

3 year* pupil premium strategy: Woodhill Primary School

1. Summary information						
School	Woodhill				Academic Years	2020/23
Estimated Annual Budget		Total PP budget	£360,000	Date of most recent PP Review		July 2020
Total number of pupils	536	Number of pupils eligible for PP	277 (52%)	Date for final review of this strategy		July 2023
Date for next internal review of this strategy	July 2021	Dec 2021	June 2022	November 2022	March 2023	July 2023

2. Current attainment
<p>In March 2020 prior to lockdown the data indicated that we were on track to meet our targets in all subject areas at the expected level and at depth. Prior to lockdown 70% of our reception were on working at expected or one step below to meet GLD meaning we were on track to meet our target was 79%. Pupils that weren't predicted to achieve GLD were being targeted to make good progress through C&L interventions, phonics interventions and targeted support. Literacy was a target for the school in March particularly boys from disadvantaged backgrounds.</p> <p>In year 1 Spring term mock phonics screening 45/58 chn passed which is 77%. Our target was 86% and there were a number of strategies and interventions in place to target those at risk of not passing including reading volunteers and reading buddies. At the end of KS1 Spring term data indicated all areas were broadly on track to meet targets set for expected and GD with the exception of writing and combined. Targeted strategies and interventions were identified to get key children to expected in writing which in turn would bring up combined. Girls were outperforming boys in this cohort and PP were underperforming at GD level in all areas and again writing was an area of concern.</p> <p>At the end of KS2 the school was on track to meet the ambitious targets set at the start of the year with the percentage of children at expected R-74% Wr-79% M-78% against the targets of 87% in reading and writing and 90% in Maths across the board and 87% combined. PP children at GD standard and in Maths were being targeted as underperforming compared to non PP.</p>

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers				
A.	Children with SEND are often PP and need careful thought and targeting to maintain progress throughout school.			
B.	PP children have lower starting points with communication and language thus impacting on their verbal skills.			
C.	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.			
External barriers				
D.	Attendance and punctuality of pupil premium is lower than that of non PP.			
E.	Social issues such as housing, unemployment, poor experiences of education, poverty, parental anxiety and mental health, domestic violence and the impact of other health issues.			
F.	Pupil premium children often have less experiential opportunities outside school and less experiences of further/higher education which then impacts on their aspirations.			
4. Desired outcomes				
	Desired outcomes and how they will be measured	Success criteria		
		Milestone 1 (July 2021)	Milestone 2 (July 2022)	Milestone 3 (July 2023)
A.	Children with SEND and PP have appropriate interventions to reduce the gap between non disadvantaged peers allowing	Targeted interventions for PP children with SEND based on their current skills and robust gap analysis is based on	PP children with SEND have high quality learning journeys which address their individualised needs	Progress of PP children with SEND from their individualised starting points is consistent across the school.

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	them to make progress from their starting points.	effective practitioner assessment and tracking.	and removes barriers to their continued progress.	
B.	Children’s communication and language skills are improved impacting their capacity to engage with reading and writing.	<p>Early assessment and identification of language difficulties informs appropriate intervention and tracking in the early years. % of PP children achieving the GLD is broadly in line with non.</p> <p>End of KS1 and KS2 data shows that PP children achieve broadly in line with non PP.</p> <p>Increase the number of PP children achieving the phonics screener in year 1</p>	% of PP children achieve the GLD	
C.	Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and wellbeing.	PP Children and parents with emotional needs are identified by school counsellor and pastoral team and placed in appropriate interventions.	PP Children and parents begin to identify appropriate strategies they have learned in interventions and start to apply them in real life with minimal adult support and prompts.	PP children and parents are confident to use a wide variety of strategies and can identify pathways to support in order to manage their emotional needs. They also can identify how to maintain positive health and wellbeing.
D.	Pupil premium children’s attendance and punctuation is improved and in line with national expectations.	<p>Pupil premium children’s attendance is broadly in line with national (96%).</p> <p>Reduce PP persistent absence to %</p>	<p>PP children’s attendance is in line with national 96-97%</p> <p>Reduce PP persistent absence to %</p>	<p>PP children’s attendance is above national (97-98%)</p> <p>Reduce PP persistent absence to %</p>

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E.	Families have the confidence to seek out advice and support in order to improve their life.	Through regular communication with vulnerable children and families appropriate support such as; attendance advisory support, food bank support, early help, school counsellor etc are identified with families and support them to make positive contributions to the school and community.	Supportive interventions are embedded for PP families and they are beginning to apply these to real life with minimal support from outside agencies .	All PP parents feel confident to seek out appropriate help to improve their life circumstances and are positively engaged with the school and community.
F.	Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.	The school's curriculum and learning provides PP children with a wide breadth of opportunity to engage with the world around them.	The opportunities in place within the curriculum and wider curriculum begin to instil varied aspirations for PP children in which they develop their own aspirations for the future.	PP children have clear high aspirations for their future education and lifestyle. These aspirations

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?
Children with SEND and PP have appropriate	2020-21 AP and EP to work alongside the SENCo in	SEND PP children remain below expected levels on the tracker and don't show progress over time.	Through termly analysis of the SEND tracker.	SLT	Half termly

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<p>interventions to reduce the gap between non disadvantaged peers allowing them to make progress from their starting points.</p>	<p>ensuring PP SEND children are appropriately assessed and supported. TAs are trained by AP in evidence based interventions. Y1 Teacher and EYFS Teacher ensure that appropriate SNED interventions are in place in KS1 and EYFS. All SEND PP children are assessed using the appropriate tracker and have appropriate targets for their learning in place. SEND Parents are supported to access specialist parnetal techniques by the SENCo.</p> <p>2021-22 SEND Learning journeys are embedded in MTPs linked to the SEND tracker.</p> <p>The SEND Tracker is embedded across the school and used to show small steps of progress for key children.</p>	<p>Parents of SEND PP children struggle to manage difficult behaviours linked to SEND at home. They don't know about community support available to them.</p>	<p>Parent feedback shows that they feel confident in accessing and applying support.</p> <p>Medium and long term planning doesn't show personalised learning for SEND children.</p> <p>Teachers lack confidence in assessing high needs children independently.</p>		
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	<p>High quality interventions are delivered by TAs across the school.</p> <p>SEND Parents can begin to identify strategies learnt and apply to situations.</p> <p>2022-23 Teachers and TAs feel confident to assess, plan and deliver high quality learning journeys and interventions for SEND children</p> <p>SEND Parents can confidently apply strategies learnt and seek out local networks for SEND in the community.</p>				
<p>Children’s communication and language skills are improved impacting their capacity to engage with reading and writing.</p>	<p>2020-21 Oracy lead, EYFS Language lead and SENDco coordinate in class and out of class assessment and intervention around</p>	<p>Children at Woodhill start with low language both in the early years and throughout the school. This impacts on early reading and learning at depth across all subjects.</p>	<p>Through regular monitoring of teaching and learning across the school including in medium and long term planning.</p> <p>Through regular pupil voice.</p>	<p>All staff</p>	<p>Half termly</p>

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	<p>language using the Speechlink programme</p> <p>MTP and weekly planning shows use of strategies and techniques from the oracy framework used in resources across all levels.</p> <p>SALT provides specialist support for children with language difficulties.</p> <p>2021-22 Ensure the Oracy framework is embedded across the school.</p> <p>Interventions for language and communication are established with the SALT in year groups and enhance classroom teaching.</p> <p>Staff deliver interventions both in and outside class with growing confidence.</p> <p>2022-23 Curriculum across the school reflects embedded high quality teaching of language across the school.</p>	<p>The language of learning is out of reach for many children due to poor internal language structures, this impacts on writing and GPS outcomes at the end of ks1 and ks2.</p>	<p>Through celebration of project outcomes in all year groups and end of year data analysis.</p>		
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<p>Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and wellbeing.</p>	<p>2020-21 Zones of regulation is visible in every class room across the school and is explicitly taught at least once a week.</p> <p>Pastoral team to target children who need further intervention in therapy, draw n talk and counselling.</p> <p>Purple card system to be reviewed and pastoral team to support teachers and TAs to deal with challenging emotions.</p> <p>Targeted parents given appropriate support/guidance to help with emotional needs.</p> <p>2021-22 Purple cards removed from the school's behaviour system and supportive strategies used be children with guidance of staff to regulate feelings.</p> <p>The majority of pastoral intervention happens in</p>	<p>Data for behaviour and emotional regulation difficulties shows that PP children are a group over represented with school sanctions.</p> <p>Parents need lots of staff support and advice in helping respond to children's mental health difficulties. This can sometimes delay responses for improving outcomes.</p> <p>Children show low resilience which impacts on their self esteem and capacity to embrace learning challenges.</p>	<p>Through monitoring and tracking of behaviour data.</p> <p>Through regular monitoring of teaching and learning in the classroom.</p>	<p>Inclusion team</p>	<p>Half termly</p>
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	<p>class with a smaller amount of support from outside agencies.</p> <p>2022-23 Parents and children have positive health and well being and can access support independently.</p> <p>Teachers and TAs across the school feel confident to provide children with guidance and support to regulate their emotions and mood.</p>				
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<p>Pupil premium children's attendance and punctuation is improved and in line with national expectations.</p>	<p>2020-21 HSLO and attendance advisory service work with SLT to identify families with low attendance. Appropriate supportive interventions are implemented to improve attendance.</p> <p>Daily tracking of attendance and key PA families. Termly rewards and assemblies celebrating high attendance.</p> <p>Staff support the preparation of breakfast bagels to encourage better punctuality for PP children.</p> <p>2021-22 Continued tracking and intervention for PA families and those with poor attendance. End of magic breakfast but develop settled nurturing start to the day in every classroom and target key children who don't have breakfast for fruit and toast.</p> <p>2022-23 Support key families who struggle with breakfast and ensure punctuality of all children.</p>	<p>PP children have lower attendance than non PP children.</p> <p>PP families often have difficulties with morning routines and getting to school particularly if there are issues with getting to school using transport or housing difficulties.</p> <p>PA children miss out on key learning and curriculum objectives and need intervention and support to catch up. They also have difficulties forming consistent friendships due to missing so much school.</p>	<p>Daily/weekly monitoring of attendance data.</p> <p>Half termly scrutiny of PA children and appropriate actions by leadership team.</p> <p>Regular meetings with attendance advisory service.</p>	<p>ELT</p>	<p>Weekly and half termly</p>
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**The three-year struggle with breakfast regularly reviewed and is a working document. As a result of the regular reviews some priority areas may be changed throughout the three-year period and will be reported and discussed with governors*

Funding allocation	2020-21 = ***** 2021-22 = ***** 2022-23 = *****	3 year funding allocation	*****		
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?
Families have the confidence to seek out advice and support in order to improve their life.	<p>2020-21 Enhance parental engagement in school development through regular zoom meetings and creative termly ways of sharing children's learning outcomes.</p> <p>AP, HSLO and School counsellor support key parents with difficulties and signpost pathways to life improvement.</p> <p>Leaders readily and easily available to discuss any aspects of school improvement with parents.</p> <p>2021-22 Friends of Woodhill group identified and working alongside leaders to</p>	<p>PP parents lack the confidence and expertise to engage with local services such as housing, health and finance and need daily support from school staff.</p> <p>There is a lack of active parental engagement in school improvement.</p>	<p>Through regular parental feedback and surveys.</p> <p>Parent zoom meetings around aspects of school improvement.</p>	SLT and pastoral team.	Half termly

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	<p>ensure relevant community engagement.</p> <p>Parents begin to use strategies learnt from support of AP, HSLO and school counsellor with less frequent reminders.</p> <p>2022-23 Active and confident group of parents who are involved in school improvement.</p>				
<p>Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.</p>	<p>2020-21 Ensure a system for subsidising PP children for paid clubs and increase the offer of free clubs.</p> <p>Review uptake of PP families and work with families to remove barriers to this.</p> <p>Work with y6 teacher to launch and run a virtual career's fair and JLT launch.</p> <p>2021-22 Link with secondary schools to embed relationships with children in y6 and other year groups.</p> <p>2022-23 Create links with industry and further education.</p>	<p>PP children have low aspirations and few parents have experience of higher education.</p> <p>Few children go on to higher education and full time employment.</p>	<p>Through ongoing pupil and parent feedback.</p> <p>Creating links with secondary schools to invite feedback of the aspirations of our children after they have left.</p>	SLT	Half termly

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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?
	2020-21 2021-22 2022-23				
Funding allocation	2020-21 = ***** 2021-22 = ***** 2022-23 = *****	3 year funding allocation			*****

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6. Review of expenditure				
Previous Academic Year 2019/20				
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
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
iii. Other approaches				
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

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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

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