

Woodlands Primary School: Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Woodlands Primary School				
Academic Year	2020-21	Total pupil premium budget	£126,740 Based on 89 pupils from Jan 2020 census. (3 pupils are looked after children).	Date of most recent pupil premium review	October 2019
Total number of pupils	635	Number of pupils eligible for pupil premium	As at 09/11/20: 101 (16%)	Date for next internal review of this strategy	March 2021
<p><i>It should be noted that our PP budget is allocated to the school based on census data collected in January. This is the budget that we work with for the next financial year. However, when we have a new cohort of pupils arrive and a cohort leave, the actual numbers of PP children at the school will fluctuate. Therefore, in 2020-21 we are providing funding and support for 101 pupils (correct at 09.11.20) but we have only received funding for 89.</i></p>					
2. Barriers to future attainment					
<p>The picture in September 2020</p> <p>In-school data analysis in March 2020 showed gaps across all year groups and subjects between our pupil premium and non-pupil premium attainment. This analysis was undertaken at the start of the Covid-19 national lockdown. Having compared our mid-year data to previous years, it showed that pupil premium attainment and progress is not usually evident until the end of year data, which we obviously missed out on in 2020. During lockdown, the education and experiences of these pupils during lockdown were varied and inconsistent, despite the school's significant efforts to engage them in home learning. These factors contributed to a great deal of uncertainty around the learning and progress of pupil premium children. It was clear that a careful and robust process of establishing where our disadvantaged pupils were in their states of mind and learning was going to be essential upon their return to school in September 2020. Consequently, we began undertaking rigorous pupil-by-pupil assessments of all our pupil premium children, with both class teachers and our pupil premium champion observing the children in their lessons, talking to them one-to-one and assessing their learning. Within the first few weeks back, all class teachers had spoken to our pupil premium parents too. This has enabled us to start to understand the nature of the barriers to learning following lockdown. It is an unprecedented time and this year, more than ever, the school needs to be responsive to the needs of our pupil premium children. We have documented barriers to learning for each pupil premium child and, from there, established a list of high priority areas that we will outline further in this strategy document.</p>					
In-school barriers					
A.	The impact of the pandemic and period of absence on pupil well-being and their sense of belonging to the school community				
B.	Addressing gaps in learning exacerbated by the period of lockdown				
C.	Poor attitudes to English amongst some of our pupils, which then has an impact on their engagement with and their attainment in the subject				

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3. Desired outcomes		
<i>Desired outcomes</i>	<i>Success criteria</i>	<i>End of year assessment of impact – see additional commentary on page 15-16</i>
<p>A: Ensure our pupils return to school and have their individual and collective personal, social, mental health and emotional needs met effectively</p> <p>Monitored by SLT and governing pairs:</p> <ul style="list-style-type: none"> On-going monitoring of wider curriculum Pupil voice Report to governors x 3 a year 	<p>Learners will:</p> <ul style="list-style-type: none"> demonstrate our core values consistently inside and outside of the classroom demonstrate positive learning attitudes and behaviours such as collaboration, attention, independence, resilience, pro-activity and reflection in assemblies and lessons <p>All staff will:</p> <ul style="list-style-type: none"> ensure our core values are regularly discussed and referred to, modelling them at all times teach PSHE and citizenship according to the new guidance explore possibilities for children’s future and the role attitude plays in these actively seek opportunities to widen children’s life experiences both inside and outside of school actively identify skills and talents in our pupils and celebrate these, when effort has been applied 	<p>Our PP champion, class teachers and teaching assistants all worked with this priority clear in their minds. We adapted our timetables and our curriculum to ensure we enabled pupils’ emotional needs to be met. During lockdowns, our PP children were either in school or supported closely during remote learning. When they returned in March 2021, our PP champion worked solely initially on supporting and meeting our pupils’ individual and collective personal, social, mental health and emotional needs. We adjusted our curriculum offering once more to free up more time for teachers to allow their children the necessary time to reflect, re-engage and recover as required. In many cases, this was successful. For a number of pupils, their needs will need to be monitored closely and nurtured carefully on an ongoing basis.</p>
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p> <p>Monitored by SLT, WLT, governor pairs and FGB:</p> <ul style="list-style-type: none"> On-going monitoring and review of performance (SEF) Scrutiny of data (Triangulation) External monitoring by School Improvement Adviser Report to governors x 6 a year 	<ul style="list-style-type: none"> Data analysis shows that the percentage of PP children working at expected and greater depth in all subjects has improved during the course of the year. Furthermore, from their starting points, pupils have made significant improvements in closing gaps in their own learning. Inspirational curriculum offer with pupils exhibiting excellent attitudes to learning The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before The school can evidence strong progress for PP pupils across the curriculum irrespective of their starting points The curriculum reflects the school’s local context and equips pupils with the knowledge and cultural capital they need to succeed in life Support children by using SHINE interventions where appropriate. Monitor and assess impact of support continuously during the year, through analysis of data and discussions with teachers. 	<p>End of year data shows that gaps in attainment between disadvantaged children and others increased in most areas. We were not able to implement our targeted plans for closing gaps in learning until much later in the year than we had planned due to further bubble closures and lockdowns. More of our targeted time had to be used to bring the children back to a point of emotional and social readiness to learn. Many of our children returned and displayed concerning levels of confidence and a poor attitude towards school. We needed to address this first before academic objectives could be targeted. Once the academic support eventually started (as we had</p>

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	<ul style="list-style-type: none"> • Adapt and amend support as priorities change during the year. 	<p>planned), there was insufficient time for this to have any impact on outcomes data.</p>
<p>C: Pupils who have demonstrated a negative attitude towards English show definite signs of increasing motivation and enjoyment relating to the subject</p> <p>Monitored by DHT, PP champion and class teachers:</p> <ul style="list-style-type: none"> • Scrutiny of data (Triangulation) • Attitudes observed in the classroom and through conferencing • Impact on learning evident in book looks 	<ul style="list-style-type: none"> • Pupils identified as having negative attitudes towards English by class teachers and PP champion through lesson observations and pupil conferencing. • PP champion, in consultation with class teachers, prioritises key areas to focus with the targeted pupils. • Most pressing issues discovered with pupils are addressed as a priority: <ul style="list-style-type: none"> ○ Handwriting ○ Engagement with reading. • Utilise groups of pupils to support each other. • Help students to commit to action – then act on their commitment. • Monitor and assess impact of support continuously during the year, through analysis of data and discussions with teachers. • Adapt and amend support as priorities change during the year. 	<p>As explained above, much of our PP champion’s time this year has been focused on rebuilding pupils self-esteem and confidence in their own capabilities as learners. This was greatly affected for some children during lockdowns. Further work is required on this into 2021-22. The one data outcome where attainment gaps narrowed was writing, so it could be concluded that this focus had some impact. However, the gap narrowed only very slightly and remains a very sizeable gap. Teacher feedback about the children suggested that attitudes had improved, but they were fully aware this needs to be maintained over the long term for meaningful progress to be made with our disadvantaged pupils.</p>

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Data

	Reading (Year 1-6)		Writing (Year 1-6)		Maths (Year 1-6)		Reception
	% on track to be Expected	% on track to be Greater Depth/High Score	% on track to be Expected	% on track to be Greater Depth/High Score	% on track to be Expected	% on track to be Greater Depth/High Score	% on track to achieve a good level of development
March 2020 (Pre-pandemic)	61% -17%	13% -20%	49% -31%	5% -12%	54% -31%	9% -15%	15% -9%
Autumn teacher assessment	51% -30%	15% -21%	41% -33%	6% -14%	47% -33%	10% -20%	15% -21%
Spring teacher assessment	41% -38%	9% -22%	37% -36%	6% -10%	38% -38%	7% -18%	23% -27%
Summer teacher assessment	55% -30%	20% -22%	51% -29%	9% -13%	50% -36%	13% -25%	47% -24%

Gaps between PP and non-PP attainment

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4. Planned expenditure			
Academic year	2020-21		
Planned expenditure is split into three sections: quality of teaching for all; targeted support and other approaches. These three headings enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
Quality of teaching for all			
Desired outcome	Chosen approaches	Specific actions	Approximate cost and review date
A: Ensure our pupils return to school and have their individual and collective personal, social, mental health and emotional needs met effectively	<ol style="list-style-type: none"> 1. Provide a flexible framework for teachers to deliver a tailored curriculum to meet the academic and personal needs of all pupils 2. Prioritise good mental health and wellbeing in our pupils following their return to school after lockdown 3. Facilitate the rebuilding of pupils' relationships with each other and staff 4. To ensure that the teaching of PSHE is in line with current legislation and guidance through the introduction of a new scheme of learning for PSHE (Jigsaw) for all pupils in the school 5. Establish a clear and simple behaviour code, communicate it with all stakeholders and ensure it is reinforced consistently by all staff 	<ul style="list-style-type: none"> • Develop and share our recovery plan to ensure all staff are clear on expectations. • Lead staff INSET on psychological needs of pupils and how this relates to the Paul Dix approach to behaviour management. ALL teaching staff to read 'When the Adults Change...' by PD. • All staff trained in the use of the Jigsaw Programme and to follow plans from Day 1 • Weekly WS or KS remote assemblies to maintain a 'togetherness' and Friday celebration assembly to celebrate the successes of the week (initially adapted). • Adopt a consistent morning routine from the outset – provide a set of lessons in the morning, which are familiar to pupils. The approach in these lessons may well be adapted this year, but reintroducing a recognisable routine will be important and reassuring. Year groups to decide what is appropriate in terms of content to cover and tasks given in the early stage of the year. There is no requirement to revert immediately to the usual Spelling, Phonics, English, Guided Reading and Maths planning from the outset. Year groups to use their discretion of what feels right in terms of their cohort. • Initially, use afternoons more flexibly for restorative activities – the focus should be on promoting a sense of belonging again, collaboration, social skills, time to talk and re-engage with each other and the school. Year groups will determine what these afternoons will look like. They won't continue indefinitely and year groups will decide when they wish to introduce a more standard daily timetable, which should be determined by the needs of the pupils. • Growth mindset – there will be a heavy focus on building children's resilience, self-confidence and belief in their abilities. • Consolidate and share staff expertise in providing support for pupils with SEMH needs • Establish a refined behaviour code, which is clear and simple for pupils and staff to understand and follow. To communicate the behaviour code to pupils in a consistent manner across the school. To plan an ongoing communications strategy regarding the behaviour code so that it does not drop out of staff / pupil consciousness. • Develop a physical environment, which supports the mental wellbeing and learning of pupils. • Resources within HEADSTART to be further explored and disseminated to all staff – CPD. HEADSTART ' Resilience Team' to meet termly – all stakeholder to be represented. • Engagement with Anti Bullying Alliance – achieve accreditation. 	End of academic year 2020-21

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Desired outcome	Chosen approaches	Specific actions	Approximate cost and review date
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<ol style="list-style-type: none"> To adapt teaching effectively to meet their varying needs of pupils and close gaps that will have opened during lockdown Conduct comprehensive analysis and development of our reading provision throughout and provide rigorous training to develop staff expertise on how pupils learn to read during primary school years 	<ul style="list-style-type: none"> Sharpen our focus on the core subjects (without losing variety in the curriculum) - writing (including handwriting), phonics, spelling, reading and maths. The foundation subjects will still be prominent and will not be removed this year, but they will be slightly reduced. Should they see it as right for their cohort, year groups will have the flexibility to adopt a more cross-curricular, thematic approach to engage and interest the pupils and to keep the breadth of learning. Greater flexibility with timetables - teachers and year groups will be given more autonomy to plan their days and weeks to best suit the learning needs of their pupils. This may mean moving writing activities for foundation subjects into the morning, blocking certain subjects or teaching topics that spread over more than one term. Additional time for maths each day - there will be 1 hour and 15 minutes allocated to maths for each day. It will be down to year groups to decide how best to use this time. One suggestion would be to use an additional 15 minutes in the afternoon (after teacher assessment) to follow-up on the learning earlier in the day to consolidate, correct misconceptions or extend learning. Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. Daily reading lessons that foster the love of reading and book enjoyment, but that focus on fluency, comprehension, vocabulary development and promote speaking and listening. A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture Writing to be regular (daily) and across the curriculum. Lots of short-burst writing to promote writing stamina outside English lessons, but also revision of sentence structures. Maths to focus on number work with a daily arithmetic session. TT Rockstars to be accessed regularly and promoted to support automaticity of recall – retrieval practice heavily used. PE curriculum to focus on fitness – children are to increase their activity levels within each session. Rigorous assessment in English and maths, including testing, when curriculum is re-established to identify gaps Introduction of new tests and online program to support accurate assessment and gap analysis Plan use of catch up funding to target individuals and groups: use of ETB, AL / LN, TB, BG as qualified support teachers; use of after-school teacher-run clubs; use of TAs to run after-school provision. Write reading mission statement. Video for parents on supporting their children with reading at Woodlands. Training on reading delivered to all staff – focusing on phonics, fluency, reading comprehension, guided reading, fostering a love of reading. Create skills progression document for all reading skills across year groups and within school years. 	<p>End of academic year 2020-21</p>
<p>Quality teaching for all budgeted cost</p>			<p>£13,256.29</p>

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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?
Outcomes A, B and C	Introduction of a Pupil Premium champion	The rationale for having a PP champion is that this year, more than any other, we need to be certain that our PP children are being monitored and supported rigorously. By giving a trained teacher this role, it allows him to work in conjunction with class teachers to provide that additional level of focus this year, to give our pupils the best possible chance of returning to pre-lockdown levels as quickly as possible and to continue closing the attainment gaps with their peers.	The Pupil Premium champion will work closely with the DHT to continuously review approaches, analysing data, liaising with class teachers, adapting support and responding to pupil needs.	Ben Gosling	End of academic year 2020-21
C: Pupils who have demonstrated a negative attitude towards English show definite signs of increasing motivation and enjoyment relating to the subject	Handwriting support for boys with low-esteem in writing	Early examination of pupil barriers showed that significant numbers of pupils demonstrated poor attitudes to English. Handwriting and lack of engagement in reading were identified as priority foci to develop. By helping pupils improve their handwriting, it is hoped that greater self-efficacy will follow, encouraging them to write with more enthusiasm and independence.	The Pupil Premium champion will work closely with the DHT to continuously review approaches, analysing data, liaising with class teachers, adapting support and responding to pupil needs.	Ben Gosling	March 2021

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<p>C: Pupils who have demonstrated a negative attitude towards English show definite signs of increasing motivation and enjoyment relating to the subject</p>	<p>Promoting a love of reading with disengaged boys</p>	<p>Early examination of pupil barriers showed that significant numbers of pupils demonstrated poor attitudes to English. Handwriting and lack of engagement in reading were identified as priority foci to develop. By helping pupils find a valuable place for reading in their lives, it is hoped that this will support their self-confidence in the subject as a whole by developing their vocabulary, background knowledge and ability to learn from their reading, which should feed into their writing and aid their progress across the curriculum.</p>	<p>The Pupil Premium champion will work closely with the DHT to continuously review approaches, analysing data, liaising with class teachers, adapting support and responding to pupil needs.</p>	<p>Ben Gosling</p>	<p>March 2021</p>
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>SHINE interventions</p>	<p>Being able to use assessment rigorously to identify gaps in learning will be absolutely critical this year and so will responding to these. A new suite of tests has been purchased this, which allow teachers to analyse gaps in learning, but importantly, teachers will have access to targeted, pre-planned interventions along with resources. The use of these will be varied depending on the year group and child, but they should be invaluable tool to support gap-filling.</p>	<p>The Pupil Premium champion will work closely with the DHT to continuously review approaches, analysing data, liaising with class teachers, adapting support and responding to pupil needs.</p>	<p>Year group leads, Ben Gosling and Mark Burns</p>	<p>March 2021</p>
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>Read, Write Inc. intervention groups</p>	<p>This intervention was successful in KS1 during previous years and helped pupils behind year group expectations make accelerated progress.</p>	<p>Year 1 teachers will use teacher assessments and provision maps from Reception teachers to quickly inform their understanding of the children's current attainment. As a result, small targeted groups will be set up early in the new academic year. The length of the intervention will be determined by the pace of progress of the pupils.</p>	<p>Corina Woodger</p>	<p>End of academic year 2020-21</p>

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<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>Phonics interventions and catch up sessions</p>	<p>The importance of phonics in the Early Years and KS1 curriculum is very well-established. Our year 1 team will ensure they track the progress of pupils in the build-up to the phonics screening.</p>	<p>For those pupils who are behind year group expectations there will be interventions available where necessary. There is also a daily phonics catch-up session which identifies pupils who have not grasped that day's sound and follows up quickly to help ensure pupils do not fall further behind the peers.</p>	<p>Corina Woodger / Julie Newble</p>	<p>End of academic year 2020-21</p>
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>Daily reading with an adult</p>	<p>We appreciate that some of our pupils are behind their peers in terms of their reading progress and need regular opportunities to read to an adult so that their progress can be accurately tracked.</p>	<p>Pupils in need of daily reading with an adult are identified by teachers in year 1 and 2. The daily sessions are recorded on a consistent format so that progress can be tracked clearly.</p>	<p>Corina Woodger / Julie Newble and Emma Challis / Julia Howe</p>	<p>End of academic year 2020-21</p>
<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>Interventions to support good progress reviewed and evaluated for effectiveness</p>	<p>Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.</p>	<p>The assessment cycle which takes place three times a year ensures year leaders and teachers can easily identify pupils struggling to meet their targets and put support in place accordingly.</p>	<p>Rita Tarrant-Blick</p>	<p>End of academic year 2020-21</p>

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<p>B: Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more</p>	<p>Additional teachers used for targeted support with pupils</p>	<p>We will use our tutoring funding to pay additional teachers to provide targeted support with pupils.</p>	<p>Year group leads will direct the support for pupils following data analysis</p>	<p>Year 5 and 6 leads (Katharine Ridger and Rose Totham)</p>	<p>End of academic year 2020-21</p>
<p>Targeted support budget cost</p>					<p>£97,926.85</p>

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Other approaches – the following actions are ongoing and have shown strong impact in recent years in terms of engaging parents and children and enriching pupils' experiences at Woodlands.

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?
Subsidising of school trips	Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.	The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by-pupil basis.	Mark Burns	End of academic year 2020-21
Music and sports lessons (including swimming for year 3)	Some children receive music lessons or take part in externally run clubs such as taekwondo and football. All PP children in year 3 receive half-price swimming lessons during the year. Music, adventurous activities and sports skills can form the foundation of life-long interests, as well as address the health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.	The school and teachers to communicate effectively with parents to identify where funding for this purpose is available. This is carefully tracked and recorded on a pupil-by-pupil basis.	Mark Burns	End of academic year 2020-21
Parent communication – more robust information from parents and children	We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.	We offer two additional meetings with our PP parents so that over the course of the year they will see their child's teacher formally on four occasions. During these meetings, class teachers will record barriers to learning which are discussed and support put in place as a result.	Mark Burns	End of academic year 2020-21
Learning vouchers	To further empower and engage the parents of our PP children, we offer parents a learning voucher for up to £100 to spend on the child's education.	Class teachers to meet with parents in September to discuss the voucher system and ideas for where it could most productively be spent. This information is then passed onto Tracey Surmon who monitors the spending for each pupil.	Tracey Surmon	End of academic year 2020-21
Ensuring all parents partake in consultations	Being able to provide updates on progress and targets for all pupils is an essential aspect of engaging parents and improving pupil performance.	Remind teachers before and after each parent consultation that they should contact any	Vicki Lonie	End of academic year 2020-21

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	When the school missing out on these opportunities, it impairs our objectives to engage with and communicate successfully with all parents.	parents who did not make or missed appointments.		
Breakfast and holiday clubs	By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.	Breakfast club and holiday clubs to be targeted for PP families.	Sarah Hardcastle	End of academic year 2020-21
Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families	Parental involvement is consistently associated with pupils' success at school.*	The performance management of our Pastoral Support Manager will focus on clear targets which relate to parental involvement and engagement with the school.	Sarah Hardcastle	End of academic year 2020-21
Milk purchased and made available to PP children at break times	Helping our pupils be well-nourished and hydrated will benefit their capacity to stay alert and focused in their learning, which in turn will support their progress.	Milk is ordered frequently and is made available every day; pupils are reminded to come and collect it.	Tracey Surmon	End of academic year 2020-21
Participation in Tonbridge Grammar School for Girls twilight enrichment programme to eligible pupils in Years 4 and 5	These classes form part of the well-established HORIZONS programme which is open to girls and boys in Years 4 and 5, who are in receipt of the pupil premium grant or may be in care or are young carers themselves, and have the potential to sit the Kent Test for grammar schools in the future. The aim of these classes is to provide opportunities for eligible pupils to gain familiarisation of the skills required for the 11+ test and will include activities that support the development of higher level numeracy and problem-solving skills and higher level comprehension, literacy and verbal reasoning skills.	Year 4 and 5 teachers to think about which pupils would benefit from the programme and to contact parents about the opportunity.	Jack Adams and Katharine Ridger	End of academic year 2020-21
Other support budget cost				£21,616.39
TOTAL BUDGETED COST				£132,799.53

* According to evidence of effectiveness in the Sutton Trust / EEF Teaching and Learning Toolkit.

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Prior attainment and progress (no statutory data collected in 2020 due Covid-19 lockdown)

EYFS - 2019					
Areas of learning	PP	Non-PP	Areas of learning	PP	Non-PP
Communication and Language			Mathematics		
Listening and Attention	67%	95%	Numbers	53%	88%
Understanding	60%	92%	Shape, space and measure	53%	91%
Speaking	60%	96%	Understanding the world		
Physical Development			People and communities	73%	96%
Moving and Handling	93%	99%	The world	73%	96%
Health and Self-Care	87%	99%	Technology	87%	99%
Personal and Emotional Development			Expressive Arts and Design		
Self-confidence and awareness	80%	96%	Exploring and using media and materials	80%	96%
Managing feelings and behaviour	73%	99%	Being imaginative	87%	97%
Making relationships	80%	96%			
Literacy			Good Level of Development		
Reading	53%	87%		53%	85%
Writing	53%	85%			

Phonics - 2019		
	PP	Non-PP
% of pupils who passed	62%	91%
Average score	28.5	35.9

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KS1 - 2019				
	Expected +		Greater Depth	
	PP	Non-PP	PP	Non-PP
Reading	80%	89%	20%	33%
Writing	80%	84%	0%	16%
Maths	80%	88%	20%	30%
Combined	70%	80%	0%	13%
Science	100%	96%		
GPS	30%	68%	10%	21%

KS2 - 2019						
	Expected +		Greater Depth		Average score	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	71%	82%	14%	36%	100.4	106.7
Writing	71%	88%	0%	28%	n/a	n/a
Maths	64%	89%	7%	34%	101.5	107.2
Combined	57%	78%	0%	18%	n/a	n/a
GPS	64%	85%	21%	50%	103.4	109

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End of year review – additional commentary

In this unprecedented of years, it felt necessary to add some additional commentary on top of our typical review notes. The first thing to say is that the school's capacity to conduct robust and thorough monitoring in 2020-21 has been heavily affected by the pandemic. Classroom observations have had to be minimised, as well as pupil voice opportunities. This has meant that we have had to rely almost entirely on pupil data outcomes and feedback from staff. This has narrowed our perspective considerably and, consequently, the conclusions we draw on the impact of our Pupil Premium strategy for 2020-21 must bear this in mind. It has made analysis of the impact of some individual strategies almost impossible. However, the key headline from the year is very stark: disadvantaged pupils have suffered during this pandemic considerably more than others. The learning gaps that existed prior to the pandemic have (mostly) been exacerbated. Our planned response to the pandemic was disrupted with further bubble closures and lockdowns. This meant that our strategy had to adapt quickly as new challenges were presented. This section provides details on the changing strategy (and the reasons for this).

During terms 1 and 2, our focus was on seeing all PP children in the context of their classroom and also speaking to them all individually. Our PP champion's time was hindered in this period due to cover demands placed on him, which were all linked to the pandemic - this did not ease until term 3.

The PP champion and SLT established a high-priority target list and specified the areas in which support was most needed. We had intended that this targeted support would begin in term 3. We had narrowed down our list of children to between 3 and 5 per year group to increase our chances of having the most impact and reduce the prospects of spreading our support too thinly at this most challenging of times. It was decided that English was going to be the focus, as other support was already in place for Maths.

Then in term 3 and part of term 4, we were put into another lockdown and so the plans for in-school support were prevented from being realised. During this lockdown, our focus shifted to ensuring regular contact through phone calls to families identified by our PP champion and agreed with year group teams. This evolved as the lockdown went on and we were responsive to fluctuating needs as they surfaced. Between 50 and 60 families were getting weekly calls from our PP champion. The nature of these calls varied. Sometimes it was for a general catch-up, with others academic support was provided and for some families, IT support was needed. Laptops were provided to every PP child, although some refused the offer as they were not deemed necessary. We also organised free SIM cards for some too, where this was required. One-to-one lessons were provided to some pupils, where engagement with remote learning was poor and many children responded very well to this. Parents on the whole were very appreciative of this support and we received good feedback from year group teams for the support that was offered. Notes from phone calls were always provided to year groups, so that communication and support was transparent. Paper packs were provided to some children where this was requested and these were tailored for individual children's need; they were delivered by TAs.

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On the pupils' return in term 4, we made the decision to allow them to stay in class as much as possible to offer them the chance to settle back in and establish a sense of consistency and routine once more. We did though offer and provide pastoral and emotional support in those weeks before the Easter break.

In terms 5 and 6, our PP champion could finally commence the plan that had been set-up before Christmas. This involved a two-week rolling timetable for 21 children across the school. He saw each of the selected children once a fortnight for English lessons. For these sessions, he took children out for the lesson and taught what would have been taught in class. This allowed the children not to miss out on learning their class were accessing, it kept them in line with the sequence of learning, but, importantly, it gave them the chance to work one-to-one for a sustained period.

In alternate weeks, our PP champion would see those who he had not seen in the English lesson in the afternoons for general nurture / pastoral catch-ups and lots of reading time together. Certain children have needed a lot of talking time. The impact we have most keenly identified is in terms of how these see school. Much of the time, he had been battling against pupils' negativity towards school. As the end of year data shows, our PP children have fallen further behind their non-PP peers and it presents a very concerning picture for the school. However, it is clear that the impact of the pandemic on disadvantaged children would never have been resolved in two terms. It is going to be a long-term effort to reverse the impact that it is had on their learning.