



1. Summary information					
School	Woodside Primary				
Academic Year	2020/21	Total PP budget	£169k	Date of most recent PP Review	n/a
Total number of pupils	144	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July 21

2. Current attainment (Sats 2019)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils not eligible for PP (school)
% achieving in reading, writing and maths	53%	71%	33%
% making progress in reading	47%	54%	67%
% making progress in writing	84%	53%	83%
% making progress in maths	74%	54%	83

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	Higher order reading skills for KS2 (inference and deduction) are lacking, especially middle to higher attainers from KS1
<b>C.</b>	Children do not have a love of reading so fluency is not natural to them thus making it harder work.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 94.6% (below the target for all children of 96% and below non PP which is 96.3%). This reduces their school hours and causes them to fall behind on average. Absence is 2x higher for PP and Lates are over 5x higher.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for middle and high attaining pupils in reading	Focus on moderation practices in Y3,4,5. Use of new guided reading materials monitored by teachers and literacy coordinator.
<b>C.</b>	Improved fluency and love of reading	Children reading more, range of materials greater.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Target more PP families for attendance targets in September. Overall PP attendance improves from 94% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Reception	Children assessed on entry to school with NFER materials. Staff to consistently model good practice and insist on desired responses at all times.	S&L often a barrier to GLD in previous years. EEF-Develop pupils' language capability to support their reading and writing.	Ensure staff modelling high quality spoken language. Use of sentence stems to model and encourage full sentences. All staff and parents must be engaged.	English/EYFS coordinator	Mar 21
B. Higher rates of progress across KS2 for middle and high attaining pupils in reading	Use of guided reading materials in literacy sessions Various activities/strategies to improve comprehension	Med/High ability pupils eligible for PP are making less progress than other medium/higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. EEF Improving Literacy in KS2 details 7 key strategies.	Build strategies into performance management targets for staff and TAs. Key staff to monitor use of resources and collect data. Inset/twilight to train in use of resources. Include MDAs/kitchen staff in vocab/speaking initiatives. Invite parents in during school time for training-including lunch.	English lead with KS leaders	Mar 21
C. Improved fluency and love of reading	Staff to implement range of strategies such as league table of books read, competitions, book weeks, book displays, shared reading, parent reading.	Children identified as not really enjoying reading and fluency in test practice, esp PP children reflects this. EEF Improving Literacy, Support pupils to develop fluent reading capabilities	Shared reading from existing materials plus materials to be purchased. Use of guided materials for fluency and 'over-reading'. Continue use of RWinc, focussing on PP children to improve decoding skills.	English lead with KS leaders	Mar 21
<b>Total budgeted cost</b>					£ 5k

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in reception	Select group of EYFS/Y1 for Talk Boost programme	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in previous year.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Leaders to track delivery and monitor outcomes.	Reception class teacher and TAs	Mar 21
B. Higher rates of progress across KS2 for middle and high attaining pupils in reading	Use of guided reading materials in literacy sessions Various activities/strategies to improve comprehension	Med/High ability pupils eligible for PP are making less progress than other medium/higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. EEF Improving Literacy in KS2 details 7 key strategies.	Build strategies into performance management targets for staff and TAs. Key staff to monitor use of resources and collect data. Inset/twilight to train in use of resources. Include MDAs/kitchen staff in vocab/speaking initiatives. Invite parents in during school time for training-including lunch. Track PP children carefully to monitor progress in skills. Relate to NFER tests in Autumn and Summer.	English lead with KS leaders	Mar21
<b>Total budgeted cost</b>					£ 4300

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. Ofsted PPG report - staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.	Majority of PA pupils to be targeted are PPG (80%). If targets not met then submit for APR with local authority. Attendance initiatives already in place (prizes for weekly and termly attendance) Attendance officer provided with dedicated time for analysis, letter writing and meetings.	Head with Admin/Attendance officer	Half-termly
<b>Total budgeted cost</b>					£490 +3k

## 6. Review of expenditure ALL AFFECTED BY COVID SHUTDOWN

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved oral language skills in Reception	Children assessed on entry to school with NFER materials. Staff to consistently model good practice and insist on desired responses at all times.	Staff making an effort to improve language use, less eggs collected of inaccuracies. Class teacher started use of sentence stems, including display in entrance area for parents. Reported improvements in use up to Feb half term	This approach will always need to continue as EYFS speech is worse year-on-year. Need to ensure used into y1/2 and other staff in school more aware eg MDAs and kitchen staff. Other language programmes available via Catch Up funding	
B. Higher rates of progress across KS2 for middle and high attaining pupils in reading	Use of guided reading materials in literacy sessions Various activities/strategies to improve comprehension	Impossible to measure as no evidence after autumn term. Materials started being used. Will have to be continued	Continue into 2020-21	£4000
C. Improved fluency and love of reading	Staff to implement range of strategies such as league table of books read, competitions, book weeks, book displays, shared reading, parent reading	Library area developed, new books purchased, some reading activities achieved, eg bedtime reading. All positively received	There is an appetite for further development of this. Halton Reading Strategy still in place. Gobs identified more books needed for older students to inspire, also other strategies to try eg Book club, lending library, after-school reading activities (all CV19 safe)	£200

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Improved oral language skills in reception	Select group of EYFS/Y1 for Talk Boost programme	All children in first group made good progress (avg 17 point gain for EYFS, 18 point gain in Y1) Second group interrupted with covid	Definitely need to continue. May investigate expansion as language skills worse due to covid	£4300
B. Higher rates of progress across KS2 for middle and high attaining pupils in reading	Use of guided reading materials in literacy sessions Various activities/strategies to improve	Hard to gauge as staff not been able to monitor in second half of year		

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Increased attendance rates	Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision.	Mixed results. Some children improved after being targeted but quickly fall back in to old habits. Some children little or no impact when targeted. A few make and sustain improvements.	Worth continuing but be mindful about which families we can succeed with. Other families refer to EWO to consider APMs	£2340 on admin staff £500 on Halton EWO support

<b>7. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a>