

Pupil premium strategy statement

School overview

Metric	Data
School name	Woodside Primary School
Pupils in school	99
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£14,450
Academic year or years covered by statement	2020-21
Publish date	Oct 2020
Review date	Sept 2021
Statement authorised by	Alison Davis
Pupil premium lead	Mel Davis
Governor lead	Verity Brain

Disadvantaged pupil progress scores for 2019 (no SAT tests in 2020)

Measure	Score
Reading	-1.6
Writing	+0.4
Maths	+0.7

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve outcomes, learning attitudes and pride in work, particularly in writing
Priority 2	Engage staff with GlowMaths Hub and ensure KS2 staff have had additional training in Teaching for mastery in maths
Barriers to learning these priorities address	Resilience, self-belief and confidence in their ability and potential
Projected spending	£14,450

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve at least national average in expected standard	July 2021
Other	Improved resilience (measured via Make me A superhero questionnaire)	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality First Teaching-based on mixed year group and recent cpd. Individual and small group TA support with writing to enable good verbal feedback and support
Priority 2	Embed mastery approach. Glow Maths Hub support. Individual and small group support with maths to enable good verbal feedback and support
Barriers to learning these priorities address	Low resilience/self-belief and confidence in their ability and potential

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Recovery curriculum-adapting to needs of children who have missed school and to differences in engagement in home learning during March-Sept lockdown	Implementing cpd and EEF guidance. Using AfL to identify and close gaps. Deploying additional adults effectively. Frequent monitoring and evaluation of impact on pp children.
Targeted support	When building on prior knowledge, weak background knowledge/wider experience can be a barrier	Pre-teaching, vocabulary development, providing background knowledge. PEP meetings, targets and provision for LAC children.

Wider strategies	Low engagement, concentration, resilience	Make Me a Superhero and other schemes to develop resilience and confidence. Access to breakfast/after school club to engage in extra activities.
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Review: previous aims and outcomes

Aim	Outcome
Good progress and improved attainment	Progress of disadvantaged Y6 children in 2018-19 was in line with national average of children overall (no SATS 2019-20)
Enrichment opportunities	Wide range offered, some enabled by pupil premium grant contribution eg whole class violin lessons, cycling 3 proficiency lessons, visiting theatre play about internet safety
Raising aspirations and value of education	Growth mindset resources (children's books) and engagement in Five Ways to Wellbeing project resulting in Mental Health Champions Award in July 2019