

## Woodside Primary School

### Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Woodside Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£270 600	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	614	<b>Number of pupils eligible for PP</b>	205 (33%)	<b>Date for next internal review of this strategy</b>	July 2021

### 2. Current attainment

Autumn term internal data when compared to the previous academic year indicated that the percentage of pupil premium pupils who were on track was greater than at the same point in the previous academic year at the end of key stage 1 and 2. The gap between pupil premium and non-pupil premium pupils was closing significantly at the end of key stage 2. Autumn 2018 gaps: reading -10%, writing -14%, maths -10%. Autumn 2019 gaps: reading +1%, writing -8%, maths -4%.

Autumn term EYFS data showed that gaps between PP and non-PP were similar or closing in the majority of areas.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Some PP children, particularly White British, Black Caribbean and Black African boys, show limited engagement with learning and the curriculum	
B.	A high % of PP pupils are also identified as SEND and need consistent access to high quality first teaching and appropriate differentiation	
C.	The learning environment, including reading materials, does not engage all PP boys	
D.	Low expectations of some PP pupils means that fewer PP pupils are identified as exceeding	
External barriers		
E.	Social and economic challenges experienced by families including housing, finance, family literacy, domestic abuse, children's health and parental anxieties/skills	
F.	The attendance of PP pupils is lower than that of non-PP pupils	
G.	Poor parental engagement with school and buy in to education due limited experiences and/or negative experience of school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The curriculum sparks the enthusiasm of all learners. They are keen to engage with learning and develop the skills, attitudes and knowledge that ensures that they flourish.</p> <p>Measures: pupil voice, book looks, learning walks, planning, the learning environment, attainment data</p>	<p>Positive learning behaviour and engagement with learning is evident in all classrooms at all times.</p> <p>Pupils talk enthusiastically about their learning and the themes of the curriculum. They explain their learning journey in detail and can identify their next steps.</p> <p>Pupils use the language of learning confidently.</p> <p>Pupil books show progress through the learning journey and high quality outcomes</p> <p>Pupil attainment is better than national expectations</p>
B.	<p>Consistent high quality teaching, with learning which is differentiated appropriately to meet the different needs of individual learners, happens in all classrooms.</p>	<p>Learning walks, observations and book looks indicate that high quality teaching, which meets the needs of all learners, is delivered consistently across the school.</p> <p>All teachers are confident to adapt planning to meet the different needs of the learners in their classes, including pupils with complex SEND needs.</p>

	Measures: pupil voice, book looks, learning walks, formal observations, trust and school reviews, attainment data	Feedback has impact to ensure that learning moves on. All pupils make expected or accelerated progress from their starting points. 10% of PP pupils make accelerated progress and the gaps begin to close
C.	The learning environment promotes positive attitudes to learning and supports learners to engage successfully with the curriculum.  Measures: school council pupil voice, learning walks, book looks, observations	High quality outcomes are displayed along side the learning journey that was taken to reach them. High quality resources and reading materials in the classroom reflect the diversity and ethos of the school The learning environment promotes the language of learning. Pupils use this confidently Pupils use the learning environment successfully to support their learning
D.	More PP pupils make accelerated progress so the current gaps for pupils identified as exceeding begin to close.  Measures: assessment data, Interventions impact, pupil progress meeting notes	PP pupils who are currently working at age related are discussed and those who could make accelerated progress are identified. Barriers are identified and approaches/interventions implemented. Monitoring of impact is carried out regularly Pupils targeted make accelerated progress
E.	Families are able to access the appropriate support and are able to overcome their social and economic challenges.  Measures: attendance data Parent questionnaires	Increase the number of families engaging with school and feeling supported, resulting in improved attendance enhance the school's offer of opportunities for parents to be involved in their children's learning ensure PP children have access to a rich variety of after school clubs, lunchtime clubs and extra-curricular trips to provide a deep experiential aspect to their learning
F.	The % attendance of PP pupils is the same as that for non PP pupils.  Attendance data	Barriers to attendance are identified and approaches/interventions are implemented. Monitoring of impact is carried out regularly The % attendance of PP pupils increases so it is similar to non-PP pupils
G.	All parents feel part of the school community and buy in to the school ethos and culture. All parents value education and understand that it is a path to success in life.	Families are identified who struggle to engage with the school Barriers are explored and positive relationships are built Parents view the school as welcoming and understand that it is a place where they can get advice and support

	Parent view	Parents are well informed about their children’s learning and feel confident to support them at home.
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5. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
The curriculum sparks the enthusiasm of all learners. They are keen to engage with learning and develop the skills, attitudes and knowledge that ensures that they flourish.	<p>Staff development opportunities to ensure staff understand the core expectations of collaborative planning are established and communicated clearly by leaders.</p> <p>CPD opportunities to ensure staff understand the planning backwards approach.</p> <p>Continued opportunities to plan collaboratively with other schools in the Croydon Hub and across the Inspire partnership</p> <p>Opportunities for staff to visit other schools in the trust.</p>	Since joining the Inspire trust a new curriculum has been introduced. Some staff are finding the implementation of the curriculum a challenge. Further CPD will ensure the curriculum is embedded	<p>Regular CPD opportunities</p> <p>Collaborative planning with other teachers across the trust and Inspire leaders</p> <p>Learning walks, observations, book looks and pupils voice monitoring activities completed by school and trust leaders</p>	SLT	Half Termly

<p>Consistent high quality teaching, with learning which is differentiated appropriately to meet the different needs of individual learners, happens in all classrooms.</p>	<p>CPD sessions to ensure a common understanding of what makes good learning and a good lesson</p> <p>Lesson study activities carried out where staff observe YGLs and evaluate approaches that ensure good learning is taking place, in particular expectations around pace, modelling learning and a deeper focus on challenging thinking and open questioning</p> <p>CPD focussed on the use of feedback and marking to move learning on.</p> <p>Review of SEND provision across the school to review the quality of teaching and learning with the Inspire Improvement Partner</p> <p>YGL's monitoring and evaluating/ intervention</p> <p>AHT intervention of identified children</p> <p>Additional males to positively influence and support emotional and academic needs</p>	<p>22% of PP pupils are also identified as SEND, compared to 15% of non PP pupils.</p> <p>49% of SEND pupils are also identified as PP</p> <p>2019 statutory assessment data shows gaps in attainment between PP and non PP</p> <p>Baseline assessment data shows gaps in most year groups in all areas. The gender gap is also significant</p> <p>In school and trust reviews highlight that though children are well behaved, in some lessons engagement with learning was low due to learning not fully meeting their needs.</p>	<p>Analysis of attainment and progress data</p> <p>Learning walks, observations, book looks and pupil voice monitoring activities completed by school and trust leaders</p>	<p>HR/JL/SLT/ leadership team</p>	<p>Half Termly</p>
<p>The learning environment promotes positive attitudes to learning and supports learners to</p>	<p>CPD to explore how to ensure the learning environment is a language rich environment that supports learning</p>	<p>New expectations for learning environment need embedding.</p>	<p>Learning walks, observations, book looks and pupil voice monitoring activities</p>	<p>CFT HR</p>	<p>Termly</p>

engage successfully with the curriculum.	<p>School council and Learning Ambassadors learning walks to evaluate suitability of reading materials in classrooms and collect pupil views about reading.</p> <p>Purchase books that particularly engage boys with reading</p> <p>CPD for staff to share behaviour management expertise</p> <p>Set up a working party of staff and children to review the approach to behaviour management across the school to ensure that it is consistent.</p> <p>Update behaviour policy and launch to parents</p> <p>Review the KS2 Haven support and needs separating 'Behaviour' as SEN</p>	Monitoring activities show learning behaviour is good. However, a small minority of pupil's (Boys) struggle to engage with learning	completed by school and trust leaders	<p>KR</p> <p>CFT/AB</p> <p>AB/CFT</p> <p>CFT/HR</p>	
Total budgeted cost					£131 834
ii. 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?
More PP boys make accelerated progress so the current gaps for pupils identified as exceeding begin to close.	<p>Pupil premium boys from the targeted ethnic groups are identified.</p> <p>Data is analysed to identify barriers to learning</p> <p>Approaches and interventions to support individual pupils are identified</p>	Data shows boys attainment is lower than girls, particularly in reading and writing	<p>Analysis of attainment and progress data</p> <p>Learning walks, observations, book looks and pupil voice</p>	SLT	Termly

	Reading for pleasure is encouraged through the purchase of high quality books that spark boys interest and engage them. Members of SLT target small groups of boys and work with staff and parents to plan and monitor support in place. Mentor employed to work with key children		monitoring activities completed by school and trust leaders		
The % attendance of PP pupils is the same as that for non-PP pupils and above 96%	Pupil premium pupils whose attendance is below 90% are identified Meeting with parents and school staff are arranged to identify barriers Approaches/ interventions are agreed Targets are set Rewards and incentives are identified to improve attendance of PP children. Review meeting and monitoring sessions are planned half termly EWO support to set targets and identify	Data indicates that the % attendance of pupil premium pupils is lower than non-pupil premium pupils	Analysis of attendance data Review of targets met Intervention impact data	HF/CFT/ SLT	Weekly
Total budgeted cost					£89 326
iii. Other approaches					
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?
Families are able to access the appropriate support and are able to overcome their social and economic challenges.	Parents have a first point of contact through family support worker offering advice and support on a range of domestic issues and provide links with the support agencies	The % of PP pupils is increasing in the school. During lockdown an increasing number of parents required support	Analysis of referral to outside agencies  Analysis of pupil attendance data	AB	

	Senior leaders build positive relationships with adults from key families through regular meetings and phone calls	from school to access food banks.	Pupil voice responses and parent view		
All parents feel part of the school community and buy in to the school ethos and culture. All parents value education and understand that it is a path to success in life.	<p>Post COVID parents are encouraged to attend school events that celebrate children's learning and outcomes. Through attendance at school events parents understand what their children are learning and why.</p> <p>Online resources and in school events are held to support parents in working with their children at home.</p> <p>Parents view the school as a welcoming environment and feel comfortable to ask for advice and support.</p> <p>The school website and newsletter are successfully used to communicate with parents and to enable them to support their children with their learning.</p>	Attendance data shows that PP pupils' attendance is lower than non-PP pupils indicating that parents may not see the value of education, particularly if their own experience of school was negative.	<p>Analysis of pupil attendance data</p> <p>Pupil voice responses and parent view</p>	SLT	
				Total budgeted cost	£49 440

## 6. Review of expenditure

Previous Academic Year 2019/20	Separate impact report see website
Funding amount: £ .....	Proportion of disadvantaged pupils in the school = %
i. Quality of teaching for all	



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>ii. Targeted support</b>				
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>iii. Other approaches</b>				
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

## 7. 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)