

## Woolden Hill Review of Pupil Premium – Evaluation of Spending 2019 - 2020

### Pupil Premium Evaluation of Spending 2019 - 2020

#### Woolden Hill Primary School – Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Woolden Hill Primary School				
<b>Academic Year</b>	2019 - 20	<b>Total PP budget</b>	£50110	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	September 2020

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	30%	65%
<b>% making progress in reading</b>	30%	65%
<b>% making progress in writing</b>	40%	75%
<b>% making progress in maths</b>	30%	65%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Reading – Pupils are good at decoding but do not have necessary skills required for comprehension resulting in 71% of PP pupils achieving the National Standard in KS2 and 33% in KS1
<b>B.</b>	Maths attainment – PP pupils are not accessing challenges or are not being challenged resulting in only 57% of PP pupils achieving the National Standard in KS2 and 33% in KS1
<b>C.</b>	Phonics and speech development – 75% of PPG pupils passed the phonics screening compared to 82% Nationally
<b>D.</b>	SALT – Pupils come into school with
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>E.</b>	Attendance – in the previous academic year 42% of PPG pupils had attendance below 95%.
<b>F.</b>	Wellbeing - Some pupils lack real world experiences to build both knowledge, social skills and resilience
<b>2. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Increased number of PP pupils achieving National standard in maths at the end of key stage tests to be in line with National and non PPG
<b>B.</b>	Attendance of PPG pupils to increase to 95% +
<b>C.</b>	Reading progress will increase in line with National with all PP pupils making at least expected progress. Through the use of Whole Class Guided Reading, termly results will increase as will end of KS results.
<b>D.</b>	Phonics scores will be in line or above National Levels, SALT screenings will identify pupil needs and support targeted intervention
<b>E.</b>	Wellbeing will increase as pupils will have the opportunity to engage in extracurricular activities and visits, to widen their experiences and build knowledge, social skills and resilience

<b>Review of expenditure</b>				
Due to COVID-19 there were no statutory end of year assessments, children in years 2,3,4 and 5 remained learning at home while EYFS, year 1 and year 6 came back into school – all reviewing is based on where the children finished in March 2020 when schools locked down.				
<b>Previous Academic Year</b>		<b>2019 - 2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A.</b> Increased number of PPG pupils achieving	Maths Mastery approach to planning and teaching to enable challenge	All year groups implemented a maths mastery approach using resources provided by White Rose. The school was supported by a Lead Practitioner from the trust to upskill new teachers. This model	Due to the impact of COVID this will continue to help close the gap, there were promising signs that children were	£600

Age Related standards in Mathematics	throughout. Feedback to improve learning outcomes.	worked well up to lockdown but will need to continue as all year groups show that children in PPG are achieving less than 40% ARE, however this is based on only 2 terms of work.	making progress but the COVID lockdown will impact this	
D. Increased number of PPG pupils achieving Age Related standards in Reading/phonics	RWInc Phonics used for EYFS and Year 1. Accelerated Reader, guided reading and Mastery challenge approach for year 2 – 6. Feedback to improve learning outcomes.	All pupils were able to access AR from year 3 – 6 and were assessed regularly, which showed good progress. Pupils in EYFS and year 1 were assessed against phonics and year 2 and 6 were assessed against end of key stage statements. Predicted results for phonics for year 1 had 75% of PP children reaching the required standard. Year 6 were predicted to achieve 30% compared to 65% non PP in the end of key stage assessments, however this was based on work up to March due to lock down.	Due to the impact of COVID this will continue to help close the gap, there were promising signs that children were making progress but the COVID lockdown will impact this	£2100
A, C, D. Increased number of PPG pupils meeting National standards in RWM by identifying and closing gaps	Interventions led by LSAs including 1:1 staff members. PPG lead to work with all staff to target interventions. DSAT training for support staff to lead interventions	Interventions were set up and ran for the autumn and spring terms. A number of children in PP accessed interventions for maths and English including Colourful Semantics, however this was not able to be completed due to lockdown. This will need to be continued to ensure that PP children are able to close the Gaps that have been compounded by the COVID pandemic During the pandemic all support staff have been able to access a wide range of training sessions, including biofeedback and maths.	Due to the impact of COVID this will continue to help close the gap, there were promising signs that children were making progress but the COVID lockdown will impact this	£150

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Increased attendance of PPG pupils to be above 95%	School based Attendance policy identifying pupils with low attendance – 3 levels of warning letter and then referral to Education Welfare Officer from a Local Authority to support with legal cases.	The continuity of using the same EWO from Leicester City enabled the school to provide a more comprehensive attendance support package. The EWO continued to support the school with the use of attendance letters which were sent out when attendance fell below the required level. A number of referrals were made to the EWO for those pupils with levels of attendance that met the PA standard. Attendance was tracked regularly. There were 12.5% PA pupils at the end of March 2020. A reduction from September of 2.5%. At the end of March when lockdown was initiated due to COVID 19 attendance for the PP pupils was 92.92% a slight reduction from 93.75%. However this is not comparable as the time frames were not the same.	Regular meetings with EWO and early intervention from both the school and the EWO has the largest impact on improving attendance. The attendance of PPG pupils was on track to rise but due to COVID was not able to be fully assessed. It has still not met the target of 95% + so this will continue next academic	£1569
E. Increased wellbeing and self-esteem to enable preparedness for learning.	ELSA support for targeted children for social and emotional wellbeing to enable pupils to access learning.	Of those children who worked with the ELSA, all were able to maintain their academic levels and some made more than expected progress but due to COVID-9 there were no formal end of year assessments to allow this to be fully tracked. The referral system allowed pupils to be identified in key areas of needs and be placed into appropriate interventions. CPOMs was used successfully to monitor PPG pupils, with wellbeing needs. The ELSA continued to support vulnerable	Due to the impact of COVID this will continue to help close the gap, there were promising signs that children were making progress but the COVID lockdown will impact this	£27000

	CPOMS used to track and refer pupils to ELSA Targeted well-being interventions	pupils during the lockdown period using the phone and teams to make calls. She also supported pupils on their return to school with socially distanced sessions.		
<b>C &amp; D.</b> Reading and phonics attainment and progress supported by early identification of SALT needs	SALT - Speech therapist intervention and training for all staff in order to identify needs of all EYFS, SEND and EAL pupils. Colourful Semantics – Trained staff to deliver	All pupils in EYFS were screened for SALT support as were pupils with SEND. In EYFS interventions were undertaken with children identified as requiring support. SALT referrals were made for children with specific needs. All PP pupils in EYFS who were assessed as Amber or Red took part in interventions. A number of pupils in year 1 and EYFS were referred on for further support from either EPIC or the NHS salt team. Due to COVID, there were no observations in the summer term, but training was provided for staff	Due to the impact of COVID this will continue to help close the gap, there were promising signs that children were making progress but the COVID lockdown will impact this SALT screenings will continue to identify pupils who require intervention. This will continue to be a focus	£4,500

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>E.</b> Increased pupil Wellbeing and engagement in extracurricular activities – leading to attendance improvements and academic increase	Enrichment Fund – parents able to identify where they will spend fund (clubs, uniform or music lessons) All trips funded for all PPG pupils Following parental and student consultation - pupils to choose a club per term or music lessons.	All PPG pupils used the trip element of the enrichment funding. 100% of PPG pupils accessed the enrichment fund, accessing the fund for clubs, uniforms and music lessons. Attendance on trips increased as did participation in clubs.	Due to the impact of COVID this will continue to be a method of support for parents, which is anticipated to be even more crucial as parents struggle with the cost implications of COVID	£13,326
<b>C.</b> Increased skills in maths from digital strategies including Times Tables Rock Stars and Century Maths	Times Tables Rockstars for all pupils. Used as homework for pupils from year 2 upwards. Century Maths access for all pupils – teachers to set work as required to close gaps identified by system.	All pupils accessed Times tables Rock Stars in years 2 – 6. During the lockdown period access to this increased with a number of children using it daily. Due to COVID there were no end of term assessments and the Times Table check did not take place.	Due to the impact of COVID this will continue to be a method of support as pupils gaps will have potential increased with online access to learning in some families being restricted.	£1,365
<b>A.</b> Increased reading comprehension skills to enable PPG pupils to achieve the expected standard in reading	Accelerated Reader to be used by years 2 - 6 Read Theory used by KS2 pupils Guided reading – daily/weekly sessions	All PPG pupils in KS2 accessed Accelerated Reader. All year 6 pupils accessed Read Theory. All PPG pupils in years 2-6 received weekly guided reading sessions. All PPG pupils in EFYS, Year 1 and Year 2 received RWinc sessions and 100% of year 2 PPG pupils accessed Colourful Semantics.	Due to the impact of COVID this will continue to be a method of support as pupils gaps will have potential increased with online access to learning in some families being restricted.	£1,150

### 3. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

**Due to COVID-19 there were no statutory end of year assessments, children in years 2,3,4 and 5 remained learning at home while EYFS, year 1 and year 6 came back into school – all reviewing is based on where the children finished in March 2020 when schools locked down. Interventions could not take place at school neither could enrichment such as music lessons or clubs. Moving forward the impact of COVID will have to be investigated, children will need to be supported as they go back to school with a focus on wellbeing before assessments can be made of their academic gaps.**

#### Identification of Pupils

Woolden Hill Primary School will be pro-active in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered quickly and therefore have the best impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed before the January census day to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

#### Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum and life experiences

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Woolden Hill Primary School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having reached their full potential regardless of their starting points.

#### Funding arrangements

Pupil Premium funding will be allocated following annual needs analysis which will identify priority groups and individuals. Funding will be used to support academic development and support the social and emotional wellbeing of our Pupil Premium pupils.

As a school, we believe that extra-curricular activities and creative curriculum experiences such as trips, visiting speakers, attendance at Discovery Schools Trust events, musical and sporting experiences and many more experiences help to deepen the learning experience offered to our children and therefore support progress.

For pupils who are eligible for pupil premium funding, the following guidelines are applied to support enrichment experiences such as:

- Educational Trips (all paid for then funding available for choices below)
- Music lessons (offered through school)
- Before and After School care
- Extra-curricular clubs
- Uniform (once per year)

*Please note: the total amount of funding that could be used towards the cost of enrichment will be **£185** in an academic year. The office staff, in communication with the Pupil Premium Lead, will track individual spending of the enrichment fund. This budget is completely flexible to meet the needs and interests of all our Pupil Premium families.*

For families that find themselves in need of additional support in paying for school related expenses, use of the enrichment fund may be possible with consultation with the Pupil Premium Leader.