self-esteem	All Pupil Premium children historically have had the opportunities to learn new skills beyond the classroom. Regardless of background we wish for this to continue.	Regular meetings with Music Lead Pupil Progress meetings. Inclusion team to liaise with Sensory Circuits. Meetings with the breakfast and after school club manager.	HT/DHT/SLT/Music Lead/SENCO	Half termly
				Total budgeted cost:	£100,000

ADDITIONAL INFORMATION

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To support the Pupil Premium Plan we have used the following recommendations:

- Analyse School Performance and other internal assessment software
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Case Studies
- Liaising with our families

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £132,160				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
1:1 tuition / small group work	To help Pupil Premium (PP) children in Early Years and KS1 with their reading, writing and mathematics. To ensure that PP children are in-line with their peers at the end of EYFS and KS1	PP children have closed the gap to non-PP children at the end of EYFS and KS1.	We will look to continue small group work next year. The structure may be slightly different with the use of TAs in the afternoon.	£24,826.86
1:1 tuition / small group work	To help Pupil Premium children in lower KS2 with their reading, writing and mathematics. To identify PP children that were below the expected standard at the end of KS1 and try to close the gap.	PP children close the gap to non-PP children as they enter upper KS2.	We will continue working with year 3 PP children in the future identifying those who were below the expected standard those that have to potential to be working at greater depth.	£12,994.19

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Learning Mentor	To ensure pupils have limited or no barriers to their learning from outside influences	Children are ready to learn. Children have a safe environment to share and express any worries or concerns they have. Learning Mentor can equip the child with strategies to help them when back in the classroom for a variety of needs.	Our Learning Mentor has worked with not only Pupil Premium children but non-Pupil Premium children too. This is a valuable resource that will continue to use next year. We are also looking to add a second nurture group to support even more children especially as we are a growing school.	£22,280.25
Sensory Circuits	Children are regulated at the start of the school day ready to learn.	Children are ready to learn and are more regulated from the start of the day.	We plan to continue to target some Pupil Premium children to attend our morning Sensory Circuits so they are regulated for the school day.	£500
IT support	Pupil Premium children have the use of an iPad during lessons to support their learning	Pupil Premium children can access IT support for a range of learning needs.	We now have class sets of iPads so will only need to buy for the growth of new classes.	£4,250
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Music – Individual instruction	Pupil Premium children have music lessons paid for with a peripatetic teacher.	Pupil Premium children have the chance to learn an instrument which is additional to music in the curriculum.	We will continue this next year.	£550

<p>School trips and visits including Year 6 residential and Key Stage 2 swimming at the Regional Pool</p>		<p>Pupil Premium children have the opportunity to take part in a variety of experiences. Higher self-esteem. Children can swim at least 25m.</p>	<p>We will continue to subsidize towards trips including swimming and residential. We will hold the right to cancel trips if not enough money has been paid.</p>	<p>£25,600</p>
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