



Woodmancote School
Belong - Aspire - Achieve

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Woodmancote
Pupils in school	420
Proportion of disadvantaged pupils	13%
Pupil premium allocation	
19-20	£10 691
20-21	£84 967
20-21 Catch Up Funding	£19 554
21-22 Catch Up Funding	£13 732
Total	£128 944
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Governing Body
Pupil Premium Leads	Mr G Tucker (Safeguarding)
	Mrs L McNamee (Pastoral Lead)
	Mr R Hoyle (SENDco)
Governor lead	Mrs Jocelyn Knight



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

Please note: Due to Coronavirus, the 2020 and 2021 Year 6 SATS did not occur.

Strategy aims for disadvantaged pupils

	Measure	Year 6	Year 5	Year 4
Reading	Meeting expected standard at KS2	88	85	80
	Achieving high standard at KS2	43	44	32
Writing	Meeting expected standard at KS2	88	87	83
	Achieving high standard at KS2	39	39	26
Maths	Meeting expected standard at KS2	88	89	84
	Achieving high standard at KS2	44	41	35



Priority 1	<p>Ensuring all members of the school community feel that they Belong and find being at the school a rewarding and supportive experience</p> <p>School has a clearly shared provision that enables all children to receive the tailored support they need in order to achieve. Existing approaches of identifying issues, engaging parents and children, addressing needs and evaluating impact to form of overall Health and Well-Being approach across all aspects of the school's work.</p>
Priority 2	<p>The school's aspirations for children are clearly understood and acted upon by all staff working with children.</p> <p>Working within the current guidelines and with a clear understanding of the impact of the lockdown on children's emotional well-being and academic progress, all staff plan for and implement specific actions for individual children.</p>



Priority 1

	Issue or concern	Actions to be taken	Impact
1	<p>Elements of the Health and Well-Being provision are not integrated sufficiently and universally understood by all stakeholders, resulting in some children not receiving an holistic response to their identified needs.</p> <p>Those children with barriers to learning need additional targeted support.</p>	<p>Health and Well-Being Team map out all elements previously discussed by Pastoral Lead and HT</p> <p>Update Framework for the teaching of PSHE, PE and Relationship Education to include explicit mention of the overall aim in having a whole school Health and Well-Being approach. Other areas such as Science, Computing, SMSC and Health Eating to be included.</p> <p>Evaluate the role that the GHLL PINK curriculum and Facts 4 Life will play in providing structure to the teaching across the school. https://facts4life.org/ https://www.ghll.org.uk/pink-safeguarding-curriculum/</p> <p>New Health, Relationships and Well-Being Policy drafted, that links directly with other curriculum and statutory policies such as Relationships.</p> <p>Update Roles and Responsibilities document for staff to include clear lines of referral to SEND Lead, Pastoral Lead or Safeguarding Lead (DSL)</p>	<p>Whilst the Team has worked to ensure that this aspect lies at the heart of our provision, to really judge effectiveness we need to have the following %s % of children supported with</p> <ul style="list-style-type: none"> • Safeguarding • Pastoral Lead • Pastoral + (ie outside agencies or provision) • Long term medical needs • CiC/Adopted • SEN • Disabled • Other • This would give us an indication of how many children have accessed our prvision. <p>Curriculum Design-Through evaluations Health and Well-Being Team have identified gaps in existing schemes, but identified a new scheme that will be launched in Term 6, that meets all new Sex and Relationship expectations.</p>



<p>2</p>	<p>Methods of assessment are not explicit to all stakeholders and are not sufficiently linked with provision.</p>	<p>Provision mapping includes how staff are to know who needs support-<i>FLOW CHART developed for R and R document</i></p> <p>Assessment-Clear Flow Chart created, making use of My Profile/My Assessment/SDQ/Boxall/Online Pupil survey</p> <p>SDQs completed for all children Analysis by Pastoral Lead Additional Boxhall Profiles for identified Children Use of assessment tools relating to Play therapy</p> <p>CiC, PEPS and Core Group Meeting minutes all help to inform provision, by being communicated to Pastoral Lead via CPOMS</p> <p>Health and Well-Being Policy to be discussed and format agreed</p>	<p>Roles and Responsibilities document clearly identifies role of the NEST and how referrals can be made into the Team.</p> <p>Policy for Health and Well-Being approved by GB Policy for Healthy Relationships approved by GB Partially completed: R and R document clearly defines roles of staff and where to seek support. FLOW CHART initially developed but unclear as to how effective the document is and if staff are following it. This needs to be looked at and evaluated further.</p> <p>Achieved and ongoing: SDQ's all completed to date. Analysis and interventions implemented according to data gathered and needs of individuals. Final SDQ data to be analysed end of Summer 2. Boxall profiles completed for individuals when required. Use of assessments in Play Therapy ongoing and as required by governing body of PTUK.</p> <p>Use of CPOMS being used effectively to communicate key events/minutes/information on pupils. Pastoral Lead given full access to the CPOM system helping to inform decisions on appropriate provision.</p>
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3	Coronavirus has presented challenges as to how the wider community engage with the school, which has resulted in a narrowing of opportunities for some children	Explore alternatives to community involvement in the school- e.g. Cycle Strategy to develop school grounds (See Cycle Strategy and Sports Premium Report) Use additional DfE funding to establish the use of TEAMS across the school, in order to engage with existing parents and potential parents. Such an approach aims to break down traditional barriers as to how school engages with some harder to reach parents.	Not achieved TEAMS provision has been evaluated as being successfully received by parents, staff and children as evidenced in Parental Feedback and Survey conducted by school. Results can be found in Appendix A
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Priority 2

	Issue or concern	Actions to be taken	Impact
1	Coronavirus resulted in many children being out of school for a significant period of time. School needs to understand how this may have impacted upon individual pupils.	<ul style="list-style-type: none"> All staff to be familiar with the SDQ and how it is administered and interpreted. https://www.sdqinfo.org/a0.html Staff to complete SDQ for all children. Pastoral Lead to interpret and draft response that will feed into Pupil Premium Report and provision. Profiling of all Disadvantaged children Cross reference with the academic achievement of children prior to lockdown, access to Remote Learning and other factors. 	<p>Staff are able to use SDQ as pre and post method of assessment.</p> <p>Completed</p> <p>March 2020-21 School developed document that was constantly updated after having identified children Vulnerable of not engaging or being at risk. It also considered family circumstances including recent bereavements, etc.</p>
2	The flow of information about individual children must be two ways, with class teachers, SLT, Pastoral Lead and SENDCO working in tandem to address needs.	<ul style="list-style-type: none"> New Pupil Progress Meeting format clearly focuses upon identified individual difficulties, including social, emotional and academic. Following such meetings, financial commitments are reviewed and necessary changes to expenditure made, making use of both Pupil Premium funding and Catch Up funding. Subsequent meetings will focus on impact of any changes to provision. Use made of EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ 	<p>Only two Pupil Progress Meetings held because of Spring 2021 Lockdown. However, Autumn Term and Summer Term Meetings identified areas for focus and increased provision made after discussion at SLT level.</p> <p>Data from Summer Pupil Progress Meetings (Appendix B)</p> <p>Staff training held in Autumn 1 2020 to explain SDQ and process to assess. Step-by-step guide given to all teaching staff.</p> <p>All initial SDQ assessments completed. Results analysed and interventions for those in need put in place. Follow up</p>



			<p>SDQ's have been completed after intervention to monitor impact. Staff to complete final SDQs early Summer</p> <p>Pastoral Lead to compare/contrast & analyse results and look at impact of key groups including PP children later in Summer 2.</p> <p>Cross referencing to take place once all data and SDQs are in.</p> <p>March 2020-21 School developed document that was constantly updated after having identified children Vulnerable of not engaging or being at risk. It also considered family circumstances including recent bereavements, etc.</p>
3	<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"> • PEPs written for all CiC and adopted children • Twice yearly reviews, including all measures outlined above, including SDQ and where appropriate Boxall Profiles. 	<p>cic reviews are 3 times per year in the form of pep meetings</p> <p>Reviews for adopted children will be twice a year starting in September 2021</p>
4	<p>Pupil Premium Funding and Catch Up Funding is used to deploy additional support staff and purchase extra resources.</p>	<ul style="list-style-type: none"> • Additional time allocated to Reception and Year 1 for Phonics and Oracy, with experienced TA working across the Year Groups with identified children. • Additional TA support given to Year 2 and Year 3 to close the gap in speaking and listening, phonics and reading. 	<p>Learning Together has impacted upon the attention and listening skills of children in Reception as evidenced in Pupil Progress Meetings</p> <p>Measured progress apparent in Talk Boost</p>



		<ul style="list-style-type: none"> • Additional TA support for Years 4 and 6 to close the gap in Writing • Additional time allocated to experienced Teacher and English Lead to lead staff training in Phonics, plan for targeted work within the English curriculum and to address issues around Reading. • Additional funding given to new phonics reading books. • Academic support packs created for those children identified as being in the lowest 20% academically. 	Fizzy Programme for identified children (Fine Motor skills) now at an appropriate level
5	Existing class teachers are best placed to meet the needs of identified children, but how to achieve this within the school day	<ul style="list-style-type: none"> • Children prioritised according to needs • Move More to be commissioned to lead on sports clubs in terms 2 and 3. • Class teachers to allocate one after school session per week for up to 4 children to undertake additional interventions, pre teaching or Catch up sessions. • Focus to be on developing mentoring Relationship, improving attitudes to learning and addressing gaps in knowledge or understanding. 	Tuition completed for identified children, but further consideration needed as to how tuition will form part of provision in 2021-22
6	<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"> • 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 and planning formats. • Targeted academic support is planned strategically with the involvement of the class teacher, SENDCo and PP Champions • Input from Champions into Pupil Progress Meetings, with clear agenda item for Senior Leaders in discussions with different Year Groups • SLT summarise progress and provision for Pupil Premium children in their termly report to the whole Governing Body 	<p>Provision for disadvantaged children is clearly identified in all intervention folders. More development and consistency is needed on recording provision of the children on our planning formats.</p> <p>Targeted academic support is planned and delivered by class teachers & class teaching assistants. SENCO consults, oversees and evaluates the provision.</p>



			<p>The Pupil Premium children's progress is discussed at all Pupil Progress Meetings.</p> <p>Due to Covid 19, assessments have been affected this year. No summary data for Pupil Premium progress has been available to date to share with the Whole Governing Body.</p>
7	Identified pupils' specific learning needs.	<ul style="list-style-type: none"> Addressed through 'My Plan' and 'My Plan +' or EHCP targets. Specific, targeted and measurable interventions in place which are regularly reviewed with parents/carers and multi-agency professionals as appropriate (funding for additional support taken from SEND and PPG budgets as appropriate). 	All children identified as being on the Graduated Pathway have personalised interventions which are reviewed with parents/carers three times a year.
8	Targeted phonics interventions for those 'at risk' of not achieving the phonics screening check in Y2 (Autumn term 2020) and Y1 (Summer term 2021) and early identification of those in YR who need to 'catch up quickly' in their learning.	<ul style="list-style-type: none"> Review of intervention and targeted support for identified pupils leading to small group precision monitoring, phonics booster sessions and intervention programmes as appropriate (precision monitoring, additional phonics booster groups). 	TBC
9	Access to and consistency of, high quality cumulative phonics teaching and learning. Parental understanding of methodology for teaching and learning of phonics and reading.	<ul style="list-style-type: none"> Early assessment and tracking in Autumn term 1 leading to SLT monitoring of pace and consistency of phonics and reading teaching and learning throughout the school. Further development of phonics information sharing with parents through weekly phonics videos, explanation of phonics home/school learning resources and parental virtual on-line information sharing regarding phonics and reading. 	Early assessment in Year 1 was effective in organising pupil groups and identifying children who were PP and at risk of falling below to work with additional TA. This was following on from assessments in Reception so gaps could be identified. Children who were learning from home during



			lockdown received regular phonics teaching videos which enabled parents to help their child learn effectively.
10	Access to high quality reading materials.	<ul style="list-style-type: none"> Ongoing review of quality decodable reading materials and purchasing of new decodable reading materials to supplement school reading scheme (specific priorities in YR and Y1) 	Purchase of Rising Stars books to supplement reading resources in Reception and Year 1. Also access to online reading materials available for children to read at home. DfE validation process currently underway, but whilst new reading material has been purchased for Early Years, a total review of the teaching of Phonics across the school is needed, alongside adequate resourcing to meet the needs of the new approach.
11	Targeted reading interventions for those 'at risk' of not being at our school expected standards at the end of each term and the national Expected Standard at the end of KS1.	<ul style="list-style-type: none"> Review of intervention and targeted support through priority reading and intervention programmes as appropriate. Introduction of 'story club' in the Spring term for identified disadvantaged and vulnerable pupils (dependent upon Covid 19 regulations) 	<p>Teachers identified 'at risk' children and provided priority reading programmes of support for them. Teachers monitor and review regularly.</p> <p>Targeted children in Year 3/4 undertook a Catch-Up Reading intervention from September 2020 for 4 months until Covid 19 regulations affected it. 12 out of the 13 children made accelerated rates of progress to their reading ages.</p> <p>Due to Covid 19 regulations, the introduction of 'story club' did not take place.</p>



12	Early Years Pupil Premium Funding	<ul style="list-style-type: none">• Allocated time for 1:1 support where needed• Additional settling in time• Resources to support identified needs, such as Speaking and Listening	<p>Additional support for families in receipt of PPG (uniform, books, etc)</p> <p>Recognition that attendance has been an issue for children in receipt of PPG. Playworkers have taken proactive role in engaging with parents.</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Impact of potential staff absences as a direct result of Covid 19.</p> <p>Maintaining staff and pupil mental health and well-being.</p> <p>Ensuring staff have the knowledge and skills to maintain high quality of teaching and learning for phonics, reading and math.</p> <p>Maintaining a broad and balanced curriculum whilst also focusing upon key priorities – phonics, reading and math.</p>	<p>Monitoring of staff absence and identification of early/targeted support as appropriate, including use of OH services and SAS resources.</p> <p>School vision and values upheld during daily practice and provision. PSHE curriculum, termly values and relational practice, including health and well-being focus group.</p> <p>Weekly 'catch up' briefings, weekly SLT meetings informing year group planning, year group leaders leading weekly planning, CPD plan and monitoring cycle.</p> <p>Pupil, parent and staff feedback alongside monitoring of teaching and learning continues to demonstrate that children are happy and engaged in their learning.</p>
Targeted support	<p>Ensuring staff have the knowledge and skills to lead intervention effectively.</p> <p>Ensuring impact of interventions is effectively monitored and reviewed.</p>	<p>Training and support for staff through high quality CPD. Monitoring quality and impact of teaching and learning.</p> <p>Tracking and monitoring systems in place and inform both formative and summative assessments. Impact of interventions reviewed through termly pupil progress meetings.</p>
Wider strategies	<p>Impact of global pandemic upon staff and pupil attendance alongside ability to provide targeted support.</p>	<p>Regular review of school risk assessment and protective measures. Swift action taken to address priorities for improvement.</p> <p>Leaders continue to prioritise health and well-being of staff and pupils alongside aspirational targets for teaching and learning.</p>



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