

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Woodford CE Primary
Pupils in school	100
Proportion of disadvantaged pupils	16
Pupil premium allocation this academic year	£18643
Academic year or years covered by statement	2020-23
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	Lisa Jeffery
Pupil premium lead	Lisa Jeffery
Governor lead	Philippa Adams

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.9
Writing	0.7
Maths	0.7

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A – no PP children in year 6
Achieving high standard at KS2	N/A – no PP children in year 6
Measure	Activity
Priority 1	Children reading more frequently at home and reading for pleasure more both in school and at home
Priority 2	Support for well being which may have been further impacted by the Covid 19 pandemic. This will include support for behaviour and focused interventions to support low wellbeing including a lack of confidence
Barriers to learning these priorities address	Improving attitudes to learning which may impact on attendance and progress. Improving attitudes to reading and reading ability.

Projected spending	TA support £10,000 including attendance monitoring and family support £1000 for books and rewards to increase enjoyment and motivation of reading in KS2
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## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Positive progress scores	July 2021
Progress in Writing	Positive progress scores	July 2021
Progress in Mathematics	Positive progress scores	July 2021
Phonics	In line with national averages	July 2021
GLD	In line with national averages	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional opportunities to read to an adult in small groups and individually
Priority 2	Support for SALT interventions in school
Barriers to learning these priorities address	Disadvantaged children can often achieve lower reading attainment scores than their peers. Speech and language difficulties and delays impact on overall attainment and progress.
Projected spending	£660 Beanstalk volunteers £5000 TA support

## Wider strategies for current academic year

Measure	Activity
Priority One	Close monitoring of PP attendance and support for families to address any barriers to attending.
Priority Two	Funded breakfast club for targeted children. Funded extracurricular opportunities within school as available along with a commitment to encourage/select PP children in school events
Barriers to learning these priorities address	PP children can have lower attendance than other children, and less opportunities open to them.
Projected spending	£1000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Learning may be disrupted further due to the Covid 19 pandemic. Disadvantaged children are believed to have been more disrupted and negatively affected than their peers.	School to ensure they know the barriers to home learning and to mitigate by providing support to parents, access to digital devices or paper based work.
Targeted support	Ensuring this support is given when they may be other demands on staff	Sessions to be timetabled in weekly. Regular monitoring of provision by SLT including termly data discussions.
Wider strategies	Opportunities for wider participation are limited due to the pandemic.	School to participate in as many wider experiences to enrich the curriculum as possible in a Covid safe way. Teachers to select PP children deliberately if the whole class can not participate.

## Review: last year's aims and outcomes

Aim	Outcome
To lessen the gap between PP and their peers	Two TA's were employed to provide additional support in class. Due to the very small numbers of PP children (11 across school), it is hard to make reliable assumptions from data. PP children made progress from their own individual starting points. Interruption caused by Covid 19 also impacted on results for PP as they generally found it harder to access home learning.
For all children to make academic progress through improved behaviour, nurture and well being	As above in terms of statistical data. However qualitative data showed children were given support as needed such as lego therapy.
Free breakfast club for children in receipt of PP	Few children took up this opportunity. Need to market this more and work with individual families to support participation.