

Woodhouse Primary Academy's Pupil Premium Action Plan 2020-2021

Headteacher name:	Oliver Wilson	Signature:
Pupil Premium Champion:	Catherine Lavelle	Signature:
LAB Champion name:	Marcella Ray Aigbokhai	Signature:
Date of audit:	September 2020	

Pupil Premium Profile 2020-21	Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)
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Total number of pupils on roll: (Correct on 22-.9.2020)	444	KS2 Performance	2016	2017	2018	2019
Number of eligible pupils: (As per Jan 2020 Census)	187	% of pupils making expected progress in Reading	-1.55	-2.1	+1.8	-4.3
Amount per pupil:	£1345	% of pupils making expected progress in Writing	-0.09	+1.1	-0.4	+0.3
Total 2020-21 pupil premium grant:	£251,515	% of pupils making expected progress in Mathematics	-2.41	-1.0	-0.2	-1.4

WHOLE SCHOOL OUTCOMES:	OVERCOME BARRIERS TO LEARNING:
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<p>Accelerated progress to improve attainment</p> <ul style="list-style-type: none"> Narrow the attainment gap to within 10% between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics. <p>Improved behaviours for learning</p> <ul style="list-style-type: none"> The difference in between the attendance of disadvantaged children and that of other children to be sustained across the school Improve behaviour and attitude to learning through ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning Improve engagement and strengthen working partnerships with families through online media <p>Developed learning experience, opportunity and access</p> <ul style="list-style-type: none"> To offer a broad and balanced curriculum which meets the needs of all individuals 	<ul style="list-style-type: none"> To improve pupil self-esteem and confidence To provide a broad range of life and learning experiences To promote active and positive learning behaviours and attitudes To develop transition process for pupils/families into EYFS from other nursery settings To promote the importance of attendance and punctuality each day To better engage with parents/carers through school website, Class Dojo and Google Classroom and text and telephone
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As outlined in the academy’s pupil premium policy, pupil premium funding is allocated to support ‘disadvantaged’ pupils. The measure the Government currently uses for this is a child’s eligibility for free school meals. At present, any child who has been eligible for free school meals at any point during their primary school career (Years 1 to 6) is classed as “Ever6” and is eligible for pupil premium grant, which is currently £1345 per child per year. Looked after children are also eligible for additional support, as are children who have a parent in the armed forces.

At the last count (September 2020), **42.5%** of Woodhouse Primary Academy pupils were eligible for this funding, which is significantly above the national average of 24%.

We have very clear aims at Woodhouse Primary Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally. At Woodhouse Primary Academy this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

The impact of funding on the progress and attainment of disadvantaged pupils is carefully monitored and evaluated by the Senior Leaders and head teacher of the academy.

The school’s Local Governing Board holds the school to account over the effective use of our pupil premium grant and there is a dedicated “Pupil Premium Champion” on the LGB: Marcella Ray Aigbokhai. She meets with the head teacher and pupil premium lead to support and challenge the use of the pupil premium grant at Woodhouse Primary Academy.

The table below shows the percentage of disadvantaged vs non- disadvantaged children currently on roll at Woodhouse Primary Academy (September 2020).

Year Group	Disadvantaged	Non-Disadvantaged
Nursery	NA	NA
Reception	25%	75%
Year 1	47%	53%
Year 2	47%	53%
Year 3	48%	52%
Year 4	44%	56%
Year 5	45%	55%
Year 6	56%	44%

The table below shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available. There may also have to be some alterations due to risk assessment in relation to opening schools during the ongoing coronavirus crisis.

1. Accelerating progress to improve attainment

Strategy	Outcomes	By Whom	Monitoring	RAG rate	Review Date	Review Outcomes	Total cost
Strategic leadership of pupil premium by SLT champion	<ul style="list-style-type: none"> • <i>A transparent and coordinated overview of the school's approach to raising the achievement of disadvantaged students (those in receipt of pupil premium funding).</i> • <i>Additional funding avenues explored and accessed by Pupil Premium Champion (PPC) with SENDCo and SBM</i> • <i>An accurate register of all PP pupils in school</i> 	<p style="text-align: center;">CL</p> <p style="text-align: center;">SLT</p>	<ul style="list-style-type: none"> • Pupil progress meetings – with a focus on PPG children • Feedback from staff • Monitoring of provision for PPG children • PPC to meet with OW on half termly basis to evaluate funding allocation and impact 		<p>Half termly CAR meetings and pupil progress</p> <p>Performance management reviews</p>		<p style="text-align: center;">£14450</p> <p style="text-align: center;">25% of staff costs (0.2 FTE)</p>
Strategic leadership of intervention and support for pupils across the school by the SENCO	<ul style="list-style-type: none"> • <i>A positive working relationship with parents /carers is embedded across the school community to ensure highest expectations and aspirations for all.</i> • <i>Effective line management of teaching assistants by SENDCo/relevant key staff:</i> • <i>Timely and relevant academic and social interventions identified, implemented and reviewed.</i> • <i>Impact of interventions will be shared with all relevant staff and parents/carers on a termly basis</i> 	<p style="text-align: center;">TM</p> <p style="text-align: center;">OW</p>	<ul style="list-style-type: none"> • Pupil progress meetings – with a focus on PPG children • Feedback from staff • Monitoring of provision and interventions for PPG children • SENDCo to review interventions and alter targets as appropriate on whole school provision/intervention map • Weekly professional dialogue between class teacher and TA delivering intervention 		<p>Half termly CAR meetings and pupil progress</p> <p>Performance management reviews</p>		<p style="text-align: center;">£12800</p> <p style="text-align: center;">20% of staff costs (0.2 FTE)</p>

Reducing class size in Year 6 to improve pupil progress	<ul style="list-style-type: none"> Additional teacher with smaller teaching groups for English and mathematics in Year 6. (Av class size 20) Smaller maths groupings with specific pupil targets Higher teacher pupil ratio in morning sessions each child having more teacher input Longer daily teaching sessions for year 6 pupils in RWM 	BD CL OW	<ul style="list-style-type: none"> Daily professional dialogue across Y6 team TA led surgery 2 afternoon sessions weekly Outcomes of regular half termly assessments Pupil progress reviews Pupil Voice half termly 		Half termly Pupil progress meetings		£59450 100% of additional staff costs for 1 teaching group
Increasing adult support for Year 5 pupils to improve progress	<ul style="list-style-type: none"> Additional staff member (HLTA 0.6) to ensure pupils working in smaller groups benefit by receiving greater attention from support staff in Y5 AHT to analyse data at set data collection points with reference to starting points and end goal 	JH CL OW	<ul style="list-style-type: none"> Learning Walks TA timetables Data points 		Half termly Pupil progress meetings		£24190 100% of additional support staff costs
Increasing adult support for Year 2 pupils to improve progress	<ul style="list-style-type: none"> Additional staff member (L3 TA 1.0) to ensure pupils have targeted support to address areas of weakness. Phonics Reading 	CH CO RP OW	<ul style="list-style-type: none"> Daily professional dialogue across Y2 team Pupil progress reviews Pupil Voice half termly 		Half termly Pupil progress meetings		£23630 100% of additional support staff costs
Increasing adult support for Year 1 pupils to improve progress	<ul style="list-style-type: none"> Additional staff member (L3 TA 0.5) to ensure pupils have targeted support to address areas of weakness. Phonics Reading 	AM CO RP OW	<ul style="list-style-type: none"> Daily professional dialogue across Y1 team Pupil progress reviews Pupil Voice half termly 		Half termly Pupil progress meetings		£13040 100% of additional support staff costs
Increasing additional adults in EYFS to ensure strong start to education	<ul style="list-style-type: none"> Additional staff member (HLTA 1.0) support greater pupil interaction – building speaking and listening and modelling learning. 	TS CO RP OW	<ul style="list-style-type: none"> Daily professional dialogue across EYFS team Baseline data Data points 		Half termly Pupil progress meetings		£40500 100% of additional support staff costs

<p>Enable progress of pupils with limited English skills and EAL through small group intervention, especially in Y1, 2 & 3</p>	<ul style="list-style-type: none"> • 0.6 Teaching assistant to support EAL learners across school, but especially in Y1, Y2 and Y3 - including new arrivals to the academy needing English support. • Children to develop confidence and competence in English. • Improvement in reading and writing skills from baseline. 	<p>HS TM SLT</p>	<ul style="list-style-type: none"> • Impact to measure through progress of EAL/PP group (children who fall into both categories) • Half termly book scrutiny • Pupil Voice 		<p>Performance management review</p> <p>Half termly CAR meetings and pupil progress</p>		<p>£21060</p> <p>Support staff costs (0.6 FTE)</p>
<p>Develop reading through use of Accelerated Reader and MyOn across the school</p>	<ul style="list-style-type: none"> • Children will foster a love of reading for enjoyment • Children will take ownership of their own progress in Reading, using the AR testing system 	<p>KWy SLT</p>	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact • AR data 		<p>Half termly Pupil progress meetings</p> <p>Regular English Lead monitoring</p>		<p>£3760</p>
<p>Develop reading progress through 1:1 reading sessions</p>	<ul style="list-style-type: none"> • 2 days reading volunteer provision in school for identified PP pupils in Year 2 and 3 • Children to develop confidence in reading. • Children develop a love of reading and literature through supportive reading aloud. 	<p>KWy SLT</p>	<ul style="list-style-type: none"> • Pupil Voice • Termly feedback class teachers 		<p>Half termly</p>		<p>£975</p> <p>School contribution to Beanstalk charity</p>

2. Improving behaviour for learning

Strategy	Outcomes	By Whom	Monitoring Milestones	RAG rate	Review Date	Review Outcomes	Total cost
Individual and small group support for pupils from learning mentor to support improved behaviours for learning	<ul style="list-style-type: none"> Children who receive learning mentor support will benefit by becoming more effective learners by reducing individual barriers to learning A weekly record of Learning Mentor input to be introduced Learning Mentor supporting the CAR process and CP processes 	RK TM RP	<ul style="list-style-type: none"> Weekly monitoring of behaviour records Half termly CAR meetings Pupil progress meetings – with a focus on mentored children Boxall profiles show impact of learning mentor 		Half termly CAR meetings and pupil progress		<p>£11060</p> <p>30% of staff costs (0.3 FTE)</p>
Support pupils and families to reduce barriers to learning through counselling and mentoring	<ul style="list-style-type: none"> Vulnerable children are identified through discussion with parent/carer or member of staff and referred to Mentor. Significant proportion of these children are Ever 6 FSM (PP) To continue to support the improved attendance of pupils, especially in relation to anxiety around coronavirus. Make use of the Fast Track attendance approach so as to improve attendance of pupils with attendance below 90% for persistent absentee families as appropriate. Pupil Premium Champion to work with Attendance lead to monitor attendance of vulnerable children. 	Reach CIC WS DB TM SLT CL KK	<ul style="list-style-type: none"> Behaviour logs to show improved behavior of targeted children Reduced incidents during play/lunchtime which moves barriers to learning Pupil progress meetings – with a focus on mentored children Boxall profiles show impact of learning mentor Fast Track attendance records Learning behaviors observed Half termly CAR meetings 		Half termly CAR meetings and pupil progress		£13000

Sports orientated learning mentor support	<ul style="list-style-type: none">• Targeted support for vulnerable children through mentoring and physical activity• Support focused on self-esteem and conflict resolution• Reduction of red cards /exclusions for targeted pupils.	CT RP RK	<ul style="list-style-type: none">• Behaviour logs to show improved behavior of targeted children		Half termly CAR meetings and pupil progress		£5250
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3. Developing learning experience, opportunity and access

Strategy	Outcomes	By Whom	Monitoring Milestones	RAG rate	Review Date	Review Outcomes	Total cost
<p>Enable increased opportunity for more able pupils through increased opportunities for challenge inside/outside of school</p>	<ul style="list-style-type: none"> A whole school register of More able pupils to be created, ensuring % of PPG children to attend workshops GDS pupils to access an identified intervention in Writing and Maths in school More able art and sports pupils to have targeted input from ART/PE leads 	<p>JH</p> <p>SLT</p>	<ul style="list-style-type: none"> Case studies to be created following a more able PP child in maths, reading and writing 		Half termly		<p>£800</p> <p>(40x pupil visits)</p>
<p>Provide speech and language support to support pupil's access to learning</p>	<ul style="list-style-type: none"> Weekly visit from Speech and Language provider. Targeted children receiving focused speech and language support Interventions delivered by school staff with support from visiting teacher Progress of children being targeted with Speech and Language provision to be monitored by SENCO 	<p>LD</p> <p>TM</p> <p>SLT</p>	<ul style="list-style-type: none"> Pupils identified by SENCO by end of Sept 2020. Progress of children within speech and language group progress is demonstrated through intervention monitoring (SENCO) Track and evaluate progress of PP children within the speech and language interventions 		Half termly		£8820
<p>Make full use of Pitts Wood outside area to develop pupil experience and opportunity</p>	<ul style="list-style-type: none"> An enhanced outdoor learning curriculum to be established for vulnerable children. % of these are FSM children All classes to engage in outdoor learning at least once a term. 	<p>Roots to Fruits</p> <p>RK</p> <p>TM</p> <p>SLT</p>	<ul style="list-style-type: none"> Children tracked through half termly CAR and Pupil Progress systems to establish impact 		Termly		<p>£1500</p> <p>15% of costs</p>