

# Background to Pupil Premium Funding

The Pupil Premium is additional funding for publicly funded schools in England to raise attainment for disadvantaged pupils of all abilities and to close the gaps between them and their peers.

## Funding for financial year 2020 to 2021

In the 2020 to 2021 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,345 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

- identified in the January 2020 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

## Pupil premium strategy statement

1. Summary information (October 2020 Census data)					
School	Woodcroft Primary School				
Academic Year	2020/21	Total PP budget	£117670	Date of most recent PP Review	N/A
Total number of pupils	175	Number of pupils eligible for PP	106 (61%)	Date for next internal review of this strategy	July 21

2. Attainment at end of KS2 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% at ARE or above in R, W & M	N/A due to Covid	N/A due to Covid
% at ARE or above in reading	N/A due to Covid	N/A due to Covid
% at ARE or above in writing	N/A due to Covid	N/A due to Covid
% at ARE or above in maths	N/A due to Covid	N/A due to Covid
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Ensuring progress is maintained from end of Key Stage 1 to end of Key Stage 2, especially after lockdown as most KS2 pupils missed school for 5 months	
B.	Low starting points on entry to EYFS, especially physical development. Potential for further hindrance to development due to lockdown.	
C.	Low aspirations and resilience prevents children of all abilities aiming high and achieving at greater depth	
D.	Vocabulary gap across the school, particularly with Tier 2 language.	
E.	Pupils with multiple vulnerabilities (PP, SEND, SEMH) making progress aligned with their peers.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Impact of Covid-19/lockdowns on mental health	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil Premium children make accelerated progress from Key Stage 1 to Key Stage 2. Rapid catch up replaced with a keep-up approach.	Closing the attainment gap between PP and non PP pupils at Key Stage 2 from their stronger Key Stage 1 outcomes.

<b>B.</b>	PP pupils identified early in EYFS and specific teaching occurs to accelerate early key skills. Early focus on physical development including both gross and fine motor skills.	EYFS PP pupils leave EYFS in-line with their non PP peers for Good Level of Development.
<b>C.</b>	Increase in resilience in children prepared to challenge themselves at all levels of their learning.	Greater number of PP pupils achieving Greater depth, increase in those PP pupils identified as close to at PRMs achieve ARE.
<b>D.</b>	Broaden vocabulary of children across the school.	Improved use of Tier 2 language across all cohorts which supports improvement in spellings.
<b>E.</b>	Pupils with multiple vulnerabilities close gaps to their peers.	PP pupils with multiple vulnerabilities are identified and supported to accelerate progress.
<b>F.</b>	Support vulnerable families to ensure all children attend school promptly and frequently. Raise mental health awareness for both pupils and families. Anxiety around Covid-19 can impact on pupils attending school.	Alongside their non PP peers, families supported to improve attendance. Whole school attendance above 96%.

## 5. Planned expenditure

Academic year		2020 - 2021			
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	How will you ensure it is implemented well?	Staff lead and cost	Current Impact
To continue to close the gap between PP and Non-PP pupils and therefore improve outcomes particularly at Key Stage 2.	Each Year Group has 1 class rather than combining classes. LSA support identified for cohorts and individuals.	Focus on supporting vulnerable pupils in smaller non-mixed Year Group classes with LSA support where possible.  EEF: Small group work delivered by the teacher – High cost but +4 months progress.	Regular progress review meetings and adult impact reviewed by SLT.	Headteacher and AHTs  £3112	Progress review meetings clearly identified individuals who required additional support and the gaps in education they had suffered due to lockdowns. Children were assessed in July 2021 against DFE and Hampshire sufficient expectations in Maths and English. A significant number of pupils still require interventions due to lockdown.

To improve quality of teaching through rigorous coaching and monitoring, ensuring it is consistently good or better.	CPD is linked to whole school pedagogy and a coaching programme is implemented where need is identified.	Support for teachers with lesson delivery in particular mastery lessons. EEF: Mastery learning is a moderate cost with progress potential of 5 months.	SIP, observations and monitoring and performance management in place.	Headteacher & AHTs £26418	Despite lockdown and the change in teaching practice due to remote learning, monitoring from SLT, Subject Leaders and the local authority clearly demonstrate a robust and effective approach to raising the quality of teaching for all pupils. Teachers incorporate the Woodcroft pedagogy within their practice.
To develop staff pedagogy through high quality CPD. Ensuring that all staff know what 'Good' teaching at Woodcroft looks like.	CPD focuses on strengthening the quality of teaching with support of HIAS and a clear programme of embedding strategies.	Higher quality teaching improves outcomes for all children and will accelerate progress for pupils.  EEF: Mastery learning is a moderate cost with progress potential of 5 months.	Through CPD programme, monitoring, feedback and follow up ensure specific improvements for teachers.	SLT £5,610	Evidenced through 'Red Folder' teaching targets. Monitoring clearly shows the improvement in practice and where support has been given when needed. CPD programme has focused and will continue to focus on the improvement in Woodcroft Pedagogy.
To improve child-led discussion which will support vocabulary development for all pupils.	Leaders to support teachers to structure lessons to give opportunities for paired and group discussion. Training for LSAs to support high quality interventions.	Lessons structured to encourage oral contributions. EEF: Oral language interventions, low cost and potential progress of +5 months.  5 months progress	Coaching where needed. LSA training. Observations and monitoring. Pupil conferencing to discuss group work.	SLT & Teachers £2028	This was significantly impacted on by further lockdowns and 'bubble' closures in the academic year 20-21.  Pupil discussion was prioritised when children returned to school after March. This will continue to be a focus as we move forward. Pupil vocabulary is still significantly low on entry.

To improve pupil self-regulation and resilience.	Further develop the PSHE and P4C curriculum to ensure that it addresses the wellbeing of pupils including their mental health. This will support their ability to self-regulate and improve resilience.	Our pupils need to understand how to question and investigate through thoughtful enquiry. Children of all emotional abilities need to self-regulate which is one of our school values. P4C and refinement of a PSHE curriculum allows them to do that. EEF: Moderate cost for +7 months progress	Staff maintain P4C scrap book recordings of discussions. PSHE recorded in Topic books and monitored by Subject leader.	Subject leader  £700	This has been affected by the pandemic, however pupils showed tremendous resilience when adapting to remote learning. Where pupils have needed support additional ELSA sessions have been implemented. As children returned from lockdowns or isolation then they were supported in class through the PSHE curriculum. P4C needs to be refreshed with staff and implemented more consistently.
Implement an engaging curriculum that supports cohorts, groups and individuals	Topic focused curriculum implemented which incorporates clear subject teaching and reading opportunities across the curriculum.	Engaging curriculum supports all children's learning. Cross-curriculum opportunities in reading to support progress.  EEF: Moderate cost with +6 months reading progress.	Subject leaders led by AHT, given timetabled subject leader time to help ensure the delivery of a broad and balanced curriculum. Half a day a week subject cover with an additional day a week from AHT focused on curriculum delivery.	AHT  £9000	Although impacted on by lockdown and remote learning, teachers were able to still deliver a wide and balanced curriculum. Resources are provided at home when remote learning requires and this helped reduce the challenges in delivering the wider curriculum. Next year, we want children to explore the curriculum further and engage their curiosity more independently.
<b>Total budgeted cost</b>					<b>£46276</b>

ii. Targeted					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost	Impact
To deliver targeted phonics and early reading skills to children in Key Stage 2.	Led by English lead and Key Stage 1 phonics specialist, all pupils in Key Stage 2 working below ARE are Phonics tested and have targeted interventions delivered to ensure catch up.	<p>Rapid reading intervention to close gaps and ensure all children leave school ready to read.</p> <p>EEF: Improvement in Phonics teaching is a moderate cost with 4+ month's progress.</p>	<p>Use of assessment to guide planning and support Monitoring of teaching and Learning.</p> <p>Phonics tracker for all pupils below ARE in Reading.</p>	<p>2 x teachers For monitoring and assessment time. £1200</p>	<p>This has been successfully implemented and continued throughout remote learning, although its effectiveness during this time was limited.</p> <p>Phonics tracker for all pupils with phonic gaps in Key Stage 2 are tracked and phonics teaching happening daily.</p>
To support outcomes for Year 6 pupils who have missed significant learning through Covid.	Booster groups and teaching supported by AHT and HT to help develop Year 6 outcomes.	<p>Focused small group teaching of pre-teach/booster and lesson support.</p> <p>EEF: Mastery learning is a moderate cost with progress potential of 5 months.</p>	Timetabled by AHT and HT to ensure lesson support of Year 6.	<p>HT/AHT £3780</p>	<p>This commenced in Autumn term and began to have an effect before children entered another lockdown in the Spring term. Support offered on return and planning from Hampshire followed to help close gaps prior to transition to secondary school.</p>
To provide reading interventions to all cohorts and accelerate reading progress to the most vulnerable.	LSAs deliver interventions of groups to accelerate reading. Teachers to ensure they read with vulnerable children.	<p>Ensuring all pupils can read by the time they leave primary school is essential.</p> <p>EEF: Moderate cost with +6 months reading progress.</p>	Reading progress monitored through PRMs.	<p>SLT £14800</p>	<p>Progress review meetings focused on all pupils in need of interventions to close gaps. Reading impacted negatively by Covid closures.</p> <p>Evidence that focus on reading however, impact of interventions limited.</p>

To support the improvement in Reading by providing new texts that gain pupil interest.	Purchase new books and texts for all age groups and abilities. Including providing free books to pupils with limited access at home.	Developing pupil reading through interesting and age appropriate texts.  EEF: Moderate cost with +6 months reading progress.	English leader monitors the use of texts and the number of free books provided to pupil premium pupils on a half termly basis.	English Leader  £2500	New library and class stock have been purchased and children have enjoyed the greater variety in texts. Investment will continue in next academic year.
To support children with multiple vulnerabilities through targeted ELSA sessions.	2 LSAs deliver ELSA sessions to our most vulnerable pupils. This helps the children understand their emotions and gets them ready to learn much quicker.	Helping pupils to self-regulate when they are at their most vulnerable.  EEF: low cost with high impact +7 months learning impact.	Monitored by SENCo through ELSA referral forms.	SENCo  £5850	ELSA sessions continued even through lockdown. The SEMH needs across the school have increased due to the pandemic impact. Will be a SIP priority next academic year.
To close the language, physical development, literacy and numeracy gaps in EYFS through targeted interventions.	Additional adult in Year R who can deliver targeted interventions.	Closing the development gaps early to ensure children start school in the best way.  EEF: high cost with high impact + 5 months progress.		Led by EYFS teacher £18000	Language interventions (NELI and Talkboost) delivered daily/weekly and made a good impact on child language development.  The aim of this was to close gaps early and this will continue.
<b>Total budgeted cost</b>					<b>£46722</b>

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	Impact
To improve attendance of the most vulnerable pupils.	Weekly tracking of pupils' attendance and clear communication with parents. Referrals to ALP where needed. Provide free breakfast for every child.	Ensuring that children are in school on time and ready to learn as they have had breakfast and social interaction.  EEF: Social & Emotional learning support has a cost with +4 months progress.	Breakfast supplied via 'Magic Breakfast' and supported by 4 staff between 8:40am and 9:15am. HSLW – provides verbal and written communication with parents at attendance trigger points.	Headteacher/ HSLW  £8000 –	ALP referrals increased, however attendance was greatly affected by Covid with bubbles closing and further lockdowns implemented.
Whole class rewards for attendance and teacher priority.	For each day that all children register then they receive a letter towards 'Woodcroft Primary' when they receive this the whole class earns a reward.	Encouraging children to be in school to improve attendance and impact outcomes.  EEF: Social & Emotional learning support has a cost with +4 months progress.	Weekly recording through the newsletter and chart in the hall to track awards.	Teachers and HSLW £1610	This coupled with the introduction of the Attendance Alpaca helped motivate pupils and they were encouraging each other to attend.
Use of subject boxes to enhance curriculum development and provide artefacts and equipment to support pupil engagement and learning.	Due to limit trip opportunities the school to develop its own artefact boxes for Topics. The plan is that these can be eventually hired to other schools.	This is hands on and more practical for pupils and supports different learning styles for pupils.  EEF: Learning styles; moderate cost for 2 months learning progress.	AHT and History lead working together to design boxes.	£2000 for varied resources.	This has begun to develop but requires further investment to ensure that the boxes match the needs of the topics and teaching.



Through a varied curriculum which includes trips and hooks children experience activities and events that they would not usually experience.	School subsidises the cost of trips and events to broaden children's experiences.	Children need experiences and context to apply in reading, writing and maths.  EEF: Outdoor learning and experiences moderate cost for +4 months progress.	Assistant Head tracks impact of events through quality of work produced and pupil conferencing after each event.	AHT  £3000  (Subsidise trips for pupils)	Trips were greatly reduced in the Autumn and Spring term and recommenced in the Summer term, although they were then hindered due to an increase in Covid cases.  Whole school trip to Marwell Zoo was a success.
Improvements in the use of IT for children with limited access at home	Purchase of 15 I pads and supporting software to allow whole classes to utilise app technology within our computing curriculum.	As experienced during lockdown our pupils have limited access to different technologies at home and this will help them access different platforms in school. EEF: Digital technology can support children for a moderate cost for +4months progress	Computer lead to track Ipad use and implement strict rules on use and storage.	£6062	Completed and training commenced. I pads have been greatly used and further investment will be needed.
Children are ready to learn when in the classroom and are not hungry.	Continue to provide a heavily subsidised breakfast club and cooked bagels for all pupils in the morning.	Pupils do not learn when hungry and we know that many of our pupils do not have breakfast at home.  EEF: Social and Emotional support can for a moderate cost impact on pupil learning by 4+ months progress	Impact is from teacher feedback and the level of learning focus experienced by teachers in class.	£4000	Vital for our children as being hungry can have an impact on their learning. All children offered a bagel each morning and breakfast club offers cereal.
<b>Total Budgeted Cost</b>					<b>£24672</b>
<b>Total Cost</b>					<b>£117670</b>
<b>Total PP Income</b>					<b>£117670</b>
<b>Difference funded by school budget</b>					<b>£0</b>