

Pupil premium strategy statement

1. Summary information					
School	Woodborough Wood's Foundation C of E (Aided) School				
Academic Year	2020/21	Total PP budget	£21,000	Date of most recent PP Review	Sept 2020
Total number of pupils	208	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Jan 2021
2. Current attainment (2019)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving Level EXS or above in reading, writing & maths			Due to low numbers this figure is confidential	64%	
progress in reading				0/0.3	
progress in writing				0/0.3	
progress in maths				0/0.3	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Language skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in Key Stage 2				
B.	Pupils who are eligible for PP are making less progress than other expected standard pupils across Key Stage 2				
C.	Reading skills are preventing children from attaining GDS				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Behavioural, emotional and/or social difficulties affect some pupils' ability to cope effectively with some aspects of school life, thereby				
4. Desired outcomes (Desired outcomes and how they will be measured)			Success criteria		
A.	Improve language skills for pupils eligible for PP.		Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Measured by teacher assessments and successful moderation practices.		

B.	Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Higher rates of progress in reading in KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading. Measured by teacher assessments, standard assessments and successful moderation practices.
D.	Pupils with behavioural, emotional and/or social difficulties have better coping strategies.	Pupils identified as having behavioural, emotional and/or social difficulties, display better coping strategies and

5. Planned expenditure

Academic year		2020/21			
The three headings below enable schools to demonstrate how they 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	When will you review implementation?
Improve language skills for pupils eligible for PP	Staff training on developing reading and writing	language skills are at the core of good development	Course selected using evidence of effectiveness	Reading leader	Jan 2021
Improve language skills Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	Staff training on blended learning and high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Blended learning will provide context for fiction reading.	Book scrutiny and lesson observations	Pupil Premium Coordinator	Jan 2021

Higher rates of progress in reading in KS2 for high attaining pupils eligible for PP.	CPD on providing blended learning for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Maths leader	Jan 2021
Pupils feel more at ease with school life.	Use of skills of ELSA trained staff.	Academic attainment can be impeded by behavioural, emotional and/or social difficulties.	ELSA trained staff member deployed to pupils most in need and sessions 'ring-fenced' as much as possible.	Pupil Premium Coordinator	Jan 2021
Total budgeted cost					£2000
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	When will you review implementation?
Improved language skills	ECAR teacher & switch on TAs	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Impact overseen by Pupil Premium Coordinator	ECAR teacher and TAs	Jan 2021

Improved language skills Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP. Higher rates of progress in reading in KS2 for high attaining pupils eligible for PP.	1 to 1 tuition with TAs in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Pupil Premium Coordinator Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Teachers	Jan 2021
Higher rates of progress in maths in Y2 and Y3 for middle attaining pupils eligible for PP.	1 st Class at Number	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional	1st Class at number TA	Jan 2021
Improved language skills Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP. Higher rates of progress in reading in KS2 for high attaining pupils eligible for PP.	Extended school support, e.g: extra-curricular clubs, residential visit, subsidised visits	Outdoor and adventurous activities have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. We want all the children to be fully integrated into school life. By encouraging them to take part in music tuition and after school clubs they are able to be part of the wider of the school life and experience wider successes.	Monitor all PP children to ensure they are accessing extra curricular music and sports clubs. Ensure all FSM children can attend residential and visits.	Head	Jan 2021
Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	TA support in classroom and playground	Some children require more emotional support to ensure they are ready to learn	Playtime and lesson observations	Head	Jan 2021

Pupils feel more at ease with school life.	ELSA intervention	Some pupils need targeted support to improve their mental health. This is a programme which has been independently evaluated and shown to be effective in other schools.	Engage with parents and pupils pre- and post- intervention. Impact overseen by Pupil Premium Coordinator	ELSA trained staff	Jan 2021
Total budgeted cost					£19000
iii. Other 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	When will you review implementation?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve language skills for pupils eligible for PP.	Staff training on developing reading and writing	For EXS reading the difference widened.	Good reading and writing skills are central to curriculum. This needs to be monitored to see if this approach now has an impact on their reading and writing.	£1500
Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	Staff training on high quality feedback.	For EXS maths and reading the difference widened.	High quality feedback continues to be evidenced as the most effective tool. We will continue to look at how feedback can be used effectively to raise standards.	
Higher rates of progress in maths in KS2 for high attaining pupils eligible for PP.	CPD on providing stretch for high attaining pupils.	For GDS maths the difference was diminished from -7% to +7% (-6% last YEAR)	Due to lockdown focus will need to be on achieving EXS for highest group will require more focused 1 to 1 support.	
Pupils with behavioural, emotional and/or social difficulties have better coping strategies.	ELSA intervention	Pupils identified as having behavioural, emotional and/or social difficulties, display better coping strategies and improved mental health, measured through SDQ and/or Self-esteem Pupil Self-assessment Audit.	Children who have been supported by ELSA has shown improved coping strategies and self esteem. The ELSA is in weekly contact with the children who are home schooling who have additional emotional needs. For key worker children she is monitoring their emotional needs in school.	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve language skills for pupils eligible for PP.	1 to 1 tuition with experienced teacher, in addition to standard lessons. ECAR teacher & switch on TAs	For EXS reading the difference widened.	Good reading and writing skills are central to curriculum. This needs to continue due to impact of lockdown.	£12,400
Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	1 to 1 tuition with experienced teacher and TAs, in addition to standard lessons.	For EXS maths and reading the difference widened.	Good English and maths skills are central to curriculum. This needs to continue due to impact of lockdown.	£2000
Higher rates of progress in maths in KS2 for high attaining pupils eligible for PP.	1 to 1 tuition	For GDS maths the difference was diminished from -7% to +7% (-6% last YEAR)	Due to lockdown focus will need to be on achieving EXS for highest group will require more focused 1 to 1 support.	£3760
Pupils with behavioural, emotional and/or social difficulties have better coping strategies.	Extended school support, e.g: extra-curricular clubs, residential visit, subsidised visits ELSA	Pupils identified as having behavioural, emotional and/or social difficulties, display better coping strategies and improved mental health, measured through SDQ and/or Self-esteem Pupil Self-assessment Audit.	Children who have been supported by ELSA has shown improved coping strategies and self esteem. The ELSA is in weekly contact with the children who are home schooling who have additional emotional needs. For key worker children she is monitoring their emotional needs in school.	£5000
iii. £23160				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

8. Desired outcomes		Success criteria	Evaluation of impact
1	Improve language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Measured by teacher assessments and successful	The gap has increased by 1 child in reading. It has maintained for writing.
2	Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	The gap has increased by two children in maths and 1 child in reading. It has maintained for writing.
3	Higher rates of progress in maths in KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths. Measured in 5 and 6 by teacher assessments, standard assessments and successful moderation practices.	The gap has been diminished and now the school has 7% more children at GDS when compared with national non PP.
4	Pupils with behavioural, emotional and/or social difficulties have better coping strategies.	Pupils identified as having behavioural, emotional and/or social difficulties, display better coping strategies and improved mental health, measured through SDQ and/or Self-esteem Pupil Self-assessment Audit.	Children who have been supported by ELSA has shown improved coping strategies and self esteem.

April Review

9. Desired		Success criteria	Evaluation of impact
1	Improve language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Measured by teacher assessments and successful moderation practices.	The gap has maintained for writing and reading. Children working at WTS will have differentiated work set by the teacher for home schooling, this will be monitored by the pupil premium lead.
2	Higher rates of progress in maths, reading and writing for middle attaining pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	It has maintained for writing, maths and reading. Children working at WTS will have differentiated work set by the teacher for home schooling, this will be monitored by the pupil premium lead.
3	Higher rates of progress in maths in KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths. Measured in 5 and 6 by teacher assessments, standard assessments and successful moderation practices.	The gap has been maintained. Children working at WTS will have differentiated work set by the teacher for home schooling, this will be monitored by the pupil premium lead.
4	Pupils with behavioural, emotional and/or social difficulties have better coping strategies.	Pupils identified as having behavioural, emotional and/or social difficulties, display better coping strategies and improved mental health, measured through SDQ and/or Self-esteem Pupil Self-assessment Audit.	Children who have been supported by ELSA has shown improved coping strategies and self esteem. The ELSA is in weekly contact with the children who are home schooling who have additional emotional needs. For key worker children she is monitoring their emotional needs in school.

