



Woodmancote School  
Belong - Aspire - Achieve

## Pupil premium strategy statement and Review For Publication

### School overview

<b>Metric</b>	<b>Data</b>
School name	Woodmancote
Pupils in school	420
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£84 967
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	September 2020
Statement authorised by	Governing Body
Pupil premium lead	Mr R Hoyle
Governor lead	Mrs Jocelyn Knight



### Disadvantaged pupil progress scores for last academic year (2018-19)

	Score (Y1 target = 5 points / Other years target = 6 points)							
Measure	Rec	1 (5 pupils)	2 (7 pupils)	3 (12 pupils)	4 (8 pupils)	5 (14 pupils)	6 (12 pupils)	Average
Reading		6.0	5.1	5.9	5.4	6.1	6.8	5.8
Writing		5.4	5.6	5.8	6.4	5.4	7.0	5.9
Maths		5.0	5.3	6.3	5.7	6.3	6.0	5.7
Average		5.46	5.33	6.0	5.8	5.9	6.6	

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading: 74%
Achieving high standard at KS2	Reading: 25%
Meeting expected standard at KS2	Writing: 78%
Achieving high standard at KS2	Writing: 17%
Meeting expected standard at KS2	Maths: 81%
Achieving high standard at KS2	Maths: 25%



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Priority 1	Ensuring all members of the school community feel that they Belong and find being at the school a rewarding and supportive experience
Priority 2	Encouraging pupils to Aspire to improve academically within a supportive and challenging environment where equal emphasis is put on Sport, Music and other life experiences
Priority 3	Recognise Achievement in all its forms



**Priority 1 Ensuring all members of the school community feel that they Belong and find being at the school a rewarding and supportive experience**

Measure	Activity	Review
<p>Participation by Disadvantaged Pupils in activities outside dedicated school hours</p> <ul style="list-style-type: none"> <li>• School Run clubs</li> <li>• Clubs run by outside providers</li> <li>• Representation in Teams competing against other schools</li> <li>• Residential</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Conferencing to determine need and interest from children</li> <li>• Allocation of children to identified internal and external clubs</li> <li>• Effective Liaison with external providers</li> <li>• Sports Premium lead to coordinate participation and monitor representation of disadvantaged children</li> <li>• SBM to lead on financial considerations relating to out of hours clubs and activities, including Residential (Yr 4 and Yr 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed and some clubs and activities organised. However, Covid (March 2020) restricted this.</li> </ul>
<p>Meeting the often complex needs of disadvantaged children, children in Care or previously adopted children in order that they feel included in the life of the school</p>	<p>Staff Training with Greg Cotton, Senior Educational Psychologist from Gloucestershire LA</p> <ul style="list-style-type: none"> <li>• Have a better understanding of the needs of adopted children and their families               <ul style="list-style-type: none"> <li>▪ Understand the prevalence and reasons for adoption</li> <li>▪ Look at the difficulties commonly occurring in adopted children</li> <li>▪ Understand the unique challenges &amp; difficulties of adoptive families</li> </ul> </li> </ul>	<p>Training was completed prior to Lockdown.</p> <p>Excellent Feedback from staff who felt better qualified to meet the needs of children with difficulties in attachment, etc.</p> <p>KW and TS both taking a more active role in CiC and Previously adopted,</p>



<ul style="list-style-type: none"> <li>• Nurture provision</li> <li>• Therapy (Sand, Play, Music or Art)</li> <li>• Staff Training in Trauma, Attachment, ACES, Apples and Zippy PSHE Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to support colleagues who are working with adopted children             <ul style="list-style-type: none"> <li>▪ Be aware of key support approaches</li> <li>▪ Know how to draw up plans to support adopted children</li> <li>▪ Consider whole school approaches</li> </ul> </li> <li>• Be familiar with avenues of support for adopted children             <ul style="list-style-type: none"> <li>▪ Local and national support</li> </ul> </li> <li>• Be aware of your responsibilities in relation to adopted children</li> <li>• Have a plan for next steps in your school</li> </ul> <p>Staff Training and establishment of Nurture Provision every afternoon</p> <ul style="list-style-type: none"> <li>• Identification of children (Boxhall Profile)</li> <li>• Deployment of Staff</li> <li>• Provision of resources</li> </ul> <p>Review of accommodation throughout the school to meet the changing needs of the school population</p> <ul style="list-style-type: none"> <li>• Review by SBM of communal areas and school priorities</li> <li>• Drafting and presentation to the GB of proposals</li> <li>• Implementation of agreed plan</li> </ul>	<p>attending PEP meetings and CiC Reviews.</p> <p>Nurture Provision for selected children started, although not finished because of COVID</p> <p>Accommodation Project Completed Three dedicated spaces created. Open Space for Nurture/Phonics/Group Work Art Space for Art Therapy and Sand therapy</p> <p>Meeting Space for Professionals and where social workers can meet with children and parents</p> <p>Zippy and Apples training completed and all cohorts using resources. Needs to be monitored in coming weeks (September/October 2020)</p>
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	<p>Staff Training and Implementation of PSHE scheme based on Partnership with Parents</p> <ul style="list-style-type: none"> <li>• Staff Training</li> <li>• Resources purchased and distributed</li> <li>• Timetable focus</li> </ul>	
<p>Pupil Premium Champion will meet regularly with children identified as benefiting from additional in school monitoring, but who may not have SEN or require Pastoral Support</p>	<p>Dedicated member of staff liaises closely with Nurturing and Emotional Support Team, SENDCo, Class teachers and Designated Teacher for CiC and Previously looked after children in order to act as advocate, ensuring children have a voice.</p>	<p>Not completed</p>

**Priority 2 Encouraging pupils to Aspire to improve academically within a supportive and challenging environment where equal emphasis is put on Sport, Music and other life experiences**

Measure	Activity	Review
<p>Capture progress in Well-Being and Engagement in order to identify</p>	<ul style="list-style-type: none"> <li>• All staff to be familiar with the Leuvan Scale and how it is administered and interpreted.</li> <li>• Relevant staff training via staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Replaced with SDQ as school received support from team who developed approach.</li> </ul>



<p>next steps in provision</p>	<ul style="list-style-type: none"> <li>• Profiling of all Disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>• SLT training undertaken</li> <li>• Groups established by Pastoral Lead</li> <li>• Profiling to be completed by class teachers as part of initial assessment process (September 2020)</li> </ul>
<p>Progress outlined in PEPS for all CiC and adopted children is achieved and remains focus for all staff and an integral part of Pupil Progress Meetings</p>	<ul style="list-style-type: none"> <li>• PEPs written for all CiC and adopted children</li> <li>• Twice yearly reviews, including all measures outlined above, including Leuvan and where appropriate Boxall Profiles</li> </ul>	<ul style="list-style-type: none"> <li>• All completed, although Reviews unable to take place because of COVID</li> </ul>
<p>Pupil Premium Champion monitors participation, support and Cultural Capital opportunities on a regular basis.</p>	<ul style="list-style-type: none"> <li>• Established tracking system to be used to ensure full participation in activities in and out of classroom</li> <li>• Termly attendance at SLT meetings to update members of SLT on progress towards this aspect of provision</li> <li>• Opportunities identified by pupils, parents and Champion</li> </ul>	<ul style="list-style-type: none"> <li>• Not completed</li> </ul>
<p>Planned activities feature emphasis on Pupil Premium children in planning and intent.</p>		



### Priority 3 Recognise Achievement in all its forms

Measure	Activity	Review
<p>Provision is monitored and outcomes form a part of termly discussions. Interventions are evaluated by SENDCo and PP Champion</p> <p>Profile of success for children in receipt of Pupil Premium forms an integral part of school life</p>	<ul style="list-style-type: none"> <li>• Appendix A (overall provision map) is drafted and shared with all members of staff</li> <li>• Provision for Disadvantaged children forms an integral part of the planning process in all Year groups and their provision is clearly identified in Intervention folders</li> <li>• Targeted academic support is planned strategically with the involvement of the class teacher, SENDCo and PP Champion</li> <li>• Input from Champion into Pupil Progress Meetings, with clear agenda item for Senior Leaders in discussions with different Year Groups</li> <li>• Governors summarise progress and provision for Pupil Premium children in their termly report to the whole Governing Body</li> </ul>	<ul style="list-style-type: none"> <li>• Not achieved</li> </ul>
<p>Progress for children previously in care or in care is effectively monitored, bringing about improved rates of progress</p>	<ul style="list-style-type: none"> <li>• PEPS for CiC and adopted children form clear basis for all interventions.</li> <li>• TA support and 1:1 Tutoring are clearly identified on PEPS or within overall provision map</li> </ul>	<ul style="list-style-type: none"> <li>• All completed, although Reviews unable to take place because of COVID</li> </ul>





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**Appendix A** (not published) contains each child's personal provision map