

Pupil Premium and COVID19 Catch Up strategy statement

School Overview

Pupil Premium and Catch up strategy 2020-2021 School Overview This strategy covers both the Pupil Premium and COVID19 Catch Up strategies in place at Woodchurch Road for the academic year 2020-2021.

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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School overview

Metric	Data
School name	Woodchurch Road
Pupils in school	313
Proportion of disadvantaged pupils	39% (Nov 2020)
Proportion of children with Education and Health Care Plans	6 pupils (4 pending) 2%
Pupil premium allocation this academic year	£ 211,915
Catch Up premium allocation this academic year	£ 17,547
Total allocation covered by this strategy	£229,462
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Pupil premium lead	
Governor lead	

Disadvantaged pupil progress scores for last academic year with statutory assessment – 2018/19 (including SEND)

Measure	Score
Reading	-2.97 (-5.4 to 0.5) Average score 100.8
Writing	-1.35 (-3.6 to 0.9)
Maths	-1.86 (-4.0 to 0.3) Average score 102.5
Percentage attaining ARE in reading, writing and maths combined	54%
Percentage achieving higher standard in reading, writing and maths combined	8%

Strategy aims for disadvantaged and COVID19 Catch up pupils (over 3 years)

Measure	Score
Meeting expected standard at KS2	71% of pupils working at ARE (excluding ??SEND)
Achieving high standard at KS2	13% achieving high standard at KS2 (excluding SEND)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	73%+ of pupils working at ARE (excluding SEND)	July 2021
Progress in Writing	78%+ of all pupils working at ARE (excluding SEND)	July 2021
Progress in Mathematics	79%+ of all pupils working at ARE (excluding SEND)	July 2021
Phonics	Year 2 pupils- 82% achieving expected standard Year 1 pupils – 82% achieving expected standard	December 2020 May 2021

Data from National 18-19

Targeted academic support for current academic year

Measure	Activity	Costing (PP Budget)	Costing (Catch up funding)
Priority 1 Reading and writing (See SDP KIP 1ABD, 5 for details)	1/Academic Mentor support for reading and writing (KS1 only)- 1:1/ small group support.		1/ £19,000 salary (Pro-rata) (Paid by DFE) Cost to school – oncosts only £6500

Strategy	<ul style="list-style-type: none"> Nearly all yearbands have small classes/ higher than average adult to pupil ratios to enable in class catch-up. Monitoring and support from progress leaders (JB, LG, JT) SEND manager to track and monitor pupils and ensure needs are being met appropriately (All of above applies to P2 Maths) 	£6000	
	Teachers/ TAs use training to identify which pupils need "catch-up" ;1:1/ small group support. Targeted and bespoke intervention in reading (including phonics).	£14 000	(1:1 Tutoring from Spring 2021 dependent on funds)
Training	Read to write training & resources	£2625.00	
	Read Write Inc training & resources	£2645.05	
	<i>Literacy Counts – Catch up</i> training		£3792.05
Additional resources	Target tracker software to track and analyse efficiently vulnerable groups	£300	
	Wellcomm programme	£4971	
	Speech and language		
	ORRETS outreach	£199.00	
	IDL programme		
Priority 2 Maths (See SDP KIP 1C, 5 for details)	Academic Mentor support for Maths (KS2 only) 1:1/ small group support.		1/ £19,000 salary (Pro-rata) (Paid by DFE) Cost to school – oncosts only
	Resources for Singapore Maths	£4921.42	
	Teachers/ TAs to identify which pupils need "catch-up" and plan for this.		
	Teaching Assistant- 1:1/ small group support targeted and bespoke intervention in maths	£40 000	
Priority 3 Supporting behaviour, personal development, mental health and well-being. See SDP KIP 2 ,3 or details	Teaching Assistant/ teacher small group targeted intervention to support anxiety and mental health (social and emotional learning). CAMHS Mental Health practitioner 1 day per week Place2be & Place to talk CPOMS safeguarding software Gilbrook	£35 000 £19 484 .46 £895	
Barriers to learning these priorities address	Gaps in learning resulting from reduced attendance at school (lockdown) and inability to access learning		
Projected spending		£130, 041.39	£

Wider strategies for current academic year

Measure	Activity	Costing (PP Budget)	Costing (Catch up funding)
Attendance and Access to Learning	Target outcome: 96%+ attendance for all pupils	£10 000	

(See SDP KIP 2 3 for details)	<p>Part of DH salary? See SDP KIP 4 for details</p> <p>Digital technology access planning for all pupils in response to further closures/ isolation periods. Are we spending on this??</p> <p>Target outcome: all pupils access learning in response to pupils spending further periods learning from home.</p>	£2000	
Social, emotional and mental health (See SDP KIP 2 3 for details)	<p>Additional and specialist professional development for all staff on supporting student's social, emotional and mental health (Universal).</p> <p><i>Mental Health First Aid</i> training to enable lead staff to provide (in-house) guidance, support and training.</p> <p>Resources to support universal practices in the classroom</p> <p>Small group/individual intervention and support for social, emotional and mental health</p> <p>Development of pathways for effective support of students, including the involvement of external agencies.</p> <p>Purchase of Educational Psychologist/Gilbrook sessions/Orretts outreach/SENAAT/ Evolve / Other Alternative provision ?</p> <p>Speech & Language sessions</p> <p>Target outcome: all pupils are supported effectively and appropriately</p> <p>EYFS TA's</p>	<p>£500</p> <p>£10 000</p> <p>£5000</p> <p>£1200</p> <p>£2737</p> <p>£1817</p> <p>£4448</p> <p>£30 000</p>	MHFA Training x2 £500
OTHER (FROM LAST YEAR PP)	<p>School Trips (Partially or Wholly Subsidised - £300 per yearband)</p> <p>Subsidised music lessons.</p> <p>Wrap-Around care for children – Little Buddies Before & After School Club</p>	<p>£2100</p> <p>£600</p> <p>£5000</p>	
Barriers to learning these priorities address	Failure to access learning (either through reduced attendance, or challenges with access to online learning , or social and emotional and mental health)		
Projected spending		£75402	£

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Low levels of speaking and listening and communications skills for many of our children</p> <p>Low entry level Low attainment and spld</p> <p>Local and prevailing conditions leading to staff and student absence</p> <p>Changes to pedagogy related to COVID19 conditions</p>	<p>Training and expertise developed across the teaching team.</p> <p>Read Write Inc and Read to Write training including “Catch-up”.</p> <p>Ongoing professional development and staff supervision and support.</p>
Targeted support	<p>Low attendance or persistent absenteeism</p> <p>Local and prevailing conditions leading to staff and student absence</p>	<p>Academic mentors (via <i>Teachfirst</i>)</p> <p>Training and expertise developed across the whole staff team</p> <p>Ongoing professional development and staff supervision and support</p>
Wider strategies	<p>Local and prevailing conditions leading to staff and student absence</p> <p>Lack of knowledge and expertise across staff</p>	<p>Training and expertise developed across the whole staff team.</p> <p>Pathways to appropriate support (internal/external) clearly defined and understood.</p>

Strategy Review: aims and outcomes

Aim	Outcome
Teaching review	<p>Review (February 2021)</p> <p>FS2 Baseline assessments completed by Sept 13th and showed a low baseline for many pupils.</p> <p>RWI : All staff are trained and have been using videos to support their teaching in ability groups. Confidence is building but lockdown has prevented staff from consolidating skills daily. Ability in phonics remains low but the children are making progress. The children remote learning are accessing the interactive teaching videos online but engagement is inconsistent. The online training package has been more of a challenge so staff are still developing skills in this area.</p> <p>In FS2 The children in school are now being heard read 3-5 times a week, those at home - once at present.</p> <p>Read to Write scheme has been used to develop imagination and vocab but the writing expectation has been a challenge because of the level of the children. We are prioritising RWI as the tool for teaching reading and writing but will continue to use Read to Write for vocab and creativity.</p> <p>Jigsaw lessons being taught weekly and are being used as live sessions remotely. Diversity is promoted through the scheme but still needs to be reflected in the classroom resources more thoroughly in the future budgets.</p>

	<p>Staff had started the routine of coaching sessions in the afternoon to support catch up phonics with a focus on PP but the lockdown has hindered this. Once the full return to school takes place, this will begin again as a priority.</p> <p>April 2021 Staff absence caused issues with phonics groupings. Class teachers now deliver all the sessions while the remaining children are supervised by the TAs with a planned focus on the 'Specific Areas' each morning to ensure whole curriculum coverage.</p> <p>Staff continue to seek support from the Hub and RL to build confidence in delivering the scheme effectively. Assessments have been carried out mid term to assess progress in phonics and groupings altered accordingly.</p> <p>Provision has been adapted to reduce table top activities and encourage the children to be more independent after lockdown.</p> <p>Children have had more access to outdoor provision following lockdown as their ability to focus has been hindered by this.</p> <p>Staff have increased the number of jigsaw lessons to support mental health and PSED.</p> <p>Several children with SEND concerns have been referred and are now on pathway including one child who has been placed in an SEMH base from May.</p>
Targeted support	<ul style="list-style-type: none"> • The following training has been partially / fully undertaken and staff have started using this programme • Read Write Inc training & resources • Reading books that directly link to phonics are being used (face to face and online) • Phonics is being taught using Read Write Inc strategies online and in school <p>April 2021 Phonics is now the focus of all English lessons across KS1. With RWI being followed throughout.</p> <p>All children ability grouped across the yearband. Assessments and groupings supported by RWI trainer via a remote progress meeting in March attended by all CT's and some TAs.</p> <p>Coaching and mentoring has been postponed due to staff sickness but is scheduled to begin 4/11th May in preparation for the RWI development day on 18th May.</p> <p>An additional development day has been booked in for 9th July in response to staff need. Funding has been provided by the English Hub to support the development of RWI which has funded the development day and remote progress session this term.</p> <p>Staff have trialled the 'Get Writing' books for the remaining term in order to monitor the motivation of pupils to write. Staff to feed back at the end of term as to whether this should be continued next year.</p> <p>TAs have begun to coach pupils in the afternoon to support the lowest attaining pupils and those who may be falling behind.</p> <p>Catch up programme is based on RWI assessments and intervention programmes.</p>

	<p>Reading Leader has begun to build a network of schools to seek advice and share ideas with regards to RWI.</p> <p>Review (February 2021)</p> <ul style="list-style-type: none"> • Behaviour policy not yet revisited. • Attendance in Autumn 95.2% (well above local and national) • Persistent absentees were monitored and a number of these had improved attendance due to intervention. • Monitoring ASPs and risk assessments of SEND pupils undertaken in Autumn leading to more targeted support being planned. <p>* Referrals made leading to additional support for a number of SEND pupils</p> <p>APRIL 2021</p> <p>ATTENDANCE</p> <ul style="list-style-type: none"> • Whole school attendance 95.68% (and rising) since 8/3/21. • Phased transition was used to support pupils returning- worked well with some persistent absentees. • One FPN issued • Meetings with Locality Attendance Officer (March) for persistent absentees (2 out of 4 attended). Leading to : 1/ Greatly improved, 2/Some improvement, 3 -4 – Some issues to be resolved <p>Behaviour for Learning</p> <ul style="list-style-type: none"> • Monitoring (undertaken WC 26/4/21) shows; 1/ adults have consistent and established routines which help pupils feel safe, 2/that in the normal course of a day most pupils (90%+) are well regulated, polite and show excellent readiness to learn. • Many staff go “over and above” in their efforts to understand and support pupils (especially those suffering with trauma). • All staff are very willing to accept further support and guidance to enable them to manage the 5% of pupils with dysregulation more effectively. <p>SEN</p> <p>Referrals continue to move slowly due to Covid.</p> <p>Staff have continued to receive specialist training such as Selective Mutism to support specific children within school. All staff are due to undertake Trauma and Attachment Training in May 21.</p> <p>SENCo and Deputy are holding regular meetings with M Bridges (Inclusion Manager) to gain ongoing advice regarding severe challenging behaviour.</p> <p>Enhanced transition was offered to specific children after lockdown to support smoother transition back into full time school.</p> <p>Staff are largely confident in recognising high needs pupils and the children have been offered / now attend alternative provision.</p> <p>2 x children now attending alternative provision</p> <p>2 x children due to attend behavioural base units in Summer Term 21</p> <p>1 x child attending alternative provision 3 days a week</p> <p>2 x children EHCP have been accepted and awaiting placements</p> <p>Support plans continue to be regularly checked each term and staff are supported to write SMART targets using evidence/reports from outside agencies.</p> <p>SENAAT continue to provide termly support for SEN children, producing reports that aid support plans and further interventions.</p> <p>OMO specialist teacher continues to provide weekly sessions for pupils with poor literacy/phonic skills</p>
<p>Wider Strategies</p>	<p>Review (February 2021) * Recovery used effectively in Autumn and will need refreshing after latest Lockdown. * Jigsaw is embedded and being used weekly during Lockdown.</p> <p>* Sport’s Clubs were limited due to Covid restrictions.</p> <p>* Pupil voice surveys have been very effective and indicate some pupils with a high degree of anxiety but many are coping well with the current periods of uncertainty and change.</p> <p>* Staff have made changes to the curriculum to support diversity.</p> <p>*Support plans were reviewed in Autumn and will need a timely revisit after Lockdown.</p>

- * Two staff have undertaken MHFA training and are supporting families, children & staff as needed.
- *CAMHS Mental Health practitioner started work but was unable to continue due to Lockdown
- *Placetobe continuing to support pupils face to face and remotely during Autumn and Lockdown.

APRIL 2021

SUPPORTING Mental Health needs of pupils

- Staff including Middays undertook PFA training before children's return to school on 5/8/21
- Placetobe councillor continues to support staff and children; dealing with longer term and new issues as they arise.
- CAMHS mental health practitioner returned to supporting specific pupils face to face in April 2021

PSHE (SH)

NSPCC Stay safe speak out resources arranged for summer 1

PE Curriculum

HYPE sports coach undertook weekly sessions of socially distanced football – which was high quality and good CPD for staff.

Sports clubs have commenced.

Swimming resumed