

# Woodhouse Community Primary School Pupil Premium Strategy Statement 2020- 2021

## School Overview

Number of pupils in school (inc) Nursery)	221
Proportion of disadvantaged pupils (inc) Nursery)	144 (65%)
Pupil premium allocation this academic year	£193,680
Academic year or years covered by statement	2020-21
Publish date	Jan 2021
Review date	Termly
Statement authorised by	R Smith
Pupil premium lead	R Smith
Governor lead	K Phillips

## Rationale

At Woodhouse Community Primary School, we sit within a large council estate where low income and high unemployment prevails. Our pupils come from an area of high deprivation (ranked as being within the top 10% most deprived areas in the country). The majority of pupils live in wards where well below average numbers of parents have engaged in higher education and this impacts upon levels of literacy and numeracy skills, and often parental support at home. We believe that our practice is developed to ensure the individual academic needs of all of our pupils are met, as well as their social and emotional needs. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and narrow the gap between children eligible for Pupil Premium in school and non – Pupil Premium children nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

## Funding (per eligible pupil)

	<b>2020 - 2021</b>
<b>Early Years Pupil Premium</b>	£0.53 / hour
<b>Pupil Premium Reception – Y6</b>	£1,345
<b>Pupil Premium Y7 – Y11</b>	£955
<b>*Pupil Premium + Looked after children (LAC)</b>	£1,700
<b>Pupil Premium + Post Looked after children (PLAC)</b>	£2,345

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

### **Early years Pupil Premium funding**

Pupils eligible for Early Years funding	13
Number of eligible boys	7
Number of eligible girls	6
<b>Total funding allocation</b>	<b>£10,317.45</b>

### **Reception to Year 6 Pupil Premium/ Pupil Premium + funding**

Pupils eligible for PP funding	144 x £1345
Number of looked after pupils	4 x £1700
<b>Total funding allocation</b>	<b>£200,480</b>

**Total Funding EYFS and PP = £210797.45**

Due to the COVID-19 Pandemic, school closed on 20th March 2020 and did not reopen until 1st September 2020. As a result of the school closure, official assessments were not completed for the end of the 2019/20 academic year. The data below is taken from the 2019-2020 Pupil Premium Strategy document as this is the most up to date official assessment data held.

4. 2019 – Disadvantaged pupils outcomes								
EYFS – 24 pupils (16 FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
63%	62%	75%	-13%	-19%				
<b>KS1</b> Y2 – 25 pupils ( 16 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	75%	79%	-4%	-16%	13%	29%	-16%	-14%
Writing	50%	73%	-23%	-18%	13%	18%	-5%	-10%
Maths	63%	79%	-16%	-16%	6%	25%	-19%	-12%
<b>KS2</b> Y6 - 30 pupils (26 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	69%	78%	-9%	-16%	8%	31%	-23%	-14%
Writing	81%	83%	-2%	-15%	15%	24%	-9%	-13%
Maths	77%	8%	-6%	-15%	12%	31%	-19%	-15%
GPS								
RWM combined	62%	71%	-9%	-20%	4%	12%	-8%	-11%

## Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	-1.4	-1.4	0.3
Writing	0.6	0.9	0.3
Maths	0.5	0.2	0.3

**\*\* As there were no statutory end of key stage assessments in 2020, the 2019 data is shown to demonstrate the achievement of disadvantage pupils in school.**

## Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	<b>A</b>	Monitoring has shown that the teaching of writing is still a priority. School closures have significantly affected the ability of PPG children to write effectively.	Clear focus and investment in training for all staff to ensure increased confidence and ability to support children in making progress in their writing. PPG children write effectively and progress in writing shows this when monitored.
	<b>B</b>	A number of staff are new to Key Stage 1 and have not undertaken recent RWI training to ensure the continuation of the high quality teaching of phonics	All staff are fully trained/ refreshed in delivering the RWI phonics programme effectively.
	<b>C</b>	Due to the increased needs of our vulnerable and SEN PP Pupils after lockdown, it is becoming increasingly difficult for them to engage in classroom-based learning without one to one or small group adult support	Additional support will be allocated in classes to ensure our most vulnerable Pupils are supported and able to access their learning with direct intervention
	<b>D</b>	Due to the current pandemic, a high proportion of PPG pupils have limited experiences to draw upon in their writing and have participated in fewer writing activities during school closure.	PPG Pupils are provided with a wide variety of external stimuli to inspire their writing. As a result progress in Writing is improved.
Targeted academic support	<b>E</b>	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations, particularly in core areas. This means they need to make more progress than their peers to catch up.	Pupils eligible for Early Years Pupil Premium/ Pupil Premium in Early Years make good progress in the area of communication and language from limited starting points. High quality provision both indoors and outdoors help supports PP children meet ARE.
	<b>F</b>	Some disadvantaged children have not read widely or frequently enough resulting in weak stamina and a limited vocabulary.	Monitoring supports the fact that children are reading more widely and for longer periods of time. This is enabling catch up in reading skills and is shown through Reading progress data.

	<b>G</b>	In KS1 and lower KS2 children have limited experiences, do not have experience of rich texts at home and a limited vocabulary. This is impacting on their writing ability.	Writing of disadvantaged pupils demonstrates improved vocabulary choices and reflects the range of texts accessed by children and learning opportunities provided.
	<b>H</b>	Due to lockdown, PPG have significant gaps in their phonic knowledge , particularly in Year 2.	Secure improvements in progress and attainment and improve outcomes in Phonics for Y2 PPG children.
<b>Wider strategies</b>	<b>I</b>	Emotional resilience/wellbeing of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours.
	<b>J</b>	The range of opportunities/ aspirations and ambitions for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access similar cultural capital/ with similar aspirations as their academic peers which will raise their self-esteem, confidence, academic progress and through these first-hand experiences, apply their skills for the new learning across the curriculum.
	<b>K</b>	Low attendance rates and poor punctuality for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Support for parents and carers to help improve attendance.

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)

A	Clear focus and investment in training for all staff to ensure increased confidence and ability to support children in making progress in their writing. PPG children write effectively and progress in writing shows this when monitored.	It is cited by the EEF that staff CPD and training is an appropriate way to spend money an effective way in a tiered approach to pupil premium spending  In the EEF document Improving Literacy at Key Stage 2 it cites 'TEACH WRITING COMPOSITION STRATEGIES THROUGH MODELLING AND SUPPORTED PRACTICE' as a recommendation with the evidence being extensive of its impact.	£1500 for full writing training (The Write Stuff) £400 for additional resourcing to support £350 for HW programme refresh and training	Baseline data when we returned to school in September showed that in Writing Y1: 63% (59% PPG) Y2 50% ( 42% PPG) Y3 58% ( 47% PPG) Y4 50% (30% PPG) Y5 43% (36% PPG) Y6 57% ( 50% PPG) Ready to begin age related expectations and teaching overall.	JN/ EO	Autumn: Due to bubble closure and isolation the full writing training was postponed but staff trialled the units and resources with a view to implementing this fully in the Spring /Summer term. Initial book scrutiny showed that where units were being used, the amount of writing produced was improved and the quality of vocabulary was improved. Autumn Data shows : Y1: 77% PPG Y2 : 50% PPG Y3 62% PPG Y4 : 35% PPG Y5 : 50% PPG Y6 : 66% PPG Are at ARE/ on track at end of Autumn term.
B	All staff are fully trained/ refreshed in delivering the RWI phonics programme effectively.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	£3800 for refresher training, online support and development day/ assessments	Current R 20% of children ready to begin RWI programme. Current Y1 63% of children on baseline were ready for Y1 teaching of phonics and on track to pass. Y2 50% were on track to pass phonics so intense intervention and teaching needed.	JN/ VC	Autumn: Reading lead held Phonic based staff drop ins and feedback sessions throughout Autumn term and refreshers. Tailored interventions and additional support was put into place across Reception and Ks1. In December 2020, 72% of Y2 children passed the phonics screen, which showed good progress from baseline when we returned in September. Spring : Staffing instability and changes means an interim reading lead is in place and new leader training taken place. All staff will receive up to date training virtually over Summer term.
D	PPG Pupils are provided with a wide	Research from EEF states that 'All children,	£1950 for NowPressPlay	National and local lockdowns have placed	RS/ VC	Spring : All staff trained in the use of NowPressPlay and was used during lockdown. Initial feedback

	variety of external stimulus to inspire their writing	including those from disadvantaged backgrounds, deserve a well rounded, culturally rich education.'	subscription and training package for staff Other enrichment days/ experiences /virtual Author events etc £1000  Replacement of 2 IWB ( Y3 and Y1) to support visual learning £6000	significant restrictions on the already limited life experiences of the children in our school		from staff was positive and links well to school curriculum. Staff will be using these readily into Summer term and pupil survey to collate effectiveness. Due to restrictions we have taken part in 2 virtual author events, with more scheduled for Summer term.
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	Additional support will be allocated in classes to ensure our most vulnerable Pupils are supported and able to access their learning with direct intervention.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits	TA interventions across classes focusing upon basic skills and gaps in learning and promotion of independence 0.2 TA time x 6= £24592	Baseline assessment shows a decline in the basic skills of children due to school closure and this in turn is having a negative impact on the progress of children in lessons. Discussions with staff show a marked decline in independence and resilience in school work.	SENCO ( VC)	Autumn : Autumn term data and lesson visits showed a marked improvement in basic skills and positive attitudes to learning, namely resilience and independence. (see monitoring file). Additional support has been given for key cohorts where children have been identified as needing intervention ( Y2, Y4 and Y5) Spring:
E	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language. High quality provision both indoors and outdoors helps to support PP children meet ARE.	EEF states 'High quality provision with well-qualified and well-trained staff is essential.'	Additional Specialist Early Years qualified Teacher to lead 2 yr old and co-ordinate nursery provision focusing on BLAST/Comm and Lang Nuffield Speech and language programme £36673	62% PP children achieved GLD compared to 63% in the cohort and 75% national other. Baseline data for 2020 show EYFS children have been negatively impacted by lockdown and the current pandemic. EYFS baseline data shows that 0% PPG children (out of 13) are on track to begin Reception learning. 54% of PP children (7)	VC ( EYFS lead)	Autumn: Staff member trained in the delivery of the NELI programme, ready to deliver and use with Reception children in Spring term. End of Autumn data shows 31% of PP children on track in CLL and to achieve ELG This is less progress than we had hoped, however the bubble was closed for a period of 2 weeks which has impacted upon the effective delivery of interventions. The other PP children targeted will begin NELI at end of Spring term. ( Postponed from Jan following 2 <sup>nd</sup> lockdown)

				are targeted to meet GLD. This significant drop is as a result of lockdown and lost Nursery provision.		
F	Accelerated Reading programme continues to be embedded and utilised effectively to support children's attainment and progress in reading. Monitoring and progress data supports the fact that children are reading more widely and for longer periods of time. This is enabling catch up in reading skills.	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on Reading Comprehension and Reading Achievement.	Accelerated Reader programme £2600 for the year with refresher training for those needing it.	69% of PP children achieved EXS for Reading compared to 73% nationally in 2019. Baseline data shows that in Y3: 55% Y4:25% Y5: 35% Y6: 50% PPG children were targeted as at age related expectations in reading upon school return in September	Reading Lead (JN/EO)	Autumn: autumn term data has been analysed by the Reading leader and children who need extra support challenge or intervention have been highlighted ready for Spring term 2021 . Y3: 65% PPG children at ARE Y4: 45% PPG Y5: 50% PPG Y6: 72% PPG At ARE in Reading. Targeted groups for Catch up and further support are to be aimed specifically at Y4 and Y5.
G	Writing of disadvantaged pupils demonstrates improved vocabulary choices and reflects the range of texts accessed by children and learning opportunities provided.	Research from EEF states that 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'	Lit Shed + subscription £200 Supplement class library with more quality texts to support Reading and Writing and develop vocabulary £500 Writing training for staff as above	2019 Writing data at KS1 showed only 50% of PPG achieved EXS at end of KS1. Baseline data of Y2 in September shows 42% of whole PPG ready for Y2 Writing	Writing lead ( JN/RS)	Autumn : End of autumn data shows that 47% of Y2 PPG are currently working at ARE in writing, compared to 54% of cohort overall. Autumn Data shows : Y1: 77% PPG Y2 : 50% PPG Y3 62% PPG Y4 : 35% PPG Y5 : 50% PPG Y6 : 66% PPG Are at ARE/ on track at end of Autumn term.
H	Secure improvements in progress and attainment and improve outcomes in Phonics for Y2 PPG children.	EEF states that 'Research suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)	Redeployment of existing TA support allocated for this purpose for smaller group and one to two interventions with specific focus in Phonics and reading 0.6 TA £12296 HLTA support 0.6 £19,017	Baseline showed a decline in phonic knowledge, particularly amongst Y2 and Y3 PPG children still accessing phonics programme. Y2 43% PPG at ARE 26% PPG at correct RWI phase for beginning of Y2 Y3 33% PPG children currently accessing Phonics programme.	Reading lead (JN/EO)	Autumn: Due to some significant absence linked to Covid and further lockdowns/ shielding, staff were unable to have the impact desired in the Autumn term. Children received 5 weeks of intervention from HLTA and a half term from TA. Autumn term Phonics data showed 68% of PPG passed screen in Y2 with 47% PPG on track at ARE for reading overall. Phonics screen result was 72% - a marked improvement upon the 50% that were on track at baseline Y3 26% of PPG accessing Phonic RWI
I	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' improved learning desire and good behaviours. Boxall profiles of nurture group children will show significant	EEF states 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'	Learning Mentor cost to support pupils with whole class and interventions ( Lego, Relax Kids etc) £31805 Nurture group training for one member of staff £400 EWEL support through Connecting with Children £3500	Boxall profiles of nurture group children highlighted key aspects of social and emotional needs. Discussions with parents/carers before children returned to school show a clear need to support the emotional wellbeing of the children.	PSA / DHT	Autumn : Boxall profile data completed to establish targets and gaps in SE needs. Due to Spring lockdown the next assessment will commence first week of Summer term then a further assessment at end of Summer term to look at gains in development and attitudes.

	gains in key areas of SEL.		Stepping up Together programme tackling anti-social behaviour, being a community champion etc £500	Ongoing monitoring of children through discussions with families show a great need for bespoke and small group interventions to support pupils socially and emotionally. (CPOMS)		
J	Pupils eligible for PP access similar cultural capital/ with similar aspirations as their academic peers which will raise their self-esteem, confidence, academic progress and through these first-hand experiences, apply their skills for the new learning across the curriculum.	Research from EEF states that 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.' Studies from EEF state that 'To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it' which is further supported by 'Using technology to support retrieval practice and self quizzing can increase retention of knowledge.	Inspire Programme ( healthy eating, aspiration and future career/ enterprise opportunities) linked to curriculum. £3000 Durham Music Service SLA £2700 30 I Pads/ cases and storage to support home learning and enhance curriculum offer £10,000 Learning by Questions ( in Catch up Premium statement)	Measurable data is not available at this point however, observations of Pupils, discussions with staff and children show there is a need for a wider use of visual stimulation, ICT resources and using ICT within the class for PPG Pupils	Subject leaders/ Teachers	Autumn: New I pads order placed in December. These should arrive in Spring term. Y4 class have weekly sessions from DMS, accessing high quality musical instrument tuition. Each class received an afternoon session linked to Enterprise/ a curriculum area as part of returning to school successfully with Inspire.

### Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
I	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' improved learning desire and good behaviours. Boxall profiles of nurture group children will show significant gains in key areas of SEL.	EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes.'	Parental Support advisor £33252 £500 for books and resources to support children ( Snug replenishment, Boxall profile assessments, books for empathy etc) PSHE association subscription £125 RRSA award and work £350	Boxall profiles of nurture group children highlighted key aspects of social and emotional needs. Discussions with parents/carers before children returned to school show a clear need to support the emotional wellbeing of the children. Ongoing monitoring of children through discussions with families show a great	PSA/ DHT	Autumn : Boxall profile data completed to establish targets and gaps in SE needs. Due to Spring lockdown the next assessment will commence first week of Summer term then a further assessment at end of Summer term to look at gains in development and attitudes.

				need for bespoke and small group interventions to support pupils socially and emotionally. (CPOMS)		
K	Increased attendance rates for PP children. Support for parents and carers to help improve attendance.	EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes.'	Additional admin assistant with Attendance focus £13957 Attendance awards and certificates £250	PP attendance for 19/20 was Y1 -85% Y2- 94% Y3- 90% Y4- 95% Y5- 91% Y6 83% Average 89% This is significantly below NA and below Non PPG attendance rates.	NB (AO) RS (HT)	Autumn: PP Attendance for Autumn term 2020 was 90%

Total Cost: £211,212

### Additional funding supporting provision

Additional money sourced from staffing budget to support cost of staffing.

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

<b>Governors involved: Finance committee</b>		
<b>Committee meeting dates</b>		
<b>Autumn:</b>	<b>Spring:</b>	<b>Summer:</b>
<b>Autumn summary</b>		
Shared with governors the number of children and the areas of focus. Discussed the summer lockdown and spend which was impacted and additional costs due to Covid.		

**Spring summary**

**Shared PP statement with barriers and costings. Discussion about PP supporting staffing costs tackling specific barriers for our children.**

**Summer summary**