

Pupil premium strategy statement

School overview

Metric	Data
School name	Wodensfield Primary School
Pupils in school	416
Proportion of disadvantaged pupils	26.44%
Pupil premium allocation this academic year	£169,460
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs S Walker
Pupil premium lead	Mr L Gould
Governor lead	Click or tap here to enter text.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	*Covid-19
Writing	*Covid-19
Maths	*Covid-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading tbc Writing tbc Maths tbc
Achieving high standard at KS2	Reading tbc Writing tbc Maths tbc
Measure	Activity
Priority 1	Quality First teaching. Development of language and phonic skills, particularly on entry into nursery and reception. Further driven through carefully identified staff CPD.

Priority 2	Engagement and motivation, in Oxford Reading Buddies, Maths, Handwriting and Spelling for disadvantaged pupils with a focus on girls and summer born across all key stages.
Barriers to learning these priorities address	Attendance for disadvantaged pupils' Persistent absence FSM: Where school is valued and considered important but other aspects of life (e.g. travel difficulties. Parental illness or appointments, holidays, family issues, drug and alcohol use) present significant barriers to consistent attendance.
Projected spending	£80,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Development of core classroom teaching strategies improving the reading and comprehension capabilities of all pupils. Staff CPD and resources for GR. Reception reading and comprehension Intervention (including the WELLCOM programme in FYFS) Achieve national average progress scores in KS2 Reading (0)	December 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	To raise standards in and engagement in Maths. To raise achievement (including % achieving EXS+) and progress in Maths across the school. Development of problem solving and reasoning skills.	Click or tap here to enter text.
Phonics	Raise standards in speaking and listening from entry to reception, so that pupils are better equipped to access the curriculum and make good progress towards expected standards, especially in Y1 Phonics screening. Achieve national average expected standard in PSC	September 2021
Other	Improve attendance of disadvantaged pupils to 94% and above	September 2022

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	Buy and embed use of reading scheme across all KS1 year groups to increase reading for pleasure. Implement new guided reading resources and assessments in KS2.
Priority 2	Work with the SHaW maths hub and TRG to embed Teaching for Mastery across all year groups. All staff use school IWB template and recommended resources for teaching. Use of Catch-up funding. Increase hours of two HLTA's, offer additional hours to children support, including accessing online materials during lunchtimes. Develop pre-teaching and overlearning model, to 'catch-up and keep up'.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and record these on the school SIMs system (for measuring impact).
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Development of social and learning behaviour skills. • Nurture Group to support pupils and their families to develop social and learning behaviours, with a key focus on EYFS cohort. • Embedding of school values and expectations- Ready, Respectful, and Safe. • Forest school delivery across all key stages • Wider and more consistent use of Oxford Reading buddies.
Priority 2	Improve parental engagement levels. We work hard to work with our 'hard to reach' parents. The majority of whom would like to engage but find doing so very difficult because of their life experiences (e.g. poor experiences of school/authority etc.). Develop use of Teams access for children, continuing learning opportunities at home, enabling support videos to develop parental knowledge of school approaches.

Barriers to learning these priorities address	A minority of our parents are more difficult to engage than others are and are primarily parents of some of our disadvantaged pupils. These appear on our persistent absence list.
Projected spending	£80,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders. Use of SHaW maths hub for TfM CPD. Engagement with EY team. Participation in work with CLL team and Mark Smith.
Targeted support	Ensuring enough time for school maths-lead to support curriculum development and staff CPD (Implementing TfM principles).	Maths lead paired with DHT to support returning teacher from maternity leave to free up 1 morning a week to develop Maths subject knowledge.
Wider strategies	Engaging the families facing most challenges (including early SEND identification). Timely assessment and analysis of gaps.	Working closely with the LA and other local schools on cross-school outreach programme Engage with the LA baseline and QLA analysis, accurately target support on identified gaps in learning.

Review: last year's aims and outcomes

Aim	Outcome
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