



Woodchurch Road Primary School. Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodchurch Road Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Carolyn Knowles
Pupil premium lead	Carolyn Knowles
Governor / Trustee lead	Frank Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187 540
Recovery premium funding allocation this academic year	£ not confirmed
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187 540

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium and Catch up strategy 2021-2022 School Overview This strategy covers both the Pupil Premium and COVID19 Catch Up strategies in place at Woodchurch Road for the academic year 2021-2022.

It outlines, in broad terms, the strategies adopted by Woodchurch Road to effectively support pupils across the school. In response to the evolving situation, the strategy is subject to ongoing evaluation and adjustment.

At Woodchurch Road Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. We aim to ensure that all our pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend.

We also realise that some vulnerable, socially disadvantaged children are not in receipt of Free School Meals, some of our Pupil Premium funding will be used to support these children also. Through targeted intervention we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Our pupil premium grant is not just spent on an academic focus. The emotional/mental and social aspects of development are also a key focus. Essential support from school staff and 'Place to be' counselling service ensure that our children are ready to learn and support those children for which these may be a barrier to learning.

Early identification of children with specific needs is essential and effective support put in place for them. Some pupils may receive a higher proportion of the funding according to their need.

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Reading</p> <p>1a Early reading/phonics, gaps in learning due to lockdown (RWI) Spelling in KS2 (RWI, IDL)</p> <p>1b Reading for enjoyment and developing reading skills across both key stages (one to one reading, reciprocal reading)</p> <p>1c Development of vocabulary for many disadvantaged children. (Read to Write)</p>
2	<p>SEN support</p> <p>2a SENDCo</p> <p>2b Specialist services to identify children's needs and provide specialist support (Ed Psych, Orrets Meadow, Senaat)</p> <p>2c</p>
3	<p>Lockdown has affected mental health and resilience.</p> <p>3a Mental health training for staff</p> <p>3b Place to be children's counselling service</p>
4	<p>Gaps in maths knowledge and understanding due to lockdown.</p> <p>4a Singapore maths</p> <p>4b first class in number intervention?</p>
5	Wider experiences, school trips and music lessons .

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Phonics and Reading</p> <p>Number of children achieving phonics pass mark to be at least in line with National Average.</p> <p>Percentage of Year 6 children achieving ARE in Reading to be at least in line with National Average</p>	<p>Staff trained in RWI, Quality first teaching Resources and training purchased.</p> <p>Release time to allow for coaching and assessments</p> <p>Smaller teaching groups in year 6</p> <p>Children assessed, identified and supported with one to one reading and focused group work.</p>
<p>2. Early identification of SEND pupils and appropriate support put into place</p>	<p>Ed Psych and SENAAT assessments to identify needs. Accurate Support plans used as working documents in partnership with parents. Quality first teaching and use of support staff for quality interventions.</p>

	Speech and Language, IDL, Orrets, reciprocal reading.
<p>3. 3a Build resilience, well being and mental health. Develop learning behaviours</p> <p>3b Decrease persistent absence for disadvantaged pupils .</p> <p>3c Positive engagement with parents</p>	Place to be counselling, pastoral support for individuals and small groups, encourage participation in a wide range of activities and experiences. Consolidate supportive behaviour management strategies.
<p>4. Gaps in maths knowledge and understanding due to lock down.</p> <p>4a Singapore maths preteaching</p> <p>4b First class in number intervention?</p>	Staff training completed, children identified, pre assessment, targeted intervention, end of intervention assessment show that progress has been made.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42 000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>RWI phonics teaching, Training, coaching, staff release for assessments</i> <i>Read to write English units</i> <i>Reading comprehension teaching strategies</i>	EEF phonics +5 months DFE approved scheme EEF reading comprehension strategies +6months	£5000	1
<i>RWI release time for Progress leader to coach staff and complete assessments</i>	EEF phonics +5 months DFE approved scheme EEF reading comprehension strategies +6months	£2000	1
<i>Singapore maths teaching using mastery learning</i>	Mastery learning +5 months Quality first teaching+2 months	£5000	1
<i>Reducing class sizes in year 6</i>	Reducing class size	£30 000	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 73 000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>One to one reading</i> <i>Group interventions – reciprocal reading, maths preteaching</i>	EEF small group tuition +4 months	40 000	1,2,4

<i>IDL, Orrets support Speech and language . SEND assessments WELLCOMM</i>	EEF one to one tuition and planned interventions. +5 months Teaching assistant interventions +4 months SEND manager to assess children and complete referrals.	18 000 15 000	1.2.3.4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 76 500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Attendance support	Attendance interventions rapid evidence assessment currently in progress.	10 000	
Place to be counselling service. Pastoral support for individual children and small groups	Metacognition and self regulation +7 months Mentoring +2 month Behaviour interventions +4 months.	14 000 35 000	
Increase engagement with parents – Facebook, Friday letter, coffee mornings, parent workshops, stay and learn, Share a story sessions. Online workshops to support use of google classroom.	EEF parental engagement +4 months	5000	
Life skills and enrichment Subsidised trips and visits, Subsidised music lessons.	Arts participation +3 months Outdoor adventure learning	12 500	

Total budgeted cost: £ 191 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI	Oxford
NELI	Nuffield
Times tables rockstars	Maths Circle
Fluent in 5	Third space learning
Wellcomm	GL assessments

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)