



1. Summary information					
<b>School</b>	Woodside Primary				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£123,740	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	138	<b>Number of pupils eligible for PP</b>	114	<b>Date for next internal review of this strategy</b>	December 21

2. Current attainment (Sats 2019)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP (school)</i>
<b>% achieving in reading, writing and maths</b>	53%	71%	33%
<b>% making progress in reading</b>	47%	54%	67%
<b>% making progress in writing</b>	84%	53%	83%
<b>% making progress in maths</b>	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>D.</b>	Poor outcomes for reception and y1 children over last 2 years due to covid interruption
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are 92% (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. All persistent absences are PP, Lates for PP avg 8.7, non PP 1.6

<b>4. Desired outcomes</b>		
	<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. All children have ELG for CLL unless SEND Support plans will reflect interventions and additional support for those children as well as Chatterbug plans
<b>B.</b>	Higher rates of progress across KS2 for middle and high attaining pupils in reading, science and music	Focus on moderation practices in Y3,4,5. Use of new guided reading materials monitored by teachers and literacy coordinator. Music instrument teacher in Y6 and y3/4 children able to perform for school and parents., Science visitors in each class to complete PSQM by March.
<b>C.</b>	Improved fluency and love of reading	Children reading more, range of materials greater. % increase of children reading at home TA to keep record of amount of times child reads each week – parent conversations take place for target children.
<b>D.</b>	Children in year 1/2 make accelerated progress via ELGs and onto NC	Children entering Y2 next year have higher attainment. 7/8 reach y1 std by Xmas. Any children still working on ELGs at end of Autumn term will have a support plan for Spring term? At or close to ARE by summer22 Engagement model used for those children not working at NC levels
<b>E</b>	Increased attendance rates for pupils eligible for PP.	Target more PP families for attendance targets in September. Overall PP attendance improves to 96% in line with 'other' pupils.
<b>F</b>	Improved mental health and well-being	Less examples of children in crisis, less extreme behaviours logged on CPOMS, no exclusions Rising stars wellbeing assessment data Progress measures from Boxall profile Number of children accessing Resource base provision

## 5. Planned expenditure

Academic year

2021/22

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 (whole class)

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 and all classes	Children assessed on entry to school with NFER materials. Staff to consistently model good practice and insist on desired responses at all times. Referrals made to Chatterbug where necessary	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. Chatterbug plans implemented appropriately and monitored Talkboost intervention implemented across KS2 following success of KS1 Range of strategies used within classroom, to develop language and vocabulary, such as Talking Tables.	English/EYFS coordinator	Dec 21 Mar 22
B. Higher rates of progress across KS2 for middle and high attaining pupils in reading	Timetabled guided reading sessions IDL intervention to highlight reading ages		IDL scores monitored half termly	English lead with KS leaders	Mar 22
B.Higher rates of progress in science and music	Employ music specialist to teach recorder in Y3/4 Science specialist days in all classes to enjoyment and engagement and help achieve PSQM	Staff survey reveals lack of confidence in teaching of music and using notation  School aiming to achieve PSQM in March and a specialist teacher will create excitement and enthusiasm for the subject.	Children will perform for school and parents.  Science coordinator to work with all classes to ensure quality and collect evidence of work, enjoyment. Achieve PSQM	RC  LH	Feb Half term  Christmas 21

C. Improved fluency and love of reading	Foster a love of reading Teach skills of CLL (talkboost) RWInc IDL intervention and dyslexia diagnostic Purchase of books Lending library	In line with Halton reading strategy, we aim to develop a greater love of reading with children (and parents). Also a greater understanding of reading.	Senco and SMT to monitor strategies implemented. IDL, RWinc, Dyslexia diagnostic and Talkboost all give measurable progress. Advertise lending library and promote regularly. Initiatives thru year, eg reading clubs, book at bedtime, guest readers, library visits Volunteers to hear readers. Target bottom 20% for daily reading	English lead with KS leaders	Mar 22
E Attendance and punctuality	Rewards and incentives Prize scheme for end of year Vouchers and medals for 98+ Certs for 96+	In previous years we have rewarded parents and children with good attendance and punctuality.	Attendance officer, EWO and HT to meet and monitor. Early intervention with parents falling behind.  Use of governor to support EWO with attendance.	HT MdP DP	Half termly

**ii. Targeted support (individuals/Groups)**

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 and all classes	Select group of EYFS/Y1 for Talk Boost programme Also groups for KS2 programme IDL intervention Chatterbug plan Sentence stems	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	Each half term
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  Ed Psych consultations for diagnosis and strategies for SPLD children	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. Observe precision teaching, teachers and TAs	English lead with KS leaders	Mar21
D Increase rates of progress for children in KS1	Set up a continuous provision for Y1s who didn't make GLD/ELGs	12 not made reading elg 14 not got elg in writing 13 not got elg in number  Also 4 Y2s not got ELG in writing, number and reading	Careful and regular monitoring of provision in Y1/2 classroom Regular data scrutiny AHT/KS1 lead and eyfs lead to monitor After school OR lunchtime club for targeted children in R/W/M?	CW lead LH and RC to oversee	Half termly

<p>E Increased Attendance for PP pupils.</p>	<p>EWO to track and monitor each week. Target persistent absence families. Taxi for distant family.</p>	<p>All PA children are PP Avg lates for PP children 8.7. (non PP children is 1.6)</p>	<p>Meet with EWO regularly Monitor rates of attendance for targeted children</p>	<p>HT with DP</p>	<p>Half termly</p>
<p>F Mental Health and Well Being</p>	<p>Purchase School counsellor for 1hr sessions over 6 weeks. Track record of positive outcomes.</p>	<p>We have seen increased levels of irrational, aggressive, erratic behaviours over last few years due to social pressures, social media and now CV19. Trained specialist has worked successfully for last 4 years with children.</p>	<p>Regular feedback from counsellor. Noted improvement of behaviours from class teacher and parents.</p>	<p>SR CP</p>	<p>Half termly</p>

**iii. Other approaches**

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?
Attendance, well-being	Breakfast Club	Many children come to school un-fed. Free B Club provides food, consistent start to day, Also shown to improve punctuality	Led by volunteers. Staff timetabled to have oversight as children can become restless. Purchase more resources for play.	RC with volunteers	Half-termly
Cultural capitol Well-being	Performances	Children have enjoyed pantos and other performances in the past. Research has shown that almost all do not visit museums, theatre, gallery etc.	Surveys after event All classes aim to attend cultural event at least termly	Class teachers	Termly
Well-being	Air con	Upstairs classroom becomes stiflingly hot between April and October. Children unable to work at best ability, sometimes have to leave the room.	Should be no need to leave the room with good system in place. More consistent learning environment	RC with SH	End of year
PSQM	Science visitors/workshops	School aiming to achieve PSQM and want to enrich the science curriculum using first hand experiences.	LH will monitor planning and staff will ensure they include opportunities for external visitors or science related trips.	LH	Accreditation in...

## 6. Review of expenditure from 2020-2021 plans 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	Difficult to measure due to lockdowns, also sporadic attendance from many individuals. Progress of non-send pupils does improve from y3 to Y6.(94% in Y6) Materials started being used. Will have to be continued	Continue into 21-22, more focus on Y3/4 so there is smooth gradation in progress rather than reliance on Y6	£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 Needed to use library space as teaching area for social distancing so not as developed as would have liked.	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). Library will need to continue to be used as a teaching space though. Co-ordinator asked for dedicated reading areas in classes.	£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	Good progress in Y5/6 but less in Y3/4. Will continue with more focus on LKS2	

**iii. Other approaches**

<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 Purchase more support from EWO	£2340 on admin staff £500 on Halton EWO support

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)