

Pupil Premium Strategy Statement (Primary/Middle)

School name: **Woodthorne Primary School**

Academic years covered by strategy: **2018/19 – 20/21**

Date this form completed: **30 October 2019** for AY **2019/20**

Next review date: **October 2020**

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019)			
Total school roll	424	Progress scores Reading, Writing, Maths	
% disadvantaged pupils	15%	% meeting expected standard R,W,M (KS2)	67%
Pupil premium allocation this year	£85,800	% achieving high standard R,W,M (KS2)	0%
Senior leader signing off this strategy	Tom Hinkley	% of pupils reaching expected standard in phonics check (end of Y1)	85%

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading, Writing	Achieve national average progress scores in KS2 Reading and Writing	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	Sept 21
Phonics	Achieve national average expected standard in PSC: 32	Sept 21
Other (e.g. attendance, subject specific etc.)	Improve attendance of disadvantaged pupils to national average: 96%	Sept 21

Spending priorities and rationale (Current Academic Year)	
<i>Teaching</i>	
Priority 1	Ensure that all staff are trained in metacognition strategies to develop pupils independence and resilience in learning.
Priority 2	Develop staff skills to ensure greater consistency in the quality of teaching and learning strategies.
Barriers to learning these actions address Disadvantage pupils demonstrating low levels of independence in their learning.	
PP expenditure on teaching	£42,900
<i>Targeted academic support</i>	
Priority 1	Develop staff skill set in the identification of need.
Priority 2	Develop system to make interventions more targeted at the needs of pupils
Barriers to learning these actions address: Poor communication and language development.	
PP expenditure on targeted academic support	£32175
<i>Wider strategies</i>	

Priority 1 Staff training on the importance of building positive relationships with disadvantaged families.
Priority 2 Buy into SLA for Educational Welfare Officer to support office to target monitoring of disadvantaged pupils.
Barriers to learning these actions address Improving attendance and lateness for the most disadvantaged pupils
PP expenditure on wider strategies £10725

Monitoring and implementation	
Pupil premium strategy lead Elaine Laird	Pupil premium lead governor Victoria Baker
Teaching key challenge Over reliance of staff scaffolding learning for pupils. Inconsistencies in teaching strategies used.	
<i>Mitigating action</i> Use of INSET days and staff meetings alongside coaching and mentoring for key staff.	
Targeted support key challenge Staff variation in skill set for identifying specific needs of pupils.	
<i>Mitigating action</i> Staff training on SEN code of practice and understanding of identification of prime and broad area of need.	
Wider strategies key challenge Engaging the hardest to reach families	
<i>Mitigating action</i> Develop further opportunities for all staff to build relationships with all families.	

Last year's pupil premium priorities and outcomes	
Priority	Pupils demonstrate at least age related communication and languages skills.
Outcomes	Gap stayed the same in most year groups, with the exception of Year 6. Changes have been made to how interventions are delivered.
Priority	A significant majority of pupils exceed age related expectations by the time they leave Year 6.
Outcomes	The percentage of disadvantaged pupils who attained age related was higher than non-disadvantaged pupils.
Priority	Attendance is in line with national averaged (96.4%)
Outcomes	Although there is a reduction in the gap, the attendance of disadvantaged pupils remains lower than non-disadvantaged (94.24 compared to 96).
Priority	Children and families receive support to ensure any barriers to learning are minimised.
Outcomes	. For DP pupils on a CIN or CP plan, there was a marked improvement in their attendance which had an impact on the progress they made at school.
Priority	Higher proportion of parents engage in taking and interest in their child's education.
Outcomes	Attendance at parents evening and workshops remained the same as the previous year.