

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

Headteacher name:	Oliver Wilson	Signature:
Pupil Premium Champion:	Catherine Lavelle	Signature:
TLAC Champion name:	Helen Ratherham	Signature:
Date of audit:	September 2021	

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)

Total number of pupils on roll: (Correct on 09/11/2021)	468	KS2 Performance	2016	2017	2018	2019
Number of eligible pupils: (As per Oct 2020 Census)	182	% 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:	£244,816.90	% of pupils making expected progress in Mathematics	-2.41	-1.0	-0.2	-1.4
Recovery Premium Grant	£27,115					

WHOLE SCHOOL OUTCOMES:

OVERCOME BARRIERS TO LEARNING:

Accelerated progress to improve attainment

- Narrow the attainment gap to within 10% between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.

Improved behaviours for learning

- 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

Developed learning experience, opportunity and access

- 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 the school website, Class Dojo, Google Classroom, text and telephone

- To offer a broad and balanced curriculum which meets the needs of all individuals

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 Trust Local Academy Committee (TLAC5) holds the school to account over the effective use of our pupil premium grant and there is a dedicated “Pupil Premium Champion” on the TLAC: **Helen Ratherham**. 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 (October 2021).

Year Group	Disadvantaged	Non-Disadvantaged
Nursery	11 (FSM) (33%)	67%
Reception	33%	67%
Year 1	41%	59%
Year 2	50%	50%
Year 3	47%	53%
Year 4	50%	50%

Year 5	55%	45%
Year 6	47%	53%

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
<p>Maximize TA /Learning mentor support for all Pupil Premium children through the role of Pupil premium champions across school</p>	<ul style="list-style-type: none"> All PP children will have a named Pupil Premium Champion (Year group TA) who will attend termly PP review meetings with PP Lead. Each PP champion will work with individual/small groups/interventions to address gaps in learning as identified by class teacher Learning mentor will track attendance of all PP children and work with families to support improving attendance 	<p>CL RK,JH,SM,SB, WS, HS, ME, RL,DC</p>	<ul style="list-style-type: none"> Half termly monitoring of class PP profiles. Termly attendance and input into PP review meetings Ongoing discussions with class teacher and PP lead to raise concerns Weekly meeting with Learning Mentor and PP Lead to discuss identified children who have attendance below 95% 		<p>Termly Pupil Premium Review Meetings Half termly staff meetings Class drop ins</p>		<p>20% of costs for 8 Tas £35931</p>
<p>Phonics Read, Write Inc. Training, implementation, resources and reading books.</p>	<ul style="list-style-type: none"> All staff to engage and complete RWI training RWI phonics programme to be rolled out from EYFS-Y2 Consistent teaching of phonics across school, using RWI resources and subject specific vocabulary Outcomes by the end of KS1 for phonics to be in line with national The gap between PP and non PP children to be closed and in line with national RWI approaches to be used to address gaps in phonics of KS2 children 	<p>CO/MW/KW All teaching and support staff</p>	<ul style="list-style-type: none"> Half termly learning walks with a specific phonics focus Half termly training to support all teaching and support staff in use of RWI Phase meetings to discuss and solve concerns raised Half termly meeting with English Lead and HT to evaluate and plan next steps HT meeting with Phonics lead and CN Spring and Summer 2022 		<p>Half termly Termly review Meetings Half termly staff meetings Class drop ins</p>		<p>£3475 Training £13825 Books and resources</p>

<p>Strategic leadership of pupil premium by SLT champion</p>	<ul style="list-style-type: none"> • <i>A transparent and coordinated overview of the school's approach to raising the achievement of those children in receipt of pupil premium funding</i> • <i>Additional funding avenues explored and accessed by Pupil Premium Lead (PPL) with SENDCo, Learning Mentor and SBM</i> • <i>An accurate register of all PP pupils in school</i> • <i>Ongoing class PP profiles in use by teaching and support staff</i> • <i>Termly whole school input on closing the attainment gap for PP and NPP children</i> 	<p>CL SLT</p>	<ul style="list-style-type: none"> • Pupil progress meetings – with a focus on PP children • Feedback from staff • Monitoring of provision for PP children • PPL to meet with OW on half termly basis to evaluate funding allocation and impact 		<p>Half termly CAR meetings and pupil progress</p> <p>Inclusion meetings for each class across each term</p> <p>Performance management reviews</p>		<p>£14089.90</p> <p>33% of staff costs (0.2 FTE)</p>
<p>Strategic leadership of intervention and support for pupils across the school by the SENCO</p>	<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>TM OW</p>	<ul style="list-style-type: none"> • Pupil progress meetings – with a focus on PP children • Feedback from staff • Monitoring of provision and interventions for PP 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>£12881</p> <p>20% of staff costs (0.2 FTE)</p>

<p>Reducing class size in Year 6 to improve pupil progress</p> <p>Increasing adult support for Year 6 pupils to improve progress</p>	<ul style="list-style-type: none"> • Additional teacher with smaller teaching groups for English and mathematics in Year 6. (Av class size 20) • Additional staff member (HLTA 0.6) to ensure pupils working in smaller groups benefit by receiving greater attention from support staff in Y6 • 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 	<p>DW</p> <p>JH</p> <p>CL</p> <p>OW</p>	<ul style="list-style-type: none"> • Daily professional dialogue across Y6 team • Outcomes of regular half termly assessments • Pupil progress reviews • Pupil Voice half termly 		<p>Half termly Pupil progress meetings</p>		<p>£44537</p> <p>100% of additional staff costs for 1 teaching group</p> <p>£25169</p> <p>100% of additional support staff costs</p>
<p>Increasing additional adults in EYFS to ensure strong start to education</p>	<ul style="list-style-type: none"> • Additional staff member (HLTA 1.0) support greater pupil interaction – building speaking and listening and modelling learning. 	<p>TS</p> <p>CO</p> <p>RP</p> <p>OW</p>	<ul style="list-style-type: none"> • Daily professional dialogue across EYFS team • Baseline data • Data points • Learning Walks 		<p>Half termly Pupil progress meetings</p>		<p>£42169</p> <p>100% of additional support staff costs</p>
<p>Increasing adult support for Year 2 pupils to improve progress</p> <p>Enable progress of pupils with limited English skills and EAL through small group intervention, especially in Y2 & LKS2</p>	<ul style="list-style-type: none"> • 0.6 Teaching assistant to support learners in Year 2. • Interventions led to support EAL learners across school, but especially in Y2 and LKS2. • Children to develop confidence and competence in English, including phonics. • Improvement in reading and writing skills from baseline. 	<p>HS</p> <p>TM</p> <p>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>£21709</p> <p>Support staff costs (0.6 FTE)</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"> • <i>Children who receive learning mentor support will benefit by becoming more effective learners by reducing individual barriers to learning</i> • <i>A weekly timetable of Learning Mentor input to be introduced</i> • <i>Learning Mentor supporting the CAR process and CP processes</i> • <i>Learning mentor and PPL to meet once a week</i> 	RK TM CL	<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 • Weekly meetings with PPL and Learning mentor 		Half termly CAR meetings and pupil progress		£13324 33% of staff costs (0.3 FTE)
Support pupils and families to reduce barriers to learning through counselling and mentoring	<ul style="list-style-type: none"> • <i>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)</i> • <i>To continue to support the improved attendance of pupils, especially in relation to anxiety around coronavirus.</i> • <i>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.</i> • <i>Pupil Premium Lead to work with Attendance lead/Learning Mentor to monitor attendance of vulnerable children.</i> 	Reach CIC WS DB TM SLT CL RK	<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 • Weekly meeting with PPL focus on attendance 		Half termly CAR meetings and pupil progress		£13065

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 CL/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
Children's University	<ul style="list-style-type: none"> <i>All children in KS2 are given their own passport to collect awards</i> <i>As many children from across Y3-6 play an active role in Children's University</i> <i>More children are involved in additional learning opportunities outside of the school day</i> 	FA Teachers/ support staff	<ul style="list-style-type: none"> Termly data submission to UWMAT. Attendance registers at in school activities/clubs 		Half termly		£960

4. Recovery Premium

Strategy	Outcomes	By Whom	Monitoring Milestones	RAG rate	Review Date	Review Outcomes	Total cost
Phonics and reading support in small groups for Y1 and Y2 children.	<ul style="list-style-type: none"> Full time additional teacher employed across Y1 and Y2 for academic year 2021-22 No of children reaching expected standard in phonics by end of KS1 inline with national Gap between NPP and PP children reaching expected standard is reduced All children accessing high quality phonics teaching and intervention 	SB SLT	<ul style="list-style-type: none"> Phonics Screening checkpoints across year Phonics/reading learning walk Use of independent phonics in reading and writing opportunities across the curriculum 		Half termly		£27115 1x Teacher for support groups
School contribution to School Led Tutoring	<ul style="list-style-type: none"> Pupils identified across school using data and teacher assessments Tutoring taking place in specific areas: reading, writing, maths School led tutor to work with PPL and PP champions in specific class groups 	OW CL	<ul style="list-style-type: none"> Weekly record of intervention and outcomes Pupil voice Parental/carer feedback Impact in ongoing school work Data points throughout school year 		Half termly		<ul style="list-style-type: none"> £5214.25 25% of costs Full grant £20857