

Pupil Premium is additional funding provided to publicly-funded schools in England schools with the aim of raising the attainment of disadvantaged children. In 2020 -2021 the following pupils attract this funding:

- £1,345 per pupil for each Ever 6, free school meal (FSM), full time educated (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the looked after child (LAC) or post looked after child (post-LAC) premium. Children registered as eligible for free school meals (FSMs) at any point since May 2011 (referred to as Ever 6 FSM).
- £2,345 per pupil for each post looked after child (post-LAC) in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child in full time educated (FTE) or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For pupils recorded aged 5 and over on the school census, Pupil Premium Grant (PPG) will be allocated on the basis of sole and dual main registrations only.

2020 – 2021 Financial Year – Impact Review

Named Trustee responsible for the monitoring of Pupil Premium – Gill Jones and Karen Kempster

Pupil Premium Summary Information	
School	Woodside School
Academic Year	2020 - 2021
Total Pupil Premium budget	£135,845
Total number of pupils	665 (including nursery)
Number of pupils eligible for Pupil Premium	133
Date of most recent review	September 2020
Date for next internal review	September 2021

Internal Barriers to future attainment of Pupil Premium pupils – Nursery

1. Attachment
2. Children enter school and their speech, language and communication skills are low.
3. SEN
4. Low levels of engagement

Internal Barriers to future attainment of Pupil Premium pupils – Reception

1. Listening and attention skills
2. Writing – initial mark making, letter formation
3. Language barriers – Proportion of children with EAL
4. Self confidence
5. Missed learning due to school closures (COVID 19)

Internal Barriers to future attainment of Pupil Premium pupils – KS1

1. Reading – children not reading at home therefore they have low level understanding and lack of fluency
2. Maths – number sense, making models and drawing images, formation of numbers
3. Handwriting – letter formation
4. Letters and Sounds knowledge and understanding, application of sounds
5. Language barriers – Proportion of children with EAL, speech, language and communication skills are low.
6. Behavioural issues linked to individual circumstances
7. Missed learning due to school closures (COVID 19)

Internal Barriers to future attainment of Pupil Premium pupils – Year 3/4

1. Maths – number fluency, knowledge of multiplication facts
2. Spelling
3. Children's speech, language and communication skills are low.
4. Emotional and social support
5. Learning attitudes
6. Missed learning due to school closures (COVID 19)

Internal Barriers to future attainment of Pupil Premium pupils – Year 5/6

1. Reading – low level understanding/comprehension
2. Maths – multiplication facts, place value
3. Spelling
4. Homework
5. Behavioural issues linked to individual circumstances
6. Missed learning due to school closures (COVID 19)

External Barriers to future attainment of Pupil Premium pupils

- A. Basic life skills – unable to tell the time, work with money
- B. Limited access to good language role models in the home environment
- C. Low parental aspirations
- D. High levels of deprivation
- E. Parenting skills
- F. Pupils suffering from any form of crisis and/or are in need of pastoral care and counselling which can impact of a child's daily life in school.
- G. Some children have not had laptops to be able to access home learning

<u>Desired Outcomes</u>	<u>Success criteria</u>
Pupil Premium children will attain in-line or better than their non-Pupil Premium peers	Pupil Premium children will meet age-related expectations.
To accelerate the progress of Pupil Premium children	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum.
PPG Specific/Moderate Learning Difficulties children will attain in-line or better than their non-Pupil Premium peers	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum.

Planned expenditure 2020 - 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality teaching for all

<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well? / Staff Lead</u>	<u>Review date</u>
Reading outcomes at KS1 and KS2 in line with/above national	<ul style="list-style-type: none"> Quality 1st teaching Reading moderation Attending CPD Targeted support and intervention to raise attainment in reading 1:1 reading/comprehension Pupil Premium TA working within KS1 and KS2 	<p>Rose Review – Teaching of early reading</p> <p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 1– Recommendations</p> <p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 2 – Recommendations</p>	<p>CB/LJ/KW SLT Literacy team – SM/JO</p>	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for trustees</p>

	<ul style="list-style-type: none"> • Additional support in class where required • Toe by Toe • New reading books purchased across the school for each year group. • Books in EY and KS1 include fully decodable and are matched to phonic phase needs of individual pupils. • Bug Club for all children • Fully decodable books for lower ability readers in Year 5/6 • Explicitly teach 3 tier vocabulary: Beck, McKeown & Kucan (2002) • Reciprocal reading 	<p>Sutton Trust - Education Endowment Foundation (EEF) research states 'On average, reading comprehension approaches improve learning by an additional five months' progress'</p> <p>Alex Quigley – Closing the reading gap</p> <p>Understanding and teaching reading comprehension – Jane Oakhill and Kate Cain</p> <p>UCL – Every Child a Reader project</p> <p>OFSTED</p> <p>Literacy Trust</p>		
<p>Writing outcomes at KS1 and KS2 in line with/above National</p>	<ul style="list-style-type: none"> • Quality 1st teaching • Writing moderation • Attending CPD • Targeted support and intervention to raise attainment in writing • 1:1 writing opportunities • Pupil Premium TA working within EY, KS1 and KS2 • Additional support in class where required. 	<p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 1– Recommendations</p> <p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 2 – Recommendations</p>	<p>CB/LJ/KW SLT Literacy team – SM/CDJ</p>	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>

<p>Maths outcomes at KS1 and KS2 in line with/above National</p>	<ul style="list-style-type: none"> • Quality 1st teaching • Maths moderation • Attending CPD • Targeted support and intervention to raise attainment in maths • 1:1 maths • Pupil Premium TA working within KS1 and KS2 • Additional support in class where required. 	<p>Education Endowment Foundation (EEF) Improving Mathematics in the Early Years and Key Stage 1</p> <p>Education Endowment Foundation (EEF) Improving Mathematics in Key Stages 2</p> <p>Teaching for Mastery Programme – NCETM</p>	<p>CB/LJ/KW Maths Team – CW/KW SLT</p>	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>
<p>To provide support to close gaps in children's spelling knowledge showing impact on writing</p>	<ul style="list-style-type: none"> • Quality 1st teaching • Targeted support/intervention to raise profile of spelling • Attending CPD • Intervention groups • 1:1 spelling • Pupil Premium TA working within KS1 and KS2 • Additional support in class where required. • KS1 and 2 Letters and Sounds booster groups • Spelling Shed • Explicitly teaching vocabulary and word origins 	<p>Education Endowment Foundation (EEF)- Improving literacy in Key Stages 1 and 2.</p> <p>Oxford University Press – Closing the Word Gap</p> <p>Alex Quigley – Closing the vocabulary gap</p>	<p>CB/LJ SLT Literacy team – SM/JO</p>	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>
<p>To ensure that all children feel safe</p>	<ul style="list-style-type: none"> • Learning mentors • Clear behaviour policy • Homework club • Smash Life • Early Intervention and Inclusion Officer 	<p>School-level approaches to developing a positive school ethos and improving discipline aims to support greater engagement in learning.</p>	<p>CB/LJ/KW SLT BW/GS LM/SC All staff</p>	<p>Reviewed termly by PP TA and CT</p> <p>Reviewed termly for Trustees</p>

	<ul style="list-style-type: none"> • Social Inclusion Manager • Early Help • No worries • Art therapy 	Education Endowment Foundation (EEF) found that monitoring had positive benefits such as improved attitudes to school, better attendance and improved behaviour have been reported.		
To ensure that children receive high quality before and after school provision encouraging children to participate in after school clubs	<ul style="list-style-type: none"> • Wide variety of clubs offered • Clubs reviewed on a termly basis • Breakfast, After School Club and Holiday Club places available • TNS 	To improve children health and mental wellbeing	CB/LJ After School Club SP All staff TNS	Termly review of preschool/ afterschool opportunities
To ensure that children look and feel part of Woodside School.	<ul style="list-style-type: none"> • Uniform • PE Kits • Forest School Kits • Links with the local community for a nearly new uniform shop 	Education Endowment Foundation (EEF) There is some evidence that free school uniforms improve attendance in areas of very high poverty, however this does not appear to be true in all cases. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	CB/LJ SP All staff	Reviewed termly for Trustees
To provide breakfast to ensure that children start the day with sufficient food	<ul style="list-style-type: none"> • Breakfast club provision 	The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club, including to all Year 2 and Year 6 pupils. The aim of the project was to improve attainment	CB/LJ Breakfast Club SP	

		<p>outcomes by increasing the number of children who ate a healthy breakfast.</p> <p>The Education Endowment Foundation (EEF) tested the impact of Magic Breakfast clubs on pupil attainment. It found that running a breakfast club before school delivered an average of 2 months' additional progress for pupils. It also improved behaviour.</p> <p>EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths</p>		
To provide musical opportunities for children	<ul style="list-style-type: none"> • Musicians come into school • A wide range of musical lessons • Musical instrument hire • Links with Shropshire Music Services 	<p>Enrichment approaches</p> <p>Due to financial constraints, many children may not have the opportunity to learn how to play a musical instrument. Supporting parents financially enables all children to have the opportunity to widen their experiences and meet their aspirations. Playing a musical instrument can also develop their co-ordination and motor skills.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in</p>	CB/LJ CH/MR	<p>Termly</p> <p>Reviewed termly for Trustees</p>

		English, mathematics and science learning.'		
To ensure that children take part and attend school trips to enhance their learning	<ul style="list-style-type: none"> All children take part and attend school trips so that they experience a wide and balance curriculum. 	Trips are integral to pupils' learning experiences in order for learning to be 'brought to life' and to enable them unique learning opportunities.	CB/LJ HP/SP AP All staff	Reviewed termly for Trustees
Raise the profile of and love of reading	<ul style="list-style-type: none"> Range of authors visit the school Books are available for the children New class books for the children to borrow Reading for enjoyment box in each class Reading spine books for each year group Links with local library Links with Booka KS2 book swap led by the children Story time 	UCL – Every Child a Reader project Pleasures of Reading – Joy Alexander and Ruth Jarman Literacy Trust	LJ/JP Literacy team – SM/JO All staff	Reviewed termly for Trustees
To support parents with childcare 'Bubble Club'	<ul style="list-style-type: none"> Free childcare provision before and after school 	Parents are offered access to bubble club before and after school.	CB/LJ/KW SP/HP All staff	Weekly
To provide speech and language support for children and parents/carers	<ul style="list-style-type: none"> NELI support in reception Talk Boost in EY and KS1 Targeted support and intervention to raise attainment in communication and language, PSE development and literacy Word Aware intervention 	NELI Literacy Trust 30 Million Word Gap project – James Hempstall STOKE speaks out	CB/LJ CT All staff	<u>NELI: key dates</u> Initial assessment of children Nov/Dec20 Staff training Jan2021 Intervention starts Jan/Feb21

		<p>Every Child a Talker</p> <p>I CAN - Talk Boost</p> <p>EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p> <p>Vocabulary development is extremely important due to a lack of good language role models in the home environment, supporting parents with speech and language support and the high % of EAL children.</p> <p>Alex Quigley – Closing the vocabulary gap</p> <p>Oxford University Press – Closing the Word Gap</p> <p>Elklan</p>		<p>Follow up assessment July21</p> <p><u>Speech and language</u> <u>Talk Boost</u> Reviewed termly by class teacher and CT</p> <p>Reviewed termly for Trustees</p>
--	--	--	--	--

		High % of EAL children in KS1 and a lack of good language role models in the home environment. Parents unable to access help and support from speech and language specialists or/and do not take up the offer of help and support.		
--	--	--	--	--