

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Woodside Primary School
Pupils in school	101
Proportion of disadvantaged pupils (FSM and Ever 6)	7%
Pupil premium allocation this academic year	£10,760
Academic year or years covered by statement	2021-22
Publish date	December 2021
Review date	November 2022
Statement authorised by	Mel Davis
Pupil premium lead	Mel Davis
Governor lead	Verity Brain

Disadvantaged pupil progress scores for last academic year 2019 (no SATs 2021)

Measure	Score
Reading	-1.6
Writing	+0.4
Maths	+0.7

Strategy aims for disadvantaged pupils

Currently, we have seven children who qualify for pupil premium. The majority are in Y2 and above and so did NFER tests in Nov 2021. Five out of six children achieved >95 standardised scores in reading, grammar and punctuation, and maths; four of them achieved high scaled scores in reading (>115).

Measure	Activity
Priority 1	As reading is a strength, we need to ensure we are providing high challenge through adult intervention and suitably challenging texts
Priority 2	There is potential for more of the children to achieve the high scaled scores in maths, so this is a focus.
Barriers to learning these priorities address	Confidence in applying their mathematical skills to problem solving; access to high quality, challenging texts.
Projected spending	£10,760

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least the National Average reading progress in KS2 (0)	July 2022
Progress in Writing	To achieve at least the National Average in Writing for Expected and promote these standards across the curriculum	July 2022
Progress in Mathematics	To achieve at the least the National Average in Maths with the support of Teaching for Mastery and the Mastering Number, NCETM resources.	July 2022
Phonics	To achieve the National Average in Phonics Screening for the expected standard	July 2022
Other	To ensure children are receiving a broad and balanced curriculum with opportunities to revisit prior learning, using research from the EEF about cognition and memory.	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality First Teaching alongside targeted interventions and support in reading, grammar, punctuation and spelling via regular verbal feedback from class teachers and support (small groups with TA). Subject leader CPD. ELSA sessions for relevant children to support SEMH.
Priority 2	Use of mastery approach and high-quality resources in Maths to promote application of key skills to problem solving. Mastering Maths NCETM initiative in KS1 with adult support.
Barriers to learning these priorities address	Confidence in learning linked to resilience, levels of self-esteem and SEMH.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Reading curriculum – review the current stock of high quality, challenging. Include the children in researching suitable age-appropriate challenging text of interest to them and purchase. Support children to engage in reading frequently and continue to develop a love of reading. (Subject leader’s CPD includes a county-wide reading project.)</p> <p>Maths-continued cpd in Mastering Number NCETM project and Glowmaths Sustaining project</p>	<p>Frequent monitoring and evaluation of impact on PP children in reading and mathematics.</p> <p>Pupil voice discussions to monitor children’s interest and motivation in reading regularly.</p> <p>Pupil voice discussions to monitor children’s enjoyment and confidence in mathematics.</p> <p>Use of Nautilus and Insight Tracker software packages to analyse impact.</p>
Targeted support	<p>Read for Good project, use of online resources eg My Maths; pre-teaching/TA ‘mop-up’ sessions; Literacy Tree texts</p>	<p>Monitor progress carefully</p>
Wider strategies	<p>Building confidence</p>	<p>ELSA, class support, extra-curricular activities, responsibilities within the class.</p>

Review: last year’s aims and outcomes

Aim	Outcome
<p>Improve outcomes, learning attitudes and pride in work, particularly in writing</p>	<p>5 out of 8 children reached the expected standard in writing by Summer 2021 and 1 child achieved greater depth</p>
<p>Engage staff with GlowMaths Hub and ensure KS2 staff have had additional training in Teaching for mastery in maths</p>	<p>6 out of 7 children reached the expected standard in maths by Summer 2021 and 3 children achieved higher scaled scores</p>