



The Woodlands Community Primary School Pupil Premium Strategy Statement 2020-21

1. Summary Information					
School	The Woodlands Community Primary School				
Academic Year	2020-21	Total PP budget	£76,560 <i>(£2950 contingency)</i>	Date of most recent PP review	April 2020
Total number of pupils	284 <i>(updated October 2020)</i>	Number of pupils eligible for PP	56 (20%) <i>(updated October 2020)</i>	Date for next internal review of this strategy	April 2021

	Summer 2019		Autumn 2019		Spring 2020		Summer 2020 (COVID-19 – school closure)		Autumn 2020 (assessments to take place in Dec 2020)	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
% achieving or exceeding age-related expectations in Reading	76%	88%*	77%	78%*	74%	85%*	/	/	49%	65%
% achieving or exceeding age-related expectations in Writing	65%	74%*	64%	77%*	67%	76%*	/	/	29%	51%
% achieving or exceeding age-related expectations in Maths	65%	81%*	75%	87%*	67%	80%*	/	/	40%	56%
<i>*Average of Non PP % across Years 1-6</i>										
% of PP pupils making expected or accelerated progress in Reading <i>(from Key Stage entry points)</i>	61%		74%		74%		/		44%	
% of PP pupils making expected or accelerated progress in Writing <i>(from Key Stage entry points)</i>	59%		51%		66%		/		37%	
% of PP pupils making expected or accelerated progress in Maths <i>(from Key Stage entry points)</i>	68%		72%		71%		/		44%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	<i>Impact of COVID-19 on learning</i>
B	<i>Lack of self-confidence and independent learning skills</i>
C	<i>Concentration and focus</i>
D	<i>Reading and comprehension skills</i>
External barriers (issues which also require action out of school, such as low attendance rates)	
A	<i>Impact of COVID-19 on home circumstances</i>
B	<i>Limited or inconsistent home learning support</i>
C	<i>Financial difficulties within the home environment</i>
D	<i>Attendance</i>



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4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A	To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.	Pupil data shows that of the pupils in receipt of PP funding: <ul style="list-style-type: none">• The majority of pupils make at expected or accelerated progress from their individual starting points• The majority of pupils reach or exceed age-related expectations.
B	To narrow gaps in learning following school closure (COVID-19) and diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding compared to that of their peers.	Differences between the attainment of PP and Non-PP pupils have been diminished through PP making accelerated progress.
C	To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences.	PP pupils receive quality first teaching in line with their peers. PP pupils have access to additional provision including small group teaching and subsidised/fully-funded activities to broaden experience within and outside the curriculum.



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5. Planned Expenditure 2020-21					
i) Quality Teaching and Learning for All					
Desired outcome	Chosen action / approach	Evidence / Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	Forest Schools	Exposure to outdoor learning allows for curricular skills to be applied in context and additional opportunities for new skill and confidence development, including team work and communication skills.	<ul style="list-style-type: none">Regular reviews of impact including data analysis and pupil voiceStaff CPD and regular updates.	Forest School Lead	Termly
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.	Deputy Head release time	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for PP-eligible pupils.	<ul style="list-style-type: none">Regular reviews of impact including data analysis and pupil voiceStaff CPD through team planning, team-teaching and observations of best practice.	DH	Termly
To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.	SENDCO release time	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.	<ul style="list-style-type: none">Regular reviews of impact including data analysis and pupil voiceStaff CPD through team planning, team-teaching and observations of best practice.	SENDCO	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	Sports Coaching	Access to specialist coaching will help to develop talents and skills in sports, boosting confidence and encourage transferrable skills, including practice and perseverance. Up-skilling of the staff to	<ul style="list-style-type: none">Regular reviews of impactPupil voice	PE Subject Leader	Termly



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		enable them to deliver high-quality PE to all pupils.			
To allow all pupils, but in particular those in receipt of PP funding, opportunities for character education, to build resilience and other key attributes required in learning and in life.	Commando Joe's	Access to the Commando Joe's RESPECT values/attributes as a whole-school approach will help our most vulnerable pupils to develop the skills to succeed, impacting on progress and attainment as well as improved wellbeing.	<ul style="list-style-type: none"> Regular reviews of impact Pupil voice 	HT / DH	Termly
Total budgeted cost					£14,800

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?
To close learning gaps created by school closure (COVID-19) and support all disadvantaged pupils in reaching ARE during 2020-21	Catch Up Teaching/Tutoring	School closure in March 20 (COVID-19) has led to a loss of direct teaching time for Years 3-6 (prev Y2-5) and curriculum catch up is required to embed previous year group learning and bridge current year group learning.	<ul style="list-style-type: none"> Assessment leads to well-matched catch up activities Regular reviews of impact Pupil Voice Assessment (STAT and PUMA/PIRA SS) 	DH/HT	Termly
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	G and T events	All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning	<ul style="list-style-type: none"> Pupil voice Staff members to participate in the events so the skills learned can be reinforced in everyday learning, leading to an increasing number of pupils reaching the Greater Depth standard in their learning. 	SLT	Termly (To resume when visits to other schools are possible)
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> Improve reading. 	1:1 / small group Support for reading	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on	<ul style="list-style-type: none"> Use of assessments and data to establish groups and their specific targets from gap analysis. 	Teaching Staff	Half-termly



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<ul style="list-style-type: none">• Increase confidence.• Build a love of reading.		pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none">• Regular reviews of impact including data analysis and pupil voice.		(Impact of Accelerate Groups and in-class provision)
To enable pupils to : <ul style="list-style-type: none">• Receive targeted support based upon their specific area of need.• Develop a range of core skills.• Increase their passion for learning and grow in confidence.	1:1 / Small group support for core learning skills in English and Maths	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none">• Use of assessments and data to establish groups and their specific targets from gap analysis.• Regular reviews of impact including data analysis and pupil voice.	Teaching Staff	Half-termly (Impact of Accelerate Groups and in-class provision)
To provide emotional support to identified pupils.	HOPE Project	Identified pupils receive 1:1 support tailored to their emotional needs and as a result are happier, and have an improved self-esteem and confidence.	<ul style="list-style-type: none">• Regular reviews of impact through pupil voice and feedback from their teachers regarding their improved well-being and resilience.	HSL	Half-termly (Impact of Accelerate Groups and in-class provision)
To enable pupils to : <ul style="list-style-type: none">• Receive targeted support based upon their specific area of need.• Develop a range of core skills.• Develop a love for learning and grow in confidence.	EYFS – core skills	Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none">• Use of assessments and data to establish groups and their specific targets from gap analysis.• Regular reviews of impact including data analysis and pupil voice.	AH	Half-termly (Impact of Accelerate Groups and in-class provision)
To equip pupils with greater access to their learning in Reading and Maths through practice of core skills in key contexts.	Precision Teaching and Direct Instruction (R and M)	Additional and regular 1:1 support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none">• Pupils selected using data and assessments working on specific, incremental targets.• Gap analysis completed prior to starting the scheme so targeted support will have maximum impact.	TA	Half-termly (Impact of Accelerate / RAG Group).



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			<ul style="list-style-type: none">Regular reviews of impact including data analysis.				
Total budgeted cost				£16,220 + Catch up			
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?		
To continue to extend provision for the nurture and guidance of all pupils, particularly those in receipt of Pupil Premium funding, through: <ul style="list-style-type: none">Forging strong links between home and school.Engaging, and providing support for, parents.Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.	Home-School Link Worker	Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.	<ul style="list-style-type: none">Ensure the high profile of the HSL worker with parents and carers.Ensure pupils in receipt of PP and their families have access to HSL worker support and services.Regular reviews of impact of support and interventions provided.	HSL	Termly		
To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life. To provide additional provision and support on when on the playground and break-times.	Nurture	Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.	<ul style="list-style-type: none">Regular reviews of impact of support and interventions provided.Ensure the positive play sessions are focused and progressive.	SENDCO / DH	Half-termly <i>(Impact of Nurture and Positive Play Groups).</i>		
To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other	Breakfast Club	All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the	<ul style="list-style-type: none">Monitor breakfast club numbers/attendance regularly.Ensure it is well-publicised and those	Breakfast Club Manager	Termly		



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pupils and take part in a range of activities.		additional opportunity to spend time partaking in morning activities with their peers.	who require it can access it.		
To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.	Subsidised Educational Visits	The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none">Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.	HT/DH	Termly (To resume when visits to other sites are possible)
To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	Subsidised Y6 Residential	The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none">Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.	HT	Annually (To resume when residential trips are possible)
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	Wow reading achievements	Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	<ul style="list-style-type: none">Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly.	English Subject Leader	Termly
To broaden pupils' cultural experiences through learning to play a musical instrument.	Subsidised Music tuition	The opportunity to learn to play a musical instrument provides cultural enrichment –these opportunities are not always available to all pupils, particularly those from low-income households.	<ul style="list-style-type: none">Continue good practice.Pupil Voice.	Music Subject Leader	Annually
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	Y6 Revision Guides	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none">Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.	DH	Annually
Total budgeted cost					£ 41, 450



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Impact of 2020-21 funding

Please note - no statutory assessments took place due to Covid 19

Data taken from teacher assessments Spring Term 2021 following school closure / 2nd lockdown.

Many objectives will continue into next year's strategy to ensure upturn in progress and attainment for our vulnerable children.

Year Group Progress- Vulnerable Groups -Spring 20 to Spring 21

		Reading						Writing						Maths					
V group		All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	LAC
Y1	Spr 20						n/a						n/a						n/a
	Spr 21	80% 4/5	47% 16/34	50% 1/2	50% 1/2	n/a		40% 2/5	38% 13/34	0% 0/2	50% 1/2	n/a		20% 1/5	41% 14/34	0% 0/2	0% 0/2	n/a	
Y2	Spr 20	100% 2/2	91% 32/35	25% 1/4	50% 1/2	n/a		100% 2/2	89% 31/35	25% 1/4	50% 1/2	n/a		50% 1/2	89% 31/35	25% 1/4	0% 0/2	n/a	
	Spr 21	0% 0/2	49% 19/39	0% 0/4	0% 0/2	n/a		0% 0/2	18% 7/39	0% 0/4	0% 0/2	n/a		0% 0/2	15% 6/39	0% 0/4	0% 0/2	n/a	
Y3	Spr 20	73% 30/41	100% 7/7	76% 22/29	20% 1/5	n/a	n/a	59% 34/41	86% 6/7	59% 17/29	20% 1/5	n/a	n/a	68% 28/41	71% 5/7	72% 21/29	20% 1/5	n/a	n/a
	Spr 21	28% 12/43	50% 8/16	41% 11/27	33% 2/6	0% 0/1	n/a	37% 16/43	25% 4/16	44% 12/27	33% 2/6	100% 1/1	n/a	35% 15/43	38% 6/16	33% 9/27	33% 2/6	0% 0/1	n/a
Y4	Spr 20	80% 32/40	70% 7/10	81% 22/27	67% 2/3	100% 2/2	n/a	68% 27/40	40% 4/10	81% 22/27	33% 1/3	100% 2/2	n/a	88% 35/40	90% 9/10	81% 22/27	67% 2/3	100% 2/2	n/a
	Spr 21	13% 5/40	8% 1/12	14% 4/28	0% 0/2	0% 0/2	n/a	13% 5/40	16% 2/12	11% 3/28	0% 0/2	50% 1/2	n/a	5% 2/40	16% 2/12	0% 0/28	50% 1/2	0% 0/2	n/a
Y5	Spr 20	81% 35/43	100% 9/9	86% 24/28	33% 2/6	67% 2/3	n/a	70% 30/43	89% 8/9	71% 20/28	33% 2/6	100% 3/3	n/a	93% 40/43	78% 7/9	82% 23/28	33% 2/6	100% 3/3	n/a
	Spr 21	16% 7/43	0% 0/13	23% 7/30	0% 0/6	0% 0/3	n/a	0% 0/43	0% 0/13	0% 0/30	0% 0/6	0% 0/3	n/a	12% 5/43	0% 0/13	17% 5/30	0% 0/6	33% 1/3	n/a
Y6	Spr 20	61% 27/44	36% 4/11	67% 20/30	33% 1/3	33% 1/3	n/a	59% 26/44	55% 6/11	63% 19/30	33% 1/3	33% 1/3	n/a	62% 27/44	55% 6/11	67% 20/30	33% 1/3	33% 1/3	n/a
	Spr 21	30% 13/43	27% 3/11	31% 10/32	33% 1/3	33% 1/3	n/a	5% 2/43	0% 0/11	6% 2/32	33% 1/3	33% 1/3	n/a	26% 11/43	9% 1/11	31% 10/32	33% 1/3	33% 1/3	n/a



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Whole School Attainment- Vulnerable Groups -Autumn 20 to Spring 21

ATTAINMENT		Reading						Writing						Maths					
Vulnerable Group		All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	
Whole School (Y1-6)	Aut20	61%	49%	65%	25%	54%		44%	29%	51%	20%	46%		53%	40%	56%	35%	38%	
		153/249	27/55	126/194	5/20	7/13		110/249	16/55	99/194	4/20	6/13		131/249	22/55	109/194	7/20	5/13	
	Spr 21	45%	31%	59%	22%	23%		27%	10%	33%	4%	23%		36%	20%	41%	35%	31%	
		113/249	18/59	95/190	5/23	3/13		68/249	6/59	63/190	1/23	3/13		90/249	12/59	78/190	8/23	4/13	

Whole School Progress Key Stage to date - Vulnerable Groups -Spring 20 to Summer 21

PROGRESS		Reading						Writing						Maths					
Vulnerable Group		All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	LAC	All	PP	Non PP	SEN	EAL	
Whole School (Y1-6)	Aut 20	53%	44%	55%	30%	42%		37%	35%	38%	13%	33%		41%	44%	40%	22%	25%	
		126/239	25/57	101/184	7/23	5/12		89/239	20/57	69/184	3/23	4/12		99/239	25/57	74/184	5/23	3/12	
	Spr 21	34%	27%	35%	17%	15%		18%	14%	19%	13%	31%		22%	17%	23%	17%	16%	
		82/244	16/59	67/190	4/23	2/13		43/244	8/59	37/190	3/23	4/13		53/244	10/59	44/190	4/23	2/13	