



Wooden Hill Primary School

Pupil Premium Strategy 2020-2021

PRINCIPLES:

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils through our approach to closing the gap and the implementation of our Pupil Premium Pledge;
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for pupil premium pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- We encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- We seek to provide access to enrichment activities for children who would otherwise not experience them.

Wooden Hill Three Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION 2020			
Total number of pupils:	348 (+37 Nursery)	Total pupil premium budget:	£71, 595
Number of pupils eligible for pupil premium:	47	Amount of pupil premium received per child:	£1345

COHORT INFORMATION					
CHARACTERISTIC	NUMBER IN GROUP	YEAR GROUP	NUMBER IN GROUP	ELIGIBILITY	NUMBER IN GROUP
Boys	21	Reception	1	FSM	38
Girls	26	Y1	4 (2 added since Covid)	Ever 6	9
Cause for Concern	7	Y2	7 (1 added since Covid)	CLA/post	4
SEN Support	10	Y3	8	Service Children	3
EHC plan	1	Y4	7		
		Y5	7		
		Y6	12		

Assessment data

EYFS GOOD LEVEL OF DEVELOPMENT 2019 (no data 2019-2020)					
All pupils (2 PPG pupils)	Pupils eligible for PP	Non-disadvantaged pupils	National average	Data from previous 2 years	
				2016-17	2017-18
80%	100%	79%	72%	78%	71%

YEAR 1 PHONICS SCREENING CHECK 2019 (no data 2019-2020)					
All pupils (5 PPG pupils)	Pupils eligible for PP	Non-disadvantaged pupils	National average	Data from previous 2 years	
				2016-17	2017-18
89%	100%	88%	82%	80%	82%

END OF KS1 2019 (no data 2019-2020)						
(6 PPG pupils)	All pupils	Pupils eligible for PP	Non-disadvantaged pupils (national 2019)	National average	Data from previous 2 years	
					2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	61%	33%			59%	63%
% achieving expected standard in reading	80%	83%	78%	75%	82%	69%
% achieving expected standard in writing	65%	33%	73%	69%	63%	76%

% achieving expected standard in maths	74%	67%	79%	76%		71%	76%
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END OF KS2 2019 (no data 2019-2020)

(12 PPG pupils)	All pupils	Pupils eligible for PP	Non-disadvantaged pupils (national 2019)	National average	Data from previous 2	
					2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	58%	50%			48%	55%
% achieving expected standard in reading	68%	50%	78%	73%	66%	67%
% achieving expected standard in writing	76%	67%	83%	78%	62%	67%
% achieving expected standard in maths	78%	67%	84%	79%	66%	76%

END OF KS2 PROGRESS 2019 (no data 2019-2020)

(12 PPG pupils)	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Disadvantaged	+0.7	-0.2	-1.81	-0.9	+0.2	+1.19	-2.0	+1.3	-1.17
Non-disadvantaged	-0.2	-0.1	+0.41	+2.0	-3.6	+0.21	-0.5	+0.4	+0.3

Most recent in-school data (Data 2 March 2020)		
	ALL PUPILS	PUPILS ELIGIBLE FOR PP
GLD	69%-87%	
Phonics check prediction	82%	100%
Year 2-reading	74%	63%
Year 2-writing	66%	13%
Year 2-maths	72%	50%
Y6-reading	79%	86%
Y6-writing	77%	93%
Y6-maths	73%	57%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<p>Reduction in gap between attendance of PP and non-PP children reduced from 1.07 in 2018-2019 to 0.23 up to March 20th 2020.</p> <p>Attendance for all pupils (to March 20th 2020) 96.14%</p> <p>Attendance for PP pupils (to March 20th 2020) 95.95%</p> <p>Attendance for non-PP pupils (to March 20th 2020) 96.18%</p> <p>Gap between PP and non-PP was 0.23</p>	<p>For the academic year 2019-2020 (to March 20th 2020) there were four PPG pupils on the 'red list'. These are children whose attendance is less than 90%. The Attendance Officer and FSA (attendance team) were both involved in engaging with parents over attendance (this is a reduction from ten the previous March and six at the end of the previous academic year)</p>

Behaviour data	No trends identified in terms of behaviour incidents for PP pupils.	
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OTHER FACTORS

Decrease in number of pupils eligible for Pupil Premium	<p>There has been a small increase in families (three) applying for Universal Credit due to the pandemic. However, the numbers remain low in FS and KS1. Information is being sent to families on a regular basis to encourage them to apply for PPG if eligible.</p> <p>14 pupils entitled to PPG left Y6 and there is only one pupil in Reception and four in Year 1.</p>	
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LONG-TERM PLAN (3 YEAR TIMESCALE):

- EFFECTIVE TEACHING FOR ALL SO THAT THE COMBINED GAP (WRM) BETWEEN ATTAINMENT OF PP PUPILS AND NON-PP PUPILS IS REDUCED (ESPECIALLY IN WRITING IN KS1 AND READING IN KS2)
- VOCABULARY GAP REDUCED AND ORAL LANGUAGE SKILLS IMPROVED
- ABSENTEESISM AND LATENESS FROM PP PUPILS REDUCED SO THAT THEIR ATTENDANCE IS IN LINE WITH ALL OTHER PUPILS
- A CULTURE IN WHICH THE SOCIAL AND EMOTIONAL NEEDS OF VULNERABLE PUPILS ARE PRIORITISED CONTINUED TO BE EMBEDDED (TAKING INTO ACCOUNT THE ATTACHMENT NEEDS OF INDIVIDUALS)
- PARENTAL ENGAGEMENT INCREASED, PARTICULARLY IN EYFS AND KS1, SO THAT GOOD HABITS ARE ESTABLISHED EARLY IN A CHILD'S EDUCATION

PRIORITY 1- EFFECTIVE TEACHING FOR ALL SO THAT THE COMBINED GAP (W,R,M) BETWEEN ATTAINMENT OF PP PUPILS AND NON-PP PUPILS IS REDUCED (ESPECIALLY IN WRITING IN KS1 AND READING IN KS2)

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
<p>To continue to embed the Wooden Hill approach to closing the gap through quality first teaching.</p> <p>To continue to embed the Wooden Hill Pupil Premium Pledge.</p>	<p>1.Share at PP CPD session in Autumn 1- remind existing staff and introduce to new staff.</p> <p>2.Consider impact of school closure on disadvantaged pupils when making all decisions about what is being taught.</p> <p>3. CPD session for all non-teaching staff.</p>	PP lead	Autumn 2020	None	<p>Data 2 March 2020.</p> <p>Writing Y2: All- 66%, PP-13%</p> <p>Writing Y6 All-77%, PP- 93%</p> <p>Significant gap in attainment in Y2 writing.</p>	

To introduce a consistent approach to the teaching of early reading through the introduction of Read, Write Inc. in EYFS and Y1.	<p>1.CPD session for all new staff involved in the teaching of phonics/early reading.</p> <p>2. CPD for Y2 staff on teaching phonics as many children did not do any phonics at home during school closure/partial reopening.</p> <p>3. Assess all children within first two weeks of reopening to identify gaps. Whole class phonics teaching as well as targeted intervention in both Y1 and Y2.</p> <p>2. Half-termly meetings of all practitioners to share practice and problem solve difficulties together.</p> <p>3. Opportunities for all practitioners to observe each other teaching phonics,</p>	Phonics lead.	<p>CPD September for Y2 teachers.</p> <p>Ongoing CPD.</p>		<p>Reduce to less than 10%.</p> <p>Gap in terms of progress from KS1 to KS2 to be reduced to zero.</p>	
To embed whole class reading in Y2-Y6.	<p>1.Ongoing CPD to embed the WH approach to reading- termly.</p> <p>2. VIPERS used consistently across the school with all teachers accessing The Literacy Shed for high quality resources.</p> <p>3. Pre-teaching used effectively in all year groups to support access to high quality texts (pre-reading, teaching vocabulary etc.)</p>	Reading lead	Ongoing	<p>Subscription to The Literacy Shed Plus-English budget</p> <p>Purchase of high quality texts for LKS2-English budget</p>		
To raise expectations in writing in EYFS and KS1.	<p>1. Introduce writing scheme of work –The Write Stuff.</p> <p>2. CPD on the Write Stuff approach to teaching English.</p> <p>3. Targeted support for PP pupils in Y2 who are working below ARE.</p>	Writing lead	5 hours CPD Autumn 1	Purchase of texts to support the curriculum-English budget		
To implement a	1.A programme of CPD for the	DHT	Ongoing	HLTA cover for		

programme of effective CPD.	<p>academic year 2020-2021 which gives teachers an opportunity to develop their own practice through dedicated CPD sessions for own learning.</p> <p>2. 'Talk for Teaching' approach reintroduced when Covid restrictions no longer apply.</p> <p>3. Teach Meets continue to be used as an important element of sharing good practice.</p>		over year	observations.		
To ensure pupils' voices are heard.	<p>1. Pupil Voice used to support teachers to appreciate learning in their classroom from the child's perspective.</p> <p>2. Baseline interviews with DHT in autumn term to determine children's perspective (particularly on impact of school closure).</p> <p>3. Monthly hot chocolate catch up sessions with DHT- small groups of pupils from each year group to discuss their learning and school experiences.</p>	PP lead	Monthly meetings	Hot chocolate etc.		
To identify, analyse and target gaps in learning.	<p>1. PiXL Autumn Transition Package used to identify gaps following school closure- QLA uploaded by end of September.</p> <p>2. PiXL PLCs completed for all B1 pupils.</p> <p>3. Half-termly progress meetings focused on B1 pupils.</p> <p>4. PiXL therapies delivered by teachers in response to individual need.</p>	All teachers and KS leaders	Half-termly	None		

To ensure that PP pupils with high prior attainment achieve greater depth (GD) in line with non-PP pupils.	1. Pupils with high prior attainment but not working at greater depth identified as A2 and targeted through A2 therapies. 2. Other pupils who demonstrate potential to achieve GD also targeted as A2. 3. Regular progress meetings focused on A2 pupils.	All teachers and KS leaders	Half-termly	None		The language of 'A2' widely used. Teachers aware of these children.
To reduce class sizes in Y3/4	1. Additional teacher- Y3 and Y4 taught separately.	PE teacher in class	On going	Class teachers teaching own PE.		

PRIORITY 2- VOCABULARY GAP REDUCED AND ORAL LANGUAGE SKILLS IMPROVED

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To embed a whole school focus on vocabulary.	1. Use pre-teaching effectively to teach vocabulary, context and meaning of texts- HLTA cover used for teachers to do this prior to whole class reading lessons. 2. Knowledge Organisers shared with pupils and families before starting a new topic with key vocabulary explained. 3. Vocabulary explicitly taught in all subjects.	DHT and KS leaders	Ongoing	None	Children able to access higher level texts and demonstrate a greater understanding of words in context.	
To ensure the effective teaching of oracy embedded	1. CPD- all staff. 2. Participate in year 3 of the Voice 21 Oracy Programme	DHT	CPD Autumn 1 then	Year 3 Oracy project- CPD budget	Monitoring demonstrates that all adults expect	

across the school.	<p>3. Whole school culture (flipped parent consultations, oracy based assemblies, Spark Speeches)- when Covid restrictions allow.</p> <p>4. Use of the oracy framework as a shared language to discuss oracy.</p> <p>5. Expectation that all year groups plan one oracy based scheme of work each term- report outcomes at termly 'Teach Meet'.</p> <p>6. All adults expect pupils to answer grammatically correctly.</p> <p>7. Information for parents shared through workshops and other communications.</p>		ongoing		<p>children to answer in complete sentences.</p> <p>Clear evidence in classrooms of a focus on oracy.</p>	
To ensure communication and language approaches are used effectively in early years.	<p>1. Clarify expectations- pupils answer grammatically correctly.</p> <p>2. Plan effectively for opportunities to develop vocabulary.</p> <p>3. Speech and Language (SALT) for pupils with identified needs.</p>	EYFS lead	Ongoing			

PRIORITY 3- ABSENTEESISM AND LATENESS FROM PP PUPILS REDUCED SO THAT THEIR ATTENDANCE IS IN LINE WITH ALL OTHER PUPILS

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To track and closely monitor attendance and	1. Clear procedure adhered to by all staff involved in absence- clear timescales and responsibilities.	Attendance officer,	Ongoing	Regular meetings between attendance team.	Attendance gap reduced from 0.23% to zero.	

take swift action where absence/lateness is an issue.	2. Attendance action plans put in place by FSA/Attendance Officer. 3. FSA/Attendance Officer to support and challenge vulnerable families. 4. Involvement of HT/EWO where necessary. 5. All staff aware of their responsibilities with regard to absence and engaging with families. 6. Attendance of PP pupils monitored by PP lead.	FSA, PP lead, HT			Four PPG pupils removed from the 'red list' through effective intervention by the attendance team.	
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PRIORITY 4- A CULTURE IN WHICH THE SOCIAL AND EMOTIONAL NEEDS OF VULNERABLE PUPILS ARE PRIORITISED CONTINUED TO BE EMBEDDED (TAKING INTO ACCOUNT THE ATTACHMENT NEEDS OF INDIVIDUALS)

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
To effectively support vulnerable pupils and families.	1. Potential increase in the number of pupils in school with emotional and mental health problems especially after experiencing the trauma of the COVID 19 pandemic- Learning Mentor to support identified pupils to be in class. 2. Groups that respond to the current emotional needs of the children in the school- focus of self-regulation techniques where appropriate.	LM, FSA, DHT	Ongoing	LM (100%) FSA (80%)	All vulnerable children supported to be in class and learning with their peers	

	<p>3. FSA to support the parents of this group of pupils.</p> <p>4. Lunch club for pupils who find lunchtimes challenging run by Learning Mentor and FSA (pupils supported in class until mixing allowed again).</p> <p>5. Forest Schools provision in the summer term for children who require support.</p> <p>6. SLT member appointed with responsibility for mental health and wellbeing.</p>					
To provide an environment where children with attachment difficulties can thrive.	<p>1. Half termly information sharing meetings between all staff involved with our most vulnerable pupils to discuss current needs and update provision (Team Around the Child approach).</p> <p>2. System of Key Adults for vulnerable pupils.</p>	HT, DHT, LM, FSA and all adults	Ongoing			

PRIORITY 5- INCREASED PARENTAL ENGAGEMENT, PARTICULARLY IN EYFS AND KS1, SO THAT GOOD HABITS ARE ESTABLISHED EARLY IN A CHILD'S EDUCATION

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Review
FSA used effectively to form positive relationships with vulnerable families	<p>1. Programme of workshops shared with parents.</p> <p>2. FSA communicate directly with parents for whom they may be useful.</p>	FSA	Ongoing	Workshop programme set up (with outside agencies where appropriate)- where restrictions allow.	Monitoring of attendance at events improves for PP parents to be in line with attendance by all	

and to encourage engagement with school events.					parents.	
Encourage parents to come into school and begin to break down barriers.	<p>1. £50 fund for all EYFS and KS1 PP pupils- parents must meet individually with PP lead to access it. Fund spent on educational resources for home.</p> <p>2. Series of 'Stay and Play' events in Nursery with targeted parents encouraged to attend.</p> <p>3. Specific events planned for PP parents which are low key and fun.</p> <p>4. English and maths leads put together programme of events that are not traditional workshops e.g. reading pyjama party, maths cooking session. Build on success of last year's sessions where parents worked alongside their child.</p> <p>4. Encourage parents to participate in school events e.g. reading in Reception or gardening.</p>	PP lead, EYFS lead, English and maths leads		PP fund (£1500) All workshops delayed until Covid restrictions lifted.		

Increase the use of the website to engage parents in their child's learning	1. Organise a series of bedtime stories read by staff members (this was successful in the summer term). 2. Teachers to upload videos of them showing how to complete maths methods. 3. All year groups update website weekly so that parents can talk to their children about what they have done in school/what they are going to be doing.	DHT	Spring term			
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SUMMARY OF EXPENDITURE	
Leadership (10%)	£7,423
Additional teacher (Y3 and Y6 60%)	£19,723
Same day intervention (KS1, LKS2 and UKS2 HLTAs 25%)	£19,756
Same day intervention (GSA)	£6,228
Learning Mentor	£19,038
FSA (80%)	£16,667
Milk	£200
Educational visits	£1,000
PP fund	£500
Forest Schools	£783
Total	£71,595

The Wooden Hill approach to closing the gap via Quality First Teaching

- Action research approach to improving the **quality of teaching for all**
- Developing **feedback**
- The development of collaborative learning and **oracy**
- Prioritising the critical **development of language and literacy from the Early Years upwards**
- Much more explicit focus on **vocabulary** teaching
- Increased focus on the teaching of **whole class reading**
- Shared understanding of precise **barriers** for disadvantaged pupils via pupil profiles and pupil progress meetings
- Prioritise the use of **pre-teaching** as key strategy for maximising progress and building self-confidence
- Increase the use of **same day interventions**
- Developing the role of classroom teaching in engaging parents.

Wooden Hill Pupil Premium Pledge

We are going to:

- Prioritise listening to our disadvantaged children.
- Work hard on building relationships.
- Ensure that there is a balance between talking times and quiet working times.
- Plan in opportunities to work in a small group with an adult (if they choose).
- Prioritise the needs of our disadvantaged children when working out groupings.
- Foster good relationships with parents.
- Arrange classrooms so that resources are readily available.
- Teach reading and vocabulary explicitly.
- Plan opportunities for discussions that don't happen at home (cultural capital).
- Continue to work on resilience and developing a growth mindset.