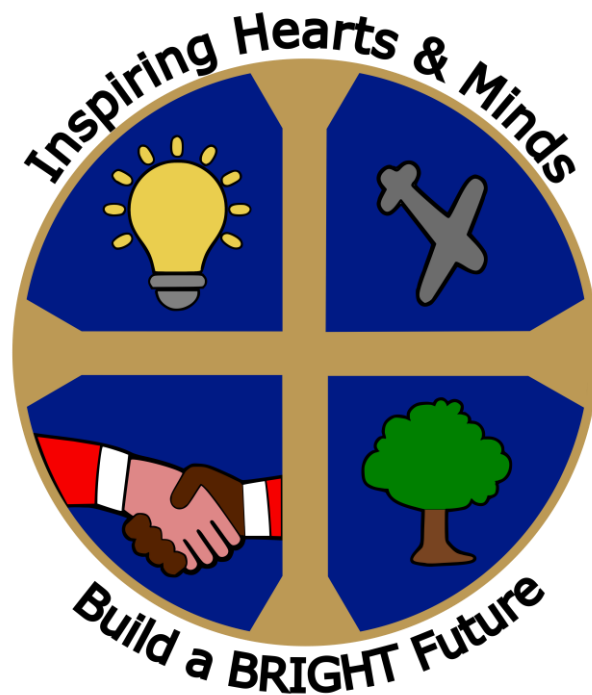


Woodley CofE Primary School



Pupil Premium Strategy Statement 2020-21

Our Vision

'At Woodley C of E, each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create lifelong learners, who have the knowledge, skills and understanding to shine brightly in the world.'

School overview

School name	Woodley C of E Primary School
Pupils in school	315 capacity
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£49910
Academic year or years covered by statement	2020-21
Publish date	July 2020
Review date	September 2020
Statement authorised by	Mrs L Gurney
Pupil premium lead	Mrs L Gurney
Pupil Premium TA Champion	Mrs A Benham
Governor lead	Mrs G Plowright

Disadvantaged pupil performance overview for summer 2019 - end of KS2.

Measure	Score
Meeting expected standard at KS2	7 Pupils
Reading	86%
Writing	57%
Maths	57%
EGPS	86%
Achieving high standard at KS2	7 Pupils
Reading	0%
Writing	0%
Maths	0%

Disadvantaged pupil progress scores for last academic year 2018-19

Measure	Score
Reading	-1.09
Writing	- 4.18
Maths	-1.68

Average Scaled Score

Reading	100.9
Maths	101
EGPS	103.6
*No data available for Summer 2020	

Strategy aims for disadvantaged Pupils - 3 Year Plan 2020-23.

Measure	Strategy Intent
<p>Priority 1</p> <p>Reading</p>	<p>To develop a whole school reading strategy to ensure pupils learn to love reading, achieve excellent outcomes and they are able to access the next phase of their education.</p> <p>This strategic intent particularly needs to focus on the bottom 20% of learners in our school.</p> <p>Research and implement a deeper understanding of texts to develop comprehension and vocabulary.</p> <p>Introducing phonics through RWInc.</p> <p>Comprehension plus/Ziptales interventions.</p> <p>Introducing accelerated reader to ensure individual reading books are sequenced appropriately.</p> <p>Improving teachers subject knowledge around texts and have a rationale with regards to texts that are selected.</p>
<p>Priority 2</p> <p>Maths</p>	<p>To develop fluency in key mathematical skills.</p> <p>Use non negotiable tests to highlight gaps and plan provision to ensure high expectations.</p>
<p>Priority 3</p> <p>Parental Engagement</p>	<p>Parental engagement: to engage with the families facing most challenges to support learning.</p> <p>To make sure the association between Parental involvement and pupil's academic success is well established.</p> <p>PP TA Champion to support and be accessible to discuss any concerns to improve progress.</p> <p>Monitor and improve attendance.</p> <p>Families to engage and participate in school activities in greater numbers.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Pupils' limited vocabulary, particularly on entry to EYFS. ● Poor speech and language. ● Poor speaking and listening skills. ● Limited exposure to books and texts. ● Lack of love of reading for pleasure. ● Effective monitoring of attendance. ● Track, follow up and make online bookings ● Parental attitudes to improve learning. ● Inability to return school correspondence.
<p>Projected spending</p>	<p>£149,730</p>

Teaching priorities for current academic year 2020-21 – Disadvantaged pupils only

Aim	Target – 6 pupils	Target date
Progress in Reading	80% to achieve ARE or above (7/8)	July 20
Progress in Writing	80% to achieve ARE or above (7/8)	July 20
Progress in Mathematics	80% to achieve ARE or above (7/8)	July 20
Phonics	75% of Y1 PP pupils to pass screener (2/4)	July 20

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> • Training whole staff • Each class to highlight PPG pupils as a focus group. • Staff of key pupils to monitor AR use and encourage wider reading. • Pupils expected to read at least 5 times a week to their Parents at home. • Reading timetable / structured guided reading. • Allocating staff to work with identified disadvantaged pupils in reading. • Early intervention targeting disadvantaged pupils with poorer reading skills in Reception and Y1. • Clever Cloggs (extra support with comprehension.)
Priority 2 Maths	<ul style="list-style-type: none"> • Identify areas of concern and implement effective strategies. • Tilt learning. • Observe pupils in their class setting. • Liaise with the class Teachers to provide equipment. • Maths Beat • Effective interventions
Priority 3 Parental Engagement.	<ul style="list-style-type: none"> • Structured conversations with Parents, Class Teacher, PP TA Champion. • Parental engagement- telephone support. • Parent workshops.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Staff engagement with whole school reading strategy. • Pupils reading at home. • Lack of Parental engagement. • Attendance to be above 95%
Projected spending	£99,820

Wider strategies for current academic year

Measure	Activity
Priority 1	Equality of opportunity e.g. trips and extra-curricular clubs.
Priority 2	Pastoral support. Daily scaling.
Priority 3	Organise for independent learning.
Barriers to learning these priorities address	To improve the quality of knowledge and understanding of the PPG pupils by providing enhanced cultural capital: exposure to museums, sports and music events. To provide equal opportunities for all pupils. To provide support and advice to Parents, direct work with Parents and/or signposting to other professional bodies. To nurture the most vulnerable pupils in order to build their resilience and improve their self-confidence and ambition.
Projected spending	£49,910

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of Inset days staff meetings Termly review meetings to access progress and check targets have been met.
Targeted support	All teachers and TA's to be aware of who PPG children are and target. PPG pupils who are under achieving to be supported through appropriate interventions. Scaling- for social and emotional development and to discuss any concerns. Walkie Talking Group	1.1 Support or small group support. Individualised, tilted learning. Daily scaling Talk Mark PPG books and give priority. Targeted questioning during whole class teaching. Targeted pupil questions to highlight any concerns or worries.
Wider strategies	Provision of equal opportunities and wider experiences. Engaging the families facing most challenges. PP Ta Champion to track and follow up meetings for Parent and consultation sessions. PP Ta champion to be accessible to discuss any concerns.	Clubs, sports events are made available to PPG children. Provision of a Parent support with their Class Teacher, PP Ta Champion or signposting to other professional outside agencies.