



The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

1. Summary Information

School	The Woodlands Community Primary School				
Academic Year	2021-22	Total PP budget	Est. £84640	Date of most recent PP review	June 2021 (following lockdown)
Total number of pupils	291 <i>(expected Sep 2021)</i>	Number of pupils eligible for PP	Expected 52 <i>(17.8%)</i>	Date for next internal review of this strategy	April 2022

2. Current attainment and progress

	Autumn 2020		Spring 2021 (COVID-19 – school closure)		Summer 2021		Autumn 2021		Spring 2022	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
% achieving or exceeding age-related expectations in Reading	49%	65%	31%	59%	45%	66%				
% achieving or exceeding age-related expectations in Writing	29%	51%	10%	33%	26%	46%				
% achieving or exceeding age-related expectations in Maths	40%	56%	20%	41%	31%	48%				
% of PP pupils making expected or accelerated progress in Reading <i>(from Key Stage entry points)</i>	44%		27%		40%					
% of PP pupils making expected or accelerated progress in Writing <i>(from Key Stage entry points)</i>	37%		14%		21%					
% of PP pupils making expected or accelerated progress in Maths <i>(from Key Stage entry points)</i>	44%		17%		31%					



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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> <ul style="list-style-type: none"> Ongoing development of early phonic acquisition & reading in EYFS, KS1 and KS2 Ongoing development of Mathematical Reasoning in EYFS, KS1 and LKS2 Ongoing attitude to writing and development of age appropriate knowledge and skills.
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> The impact of low levels of learning at home during school closure; lower than expected levels of attendance on learning during school opening from June 1st and after reopening of school by identified PP children
B	<i>Limited or inconsistent home learning support</i> Impact of missed learning on attainment of age related expectations in reading, writing and math for identified PP children /all children following school re-opening
C	<i>Financial difficulties within the home environment</i> Impact of Social, Emotional and Welfare challenges faced by PP Children and families both during school closure and continuing after school's full re-opening
D	<i>Attendance</i>

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A	Pupils make rapid progress in Maths, Phonics, Reading and writing so that all PP pupils make expected or better progress by July 2022 with the majority of pupils working at or above age-related expectations in all areas.	Pupil data shows that of the pupils in receipt of PP funding: <ul style="list-style-type: none"> ALL pupils make expected or accelerated progress from their individual starting points The majority of pupils reach or exceed age-related expectations.



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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 and to continue to provide support for children experiencing personal, social, emotional and well-being (mental health) challenges which may become a barrier to learning.	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. SEMH/nurture provision is targeted and timely to support children identified and prevent future impact on life and learning.

Planned Expenditure 2021-22

i) Quality Teaching and Learning for All

Desired outcome	Chosen action / approach	Evidence / Rationale	How will you ensure it is implemented well?	Staff lead and Costs	When will you review implementation?	Impact Autumn Term Spring Term Summer Term
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 voice Staff CPD and regular updates. 	Forest School Lead Annual subscription Lead release time Half termly resources	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,	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 voice Staff CPD through team planning, team-teaching and observations of best practice. 	DH 3 days per week	Termly	



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extra-curricular opportunities.						
Working party of DH SENDCO and HSL that identifies, implements and measures impact of timely interventions/support.	Combined DH / SENDCO / HSL release time	Monitor implementation and impact of all interventions / support and identify children earlier so that targeted support is delivered effectively. Planning for exit strategies for appropriate children from interventions/support.	<ul style="list-style-type: none"> Half termly reviews of impact and interventions provided. Strategic planning of interventions and support offered. 	DH / SENDCO / HSL 1 hr release time 2wkly	Half 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 voice Staff CPD through team planning, team-teaching and observations of best practice. 	SENDCO 1 day per week release time	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 enable them to deliver high-quality PE to all pupils.	<ul style="list-style-type: none"> Regular reviews of impact Pupil voice 	PE Subject Leader	Termly	
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	<ul style="list-style-type: none"> Regular reviews of impact Pupil voice 	HT / DH Annual subscription Lead release time Half termly resources	Termly	



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		as well as improved wellbeing.				
Total budgeted cost					£16910	
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 and Costs	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	2 nd school closure in Jan 21 (COVID-19) has led to a loss of direct teaching time for all years 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 HLTA 10hrs p/w KS2	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 every-day learning, leading to an increasing number of pupils reaching the Greater Depth standard in their learning. 	SLT £15 per hour =£270 per term X 3 terms = £810 + £50 resources Cover costs approx £500	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. Increase confidence. Build a love of 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 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 Bug Club scheme KS2 Increase in TA support	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>	
To increase reading skill development, by providing the opportunity to:	Lexia / Nessy subscriptions and time allocated.	Individual targets and adapted learning at each child's pace and level.	<ul style="list-style-type: none"> Regular review of Lexia / Nessy usage by targeted children. 	SENDCO Eng Lead	Half-termly	



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<ul style="list-style-type: none"> Decode age appropriate text Read fluently at age expected wpm. Understand what is read independently. 		Regular assessment and recall of knowledge previously learnt.	<ul style="list-style-type: none"> Regular monitor of progress made. 	Annual subscriptions		
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 <i>(Impact of Accelerate Groups and in-class provision)</i>	
To enable pupils to: <ul style="list-style-type: none"> Develop writing stamina Receive targeted support to improve fine motor skills Receive targeted support to develop age relative handwriting skills 	1:1 / small group support for fine motor/handwriting skills	Additional and regular 1:1/small group support focusing on specific targets, muscle strength and muscle memory makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching	<ul style="list-style-type: none"> Regular reviews of pupil's writing to evidence progress. Evidence of improved writing in all subjects. Use of Write from the start scheme and other strategies. 	Teaching Staff / TA / SENDCO	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>	
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 5 hrs p/w	Half-termly <i>(Impact of Accelerate Groups and in-class provision)</i>	
To provide emotional support to identified pupils.	Drawing & Talking Therapy	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 and more able to verbalise worries and successes.	<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 3 hrs p/w	Weekly intervention Half termly / termly exit strategies.	



<p>To enable pupils to :</p> <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	<p>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.</p>	<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 <i>(Impact of Accelerate Groups and in-class provision)</i>	
<p>To equip pupils with greater access to their learning in Reading and Maths through practice of core skills in key contexts.</p>	Precision Teaching and Direct Instruction (R and M)	<p>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.</p>	<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. • Regular reviews of impact including data analysis. 	TA 1 hr p/w per class = 11hrs	Half-termly <i>(Impact of Accelerate / RAG Group).</i>	
<p>To provide additional support for PP SEN pupils with specific targeted interventions.</p>	TA support daily in Y3/4 To implement detailed EHCP activities	<p>PP SEN pupils will make accelerated progress in all areas</p>	<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. • Regular reviews of pupil's writing to evidence progress • Review of progress by HSL – Drawing and talking therapy, nurture • Progress evident from sensory circuits and similar activities 	Teacher / TA Additional TA costs Sensory circuits Nurture Ed Psych visits termly		
Total budgeted cost					£21420 + Catch up	
iii) Other Approaches						



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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and CostsJ	When will you review implementation?	
<p>To continue to extend provision for the nurture and guidance of all pupils, particularly those in receipt of Pupil Premium funding, through:</p> <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	
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	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. 	HSL / SENDCO / DH 5 hrs p/w	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 pupils and take part in a range of activities.	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 additional opportunity to spend time partaking in morning activities with their peers.	<ul style="list-style-type: none"> • Monitor breakfast club numbers/attendance regularly. • Ensure it is well-publicised and those who require it can access it. 	Breakfast Club Manager 5 hrs p/w	Termly	
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	<ul style="list-style-type: none"> • Continue good practice of arranging high-quality 	HT/DH	Termly	



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		from attending. By subsidising the costs, all pupils can access educational visits.	educational visits which reinforce learning, ensuring all pupils can participate in full.			
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 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 0.5 day release per week	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	
Improved engagement and greater accessibility with home learning.	Provision of laptops for home use	Resources to support home learning, removing barriers arising due to lack of access to technology at home.	<ul style="list-style-type: none"> Class teachers to monitor completion of home learning. Application of home learning noted in class. Impact on progress and embedded learning. 	DH / Class teachers Maintenance costs	Termly	
Total budgeted cost					£ 48130	



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