

# Pupil Premium Strategy Report

2020 – 2021



Report: September 2020

Future Report: September 2021

# Nurture ~ Believe ~ Discover ~ Achieve

## OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

**Woodstock CE Primary School will be a centre for learning where adults and children:**

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

## OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

*"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11*

## PUPIL PREMIUM GRANT FUNDING

*A good education is the key to improving life chances.*

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement of disadvantaged pupils of all abilities to reach their potential to support children and young people with parents in the regular armed forces.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils.

### **What is our rationale at Woodstock CE Primary for making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?**

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable.

To improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use evidence and research-based teaching practice, including the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, and the Centre for Literacy in Primary Education to inform spending discussions and decisions.
- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Identify the main barriers to learning and use different approaches for groups or individuals facing particular barriers.
- Ensure that every member of staff knows who our disadvantaged pupils are and takes an interest in their success.
- Ensure that when a pupil's progress slows, interventions are put into place rapidly.
- Make every effort to engage parents in the education and progress of their child.
- Where poor attendance is an issue, address this as a priority.
- Provide personalised support for each pupil following a consultation with their parents.
- Ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.

- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

In May 2019, our Link Governor for Special Needs and Inclusion attended OCC training in the effective use of Pupil Premium funding.

## What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

School leaders and governors take an evidence-based approach to selecting the most effective ways to improve outcomes. Answers to the following questions provide a structured framework:

### How well are our disadvantaged pupils achieving being mindful that many pupils may have been out of school for a prolonged period over the Covid-19 lockdown?

We identify any current gaps in attainment and progress and compare these to school and national averages.

### What are the barriers to learning for our disadvantaged pupils?

Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.

### What are our desired outcomes for pupils?

Raised attainment; increased rates of progress; improved attendance; proactive family engagement; the development of skills and personal qualities to build emotional resilience; and extended opportunities.

### How will success be measured?

For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.

### Which approaches will produce these outcomes?

To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies.

### Which approaches are effective, and which are not?

We will evaluate our approaches by asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?

## What is the amount of the school's allocation of Pupil Premium Grant Funding?

	Sept 2019	Sept 2020
<b>Number of pupils on roll (Rec – Y6)</b>	<b>306</b>	<b>308</b>
<b>Number of pupils eligible for Pupil Premium Funding</b>	<b>28</b>	<b>24</b>
<b>Percentage of pupils eligible for PP funding</b>	<b>9.2%</b>	<b>7.8%</b>
<b>Pupil Premium Grant Funding</b>		
<b>Disadvantaged pupils:</b>		
Rec – Y6 pupils recorded as Ever 6 free school meals	<b>£1320</b>	<b>£1345</b>
Looked-after children (LAC) defined as being in the care of a LA	<b>£2300</b>	<b>£2345</b>
Children who have ceased to be LAC	<b>£2300</b>	<b>£2345</b>
<b>Service children:</b>		
Rec – Y6 pupils recorded as Ever 6 free school meals	<b>£300</b>	<b>£310</b>
<b>Total Pupil Premium Grant Funding</b>	<b>£34,800</b>	<b>£39,280*</b>

\*Consisting of £29,590 Disadvantaged; £310 Service Children; £9380 Post LAC

## EARLY YEARS PUPIL PREMIUM FUNDING

Since April 2015, schools have received additional funding for disadvantaged three- and four-year olds in Early Years settings in England in the form of the Early Years Pupil Premium.

You may be eligible for Pupil Premium or Early Years Premium if one or more of the following criteria apply to you and your family:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Come and talk to us in confidence, if you are not sure if you qualify for either Pupil Premium and Early Years Premium Funding.

## PUPIL PREMIUM GRANT (PPG) FUNDING 2019-20

### Summary of how our PPG allocation was spent prior to Lockdown:

- Reading interventions for target groups.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
- Weekly after-school differentiated tuition (booster groups) for Year 6 pupils in both Maths and English.
- Additional teacher in Years 5/6 each morning over the school year to allow children to be taught in smaller, highly differentiated groups and receive intervention to accelerate progress in Maths and English.
- Offering a Change4Life after-school club run by our Sports Teacher.
- Providing sporting activities every lunchtime run by our Sports Teacher.
- Providing extended music tuition in Years 3 and 4
- Providing extended swimming provision in Years 3 & 4
- Subsidising or paying for educational trips and residential visits, and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
- Funding children to access chargeable extra-curricular activities and out-of-school clubs in the community.
- Providing school uniform and other learning resources.
- Ongoing training for a TA to work as an Emotional Literacy Support Assistant; funding for the Teaching Assistant to provide one-to-one/small group nurture provision to support pupils' social and emotional development for two afternoons a week.
- Forest School provision throughout Reception and KS1.
- EYFS teacher training in 'Talk Boost' focusing on the development of speaking and listening skills in the Early Years.

- Equipment to promote physical development for Early Years pupils.
- A new age-appropriate fiction book was given to every PP pupil to take home at the start of the Christmas, Easter and Summer holidays in recognition of their hard work over the term and to encourage them to continue reading over the break.

### What difference did the PPG funding make to eligible and other pupils?

Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received. Analysis of the school’s pupil progress tracking information tells us that most children for whom we receive Pupil Premium made good progress, and that this is in-line with the progress made by children who are not eligible for this additional funding. Where progress was less than expected, specific approaches will be put in place to accelerate progress in 2020-21.

### PUPIL ATTAINMENT & PROGRESS

Due to the pandemic all government assessments in 2020 were cancelled resulting in no external performance data being available.

### ATTENDANCE OF PUPILS

	2 September 2019 – 20 March 2020 (lockdown)			
	Percent Overall Attendance		% Persistent Absentee – absent for 10% or more sessions	
	School 2019-20	National 2018-19	School 2019-20	National 2018-19
All pupils (Y1-Y6)	97.0%	96%	3.5%	8.2%
Pupil Premium	95.0%	94%	1.3%	18.1%

Attendance of Pupil Premium children is high and is broadly in-line with their peers, and significantly above national averages. Attendance for this group of children ranged from 90.8% - 100% (four pupils). Strategies are in place to promote and reward high attendance; rigorous monitoring is carried out and any concerns relating to attendance are followed-up by the Headteacher.

### EXCLUSIONS

No child was either fixed-term or permanently excluded during 2019-20.

### FEEDBACK ON IMPACT

Feedback from pupils, parents and staff is positive about the benefits of approaches taken to support pupils who are eligible for the Pupil Premium Grant funding, in terms of promoting equal access and raising achievement.

The mother of a pupil for whom the school receives the PPG wrote, *“This year we have been working closely with the Headteacher and class teachers to make sure my daughter takes full advantage of the Pupil Premium funding and support. Over the year, we have had termly meetings where her progress is discussed, and barriers*

acknowledged. This has enabled my daughter to have her needs met, make progress and thrive in all areas of school life, and at home.

Without the support we receive from Pupil Premium, my daughter would be limited when it comes to after-school activities, as I cannot afford to pay. She has attended Dance Club, which has been hugely beneficial to her fitness and co-ordination and has widened her friendship group and given her confidence. She has also had lots of support within the classroom and has had a great year.

As a parent the help and support I have received, both financially and within the meetings has been amazing. I feel confident that all barriers to my daughter's learning have been over-turned, and the financial support has been very much welcomed."

A teacher providing Year 6 weekly after-school Booster support cites the benefits of this additional provision as building the confidence of pupils eligible for the PPG and raising their self-esteem and aspiration, resulting in accelerated progress and improved attainment.

## **What are the main barriers faced by our pupils eligible for PPG funding and what are we doing to minimise these?**

In discussion, school leaders and teachers have identified the specific barriers to learning faced by our children who are eligible for the PPG funding and the approaches we will take to minimise these. The main barriers are:

### **Lack of parental support**

*Effective parental involvement and aspiration is associated with pupils' academic success.*

#### **Approaches for improvement:**

The school achieved the **Leading Parent Partnership Award** in May 2020 and will continue to maximise parental involvement to improvement attainment, particularly for our disadvantaged pupils.

2016 saw the introduction of Pupil Premium Champions – a member of the Leadership Team was appointed as Champion for each child eligible for the PPG. The Leader meets with the class teacher and the child and parents each term to discuss barriers to learning and how these might be addressed; review academic progress; share any concerns; and provide guidance and resources to support learning at home. Where attendance is an issue, strategies for improvement are also discussed. This practice clearly has a positive impact and will continue in the future.

A teacher accessed Emotional Literacy Support Assistant (ELSA) training to run small group/individual nurture support programmes, focussing on emotional literacy, with identified children and continues to access termly supervision. At the same time, we will continue to develop school-level approaches to sustaining our positive school ethos and support active engagement in the learning process.

### **Access to technology**

*Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. Lack of access to technology has been a barrier for many disadvantaged children.*

### **Approaches for improvement:**

- Survey of pupils to find out how they accessed home learning during the lockdown and any barriers they experienced.
- Identify any gaps, liaise with families and agree plans to ensure all pupils can access online learning in the event of a further lockdown.
- Apply for government funding if appropriate.

### **Issues around emotional-wellbeing and self-esteem**

*Social and emotional learning interventions have an identifiable and significant impact on pupils' attitudes to learning, social relationships in school, and attainment. It will be important to support pupils' mental health and well-being as they return to school following Lockdown.*

### **Approaches for improvement:**

Nurture support, one-to-one or small groups, will continue to be offered to pupils for whom social and emotional development is identified.

Further development of our Nurture Room.

*'Embedding a whole school approach to promoting healthy behaviours to better support children's well-being and mental health'* was a target started in the 2017-18 Raising Achievement Plan and continued to be developed over 2018-19. In December 2018 we were very proud to be awarded the national **Wellbeing Award for Schools**.

Create a sense of safety in school by providing structure, routine and enjoyable activities.

Talk about coronavirus and related worries, use this as an opportunity to correct inaccurate information.

### **Lack of opportunity**

*For a child to have equality of access, s/he must be encouraged to reap the benefits of what the school has to offer by attending regularly, by engaging in both curricular and extra-curricular activities, and by being supported at home and in his or her community.*

### **Approaches for improvement:**

We will continue to fund activities and provide opportunities, which might not otherwise be available to our disadvantaged pupils. We know from parent and pupil feedback that these have a positive impact on children's confidence and self-esteem. Government and Public Health guidance permitting, these will include:

- Change4Life after-school Club
- Organised lunchtime sporting activities
- Extended instrumental tuition in Years 3 and 4
- Extended swimming provision in Years 3 and 4
- Subsidising or paying for educational trips and residential visits, and other school activities.
- Funding children to access chargeable extra-curricular activities and out-of-school clubs in the community.

- Providing school uniform and other learning resources.
- Weekly after-school tuition (ability booster groups) for Y6 pupils in both Maths and English.
- Summer Support Packs made up by class teachers to promote continued learning over the summer break.
- Forest School provision throughout KS1.
- Breakfast Club with a learning mentor for a Year 6 target group in the lead-up to the SATs.
- The gift of a new, age-appropriate fiction book to take home to enjoy over the Christmas, Easter and Summer holidays.

## **Underachievement in literacy skills**

*Good literacy skills provide the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.*

(Education Endowment Foundation: Improving Literacy Guidance Report, 2017)

*Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life..... For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.*

(Education Endowment Foundation: Covid-19 Support Guidance for Schools, June 2020)

### **Approaches to bring about improvement:**

- Take an evidence-informed approach, drawing on research, to make decisions.
- Recognising that every pupil will have been affected differently by Covid-19, baseline assessments undertaken in the first half of the Autumn Term to determine how to most effectively support children and identify those who will benefit from additional catch-up support.
- One to one or small group structured interventions to focus on improving reading comprehension.
- Peer tutoring for children where disengagement is an issue.
- Bespoke interventions (AccelerRead-AccelerWrite and Reading Recovery) to help children who struggle with reading to catch up with their peers.
- Training for Reading Volunteers across the school to help support those children who will benefit from daily reading.
- Training and support for teachers and Teaching Assistants to deliver bespoke interventions to raise teaching standards and sustain high achievement for all children.
- Targeted small group support for spelling and handwriting.
- Additional small group tuition targeting phonics teaching for KS1 children and any transferring to Year 3 who will still have gaps in their phonic knowledge.
- Continue to purchase Spellodrome licences for all KS1 children to access an online spelling program outside school, and all children eligible for the PPG who would benefit. Additional

- Read, Write, Inc resources for pupils in Reception and KS1 to support early phonic acquisition and reading development.
- Talk Boost support for Early Years pupils.
  - Small group writing workshops.
  - Purchasing of resources to support targeted Y6 pupils with SATs revision.
  - Additional teacher time to provide Booster Sessions for Y6 pupils including those eligible for the Pupil Premium Grant.

## Special Educational Needs

*Some children require additional support within the school environment in order to benefit to the same degree as others, particularly children with special educational needs.*

### Approaches to bring about improvement:

- Approaches will follow those detailed in our Policy for SEND.
- Class teachers, will be supported by the Inclusion Manager in devising strategies, agreeing interventions and actions, setting targets appropriate to the needs of the pupils, and advising on quality resources and materials for use with pupils with special educational needs, and on the effective use of personnel in the classroom.

## DESIRED IMPACT

- The early identification of barriers to learning becomes an embedded part of the whole school vision.
- Through well-planned deployment, Teachers and Teaching Assistants effectively meet the needs of pupils at risk of under-achieving to accelerate progress in reading comprehension and writing.
- Staff training ensures a deeper understanding of the way pupils develop reading and comprehension skills leading to increased challenge in reading for pupils and higher standards.
- Pupils in target groups show increased independence and are motivated and engaged learners, with high self-esteem.
- The gap between children eligible for Pupil Premium and their peers is closing, with a particular focus on attainment and progress in reading and writing.
- Children confidently and independently use a range of approaches to spell successfully across the curriculum whilst also broadening their vocabulary range.
- School leaders have a genuine and unrelenting commitment to equity of provision.
- Positive and proactive parental support for learning.

## PUPIL PREMIUM GRANT FUNDING 2020-21

**What are our priorities for spending the Pupil Premium Grant Funding during 2020-21?**

Funding spent in 2019-20 up until the time of Lockdown, impacted positively on accelerating progress, so will continue to be spent in similar ways over 2020-2021.

## Specific outcomes for 2020 – 2021

Desired Outcome	Chosen Action/Approach
All pupils are appropriately challenged in lessons. Progress made by pupils eligible for PP funding is at least in-line with that of their peers.	<ul style="list-style-type: none"> <li>Continue to develop whole school approach to mastery teaching through CPD for teachers and teaching assistants.</li> <li>Funding for additional teacher to enable Y5/Y6 split each morning.</li> <li>Monitoring strategies to have a focus on the progress of pupils eligible for PP funding.</li> </ul>
Early intervention results in attainment differences diminishing for disadvantaged pupils in EYFS.	<ul style="list-style-type: none"> <li>Targeted HLTA time in EYFS to support interventions.</li> <li>Delivery of Talk Boost Interventions.</li> <li>Focus on Communication &amp; Language during teacher-led activities.</li> </ul>
Highly trained and qualified staff support the needs of pupils eligible for PP funding effectively.	Continued focus on continual professional development.
Pupil Premium pupils show increased engagement in and ownership of their learning.	Embedding of Learning Powers led by Deputy Headteacher and adopted by teachers as an integral part of their daily classroom practice.
Improved attitudes to reading for identified pupils. Increased fluency and developed comprehension skills result in accelerated progress.	<ul style="list-style-type: none"> <li>Engage more parent/community volunteers to support reading.</li> <li>All identified pupils to be heard read daily.</li> <li>Funding for additional support to provide AccelerRead-AccelerWrite and Reading Recovery for identified children in KS1.</li> <li>Small group teacher-led comprehension support for identified children in Y3/4 phase and Y5.</li> <li>Differentiated Maths and English Booster support for Y6 pupils.</li> </ul>
Increased parental engagement.	Senior Leader PP Champions to be partnered with each child eligible for PP funding. Champions and class teachers to meet with parents to identify barriers to learning, review progress and agree actions for future progress.
The attendance of Pupil Premium Pupils is in-line with others nationally and in school.	Headteacher and Inclusion Manager to meet with families where attendance becomes a concern.
Social, emotional and mental health needs of pupils are addressed.	Emotional Literacy Support Assistant (ELSA) to work with identified Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.
All Pupil Premium pupils take part in at least one after-school club during the 2020-21 academic year.	<ul style="list-style-type: none"> <li>Pupil Premium Champions to look at the range of clubs being offered each term with children and parents.</li> <li>Places for Pupil Premium pupils are allocated for each club and confirmed before general bookings are opened.</li> <li>Participation of Pupil Premium pupils each term in after-school clubs is monitored by Inclusion Manager and PE Lead Teacher.</li> <li>Subsidise/provide free places to paid clubs.</li> </ul>
Approaches taken to raise aspirations and self-esteem of pupils who attract PP funding have a positive impact. These include continuing to fund	The NC curriculum and the wider curriculum offered by the school promote children's personal and social development, alongside their academic performance.

activities and provide opportunities, which might not otherwise be available to our disadvantaged pupils.	Aspiration Talks by outside professionals are a regular feature within the curriculum.
Pupil Premium pupils will have greater opportunities to take on leadership roles in the school.	Teachers to actively encourage children to put themselves forward as class reps on the Children’s Council or one of the many Committees running, and for those in Y5/6 to apply to be a Playground Leader.
Transition to secondary school is supported effectively.	Discussions with pupils and parents to identify any barriers/concerns relation to transition. Supporting additional induction opportunities.  Pupils eligible for PP funding, those with SEND and those identified as ‘at risk’ pupils are invited to take part in additional transition sessions as appropriate.

## How will we evaluate the use our funding?

Any decisions about how to spend our Pupil Premium are based on the analysis of performance information. Pupils who are eligible for the Pupil Premium are identified on our school tracking system, SCOMIS. This allows us to filter information relating to their attainment and progress throughout the year. This data informs our Provision Mapping; it is reported to the Headteacher and Inclusion Manager by class teachers and is published in the Headteachers’ Termly Report to governors. Three termly cycles of intervention take place each year, and data is monitored and evaluated at the beginning and end of each cycle to ensure that all pupils eligible for PP funding are making progress and, if not, why not and the action we will take in response.

When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we consider:

- How well gaps are narrowing between the performances of different groups of pupils in the school and compared to all pupils nationally.
- How well pupils make progress relative to their starting points.

**Report discussed and compiled by:**      **Lisa Rowe, Headteacher**  
**Anne Hipwell, Inclusion Manger**  
**Governors on the Curriculum & Performance Committee**

**July 2020**