

Woodvale Primary Academy Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Woodvale Primary School
Pupils in school	453 (inc Nursery)
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£123,313
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	March 2021
Pupil premium lead	Matthew Reetz
Governor lead	Emma Nuttall

Disadvantaged pupil progress scores for academic year 2018-19

Measure	Score
Reading	-1.0 (National Dis = -0.6)
Writing	+1.6 (National Dis= -0.5)
Maths	+0.1 (National Dis = -0.7)

Disadvantaged pupils attainment for academic year 2018-19

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	4%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that effective strategies are in place to evaluate the impact of Covid-19 on learning for all pupils but with a focus on disadvantaged pupils.
Priority 2	Further develop a culture of reading across the school through further development of the school library, purposeful use of Accelerated Reader and the purchase of resources to support effective teaching of reading.
Priority 3	Continue to develop a mastery approach to Maths, enabling all pupils to succeed
Barriers to learning these priorities address	<p>Engagement to home learning was mixed with some pupils not engaging. As a result it is unlikely that these pupils have 'kept up' with the curriculum.</p> <p>Pupils language skills are poor on entry – see Reception Baseline – and this impacts on their acquisition of phonics, early reading and ultimately their ability to access the curriculum in KS2 if not resolved.</p> <p>Maths results (particularly in KS1) are below national expectations and a teaching for mastery approach and an inclusive approach to the teaching of Maths aims to address this.</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1	Further raise the quality of teaching across the school through the use of evidence informed approaches to teaching the curriculum and developing teachers' subject knowledge
Priority 2	Ensure that phonics is taught effectively in the early years and KS1
Priority 3	Further develop a culture of reading across the school through further development of the school library, purposeful use of Accelerated Reader and the purchase of resources to support effective teaching of reading.
Priority 4	Be able to provide suitable remote learning in the event of school closure or pupils self-isolating
Barriers to learning these priorities address	Ensuring that day to day teaching in the classroom is of a high quality is the biggest factor in raising

	<p>attainment for all pupils. By adopting an evidence-informed approach towards teaching and learning, staff can maximise the use of learning time and support pupils effectively.</p> <p>Pupils start in school with poor language skills and this impacts on their ability to acquire phonics and access the curriculum. It is important that they have high quality reading opportunities which focus on teaching and enjoying reading and utilising it as a skill to access knowledge.</p>
Projected Spending	£62,790

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	Establish PiXL small group interventions and same day interventions for disadvantaged pupils falling behind age-related expectations in Maths, Reading and Writing.
Priority 2	Ensure speech and language interventions for disadvantaged pupils are effective – Chattaway / NELI.
Barriers to learning these priorities address	Enables pupils to ‘stay up not catch up’ Addresses speech and language deficit in pupils as identified through SEN and baseline assessments.
Projected spending	£47,430

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing raised aspirations for pupils through the provision of increased enrichment opportunities
Priority 2	Provision of family support worker and learning mentor to work with families and pupils on attendance matters and pastoral support.
Priority 3	Continuation of breakfast club and after school club to support disadvantaged pupils.
Barriers to learning these priorities address	Providing opportunities that pupils may not have had to widen experiences and knowledge. Improve

	attendance for disadvantaged pupils and supporting pupils most in need.
Projected spending	£17,610

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time constraints of introducing changes and ensuring that staff are sufficiently trained alongside COVID-19 absence issues.	Creative approaches towards staff development meetings and INSET days to maximise staff training and learning.
Targeted support	Ensuring staff are able to deliver interventions effectively and that the 'best' person teaches these	Training opportunities for TAs and careful monitoring and evaluation.
Wider strategies	Engaging families facing the most challenges.	Invitations, personal conversations and targeted interventions to engage hardest to reach families.

Review: last year's aims and outcomes

Aim	Outcome
Introduce and ensure all staff are trained in Talk For Writing and can deliver this effectively	Talk for Writing has been successfully introduced and has led to improvements in children's writing. Staff have benefitted from the CPD opportunities that they have been given. Pupil's are positive about T4W and it's impact is particularly felt in the Early Years and KS1. The school intends to continue with this in the 20-21 year.
Further develop a culture of reading across the school through further development of the school library and the purchase of resources to support effective teaching of reading	Although some work was completed on this pre-Covid the work was not completed and so passes into the new year.
Use of 'Power Maths' to ensure a teaching for mastery approach in Maths	Power Maths has been successfully introduced and helps support a mastery approach to the teaching of Maths. The school will continue with this approach into the 20-21 academic year.
Establish PiXL small group interventions and same day interventions for disadvantaged pupils falling behind age-	PiXL interventions used both in and outside of the classroom. Assessments show improvements and reading speed

related expectations in Maths, Reading and Writing.	of pupils increased to address fluency deficit. Difficult to assess the full impact as end of year assessments were not carried out due to Covid.
Ensure speech and language interventions for disadvantaged pupils are effective.	Difficult to assess the full impact due to COVID.
Providing raised aspirations for pupils through the provision of increased enrichment opportunities	Several opportunities to do this were unable to happen due to COVID as many were paused from February onwards. Some pupils did access careers work but the impact of this is not known.
Provision of family support worker and learning mentor to work with families and pupils on attendance matters and pastoral support.	Attendance up until the point of lockdown was 93.5% for pupil premium and 95.1 for 'other pupils'. Continue to offer this support into the new year.
Continuation of breakfast club and introduction of after school club to support disadvantaged pupils.	Breakfast club continues to provide a positive start to the school day for many of our children. The aim in 20-21 is to better target this at pupils who need it most. After School Club began after Christmas and ran until lockdown. This was a valuable resource for parents and carers but was not as well attended as Breakfast Club. Further work to be done in the 20-21 year to expand this in terms of numbers and the offer provided.