

Pupil premium strategy statement: Woodland View Junior School

1. Summary information					
School	Woodland View Junior School				
Academic Year	2020-21	Total PP budget	£28,245 + £3840 carry forward	Date of most recent PP Review	Autumn 20
Total number of pupils	152	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Apr 21

2. Current attainment (2018-19* outcomes) *due to Covid-19		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Pass in Multiplication Screening N/A pilot only	%	%
% achieving Expected+ in reading	60% (5 children)	73%
% achieving Expected+ in writing	40% (5 children)	78%
% achieving Expected+ SPAG	60% (5 children)	78%
% achieving Expected+ in maths	40% (5 children)	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Vocabulary skills are poor
B.	Emotional Literacy skills are poor; high levels of trauma, attachment and mental health needs. Self-confidence and self-esteem are low
C.	43% of children are in more than one vulnerable group
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Support for parenting and parental well-being is limited and hindered further due to COVID-19

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's vocabulary will be improved. Children's receptive and expressive speech will be improved. Outcomes will be measured using the BPVS. Outcomes in reading and writing will also be included in the measures due to the impact of vocabulary on both.	Children will make rapid progress. Children in Y3-5 will be teacher assessed as Expected+ Children in Y6 will achieve expected+ in Reading BPVS scores will evidence improvement of 12 months+. Standardised Scores in Accelerated Reader to increase by 5 points.

B.	Children's emotional and mental health will be fully supported allowing them to access all other areas of the curriculum more effectively. Children will feel safe in school and use school systems to access rich experiences. ELSA assessments will be used as a direct measure with academic outcomes providing supporting evidence of impact.	Children will make rapid progress. All ELSA assessments will evidence improvements. Teacher, child and parent voice will evidence improved readiness for and engagement in learning. Outcomes generally (Reading, writing, maths) will be at least in line with expected progress.
C.	Children with more than one vulnerability will receive specific, additional support in relation to their own personal next steps. Achievement of personalised academic and non-academic goals will evidence success.	Children will achieve at least 90% of their targets (set 4x yearly by teachers, parents and child)
D.	Families will have new ways to access support through school. Children will receive regular support at home for learning. Families will be clear how they can support. Monitoring of parental contact will demonstrate increased home/school partnership. Parent and pupil voice as well as outcomes will evidence improvement	Parents will access systems and be confident in their use. Children will be well supported at home and make progress at least in line with expected progress. Parent and child wellbeing will be improved.

5. Planned expenditure

Academic year

2019-20

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(es)	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. Vocabulary B. Emotional Literacy	Redevelopment of two class spaces into a drama and music studio (£250) Improvement of outdoor space to incorporate a shade for use as an outdoor classroom area for directed and independent access (£1,000)	EEF state improved outcomes have been have been identified in English, Maths and Science from arts participation with the greatest effects on average for younger learners and the disadvantaged	Space planned for open-ended use, to safely accommodate small and whole-class groups. Planned (class) and unplanned (independent) use will be monitored Child voice will be collected	HJ	Summer 21
A. Vocabulary B. Emotional Literacy C. Multiple vulnerabilities	Addition of range of texts that promote awareness and respect of people with different needs and backgrounds (£250) Redevelopment of two class spaces into break out, intervention spaces (£500)	Article 30 of the UN convention on the rights of the child states that Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. EEF state that small group tuition is most effective if targeted at specific needs	Book choices as result of audit and advice Texts linked to curriculum opportunities with monitoring of use and impact Spaces designed to meet needs with follow up environment scrutiny	AC HJ	Summer 21

Total budgeted cost					£2000
ii. Targeted support					
Desired outcome	Chosen action/ approach(es)	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. SALT	Weekly targeted speech and language intervention (4hrs TA=£2,184) Weekly Sound Discovery and ALS small group (4hrs TA=£2,184)	EEF state that small group tuition is most effective if targeted at specific needs TAs who provide 1:1 support based on a clearly specified approach can have a strong positive benefit	Learning walks undertaken to ensure quality of intervention input Monitoring through progress information and pupil voice	HP	Termly
B. Emotional Literacy	Nurture intervention and lunch time club (7hrs TA=£3,823 plus walkie talkie system for safety £100) Weekly ELSA 1:1 sessions x2 in Summer term (2hrs HLTA=£1,430) Lego therapy, EL and pastoral (7hrs TA= £2,184) Contribution to development of music and art rooms (£8,500)	Social and emotional learning, according to EEF, have identifiable and valuable impact on attitudes to learning, social relationships and attainment. Improvements are most likely when staff are specifically trained and teachers committed to supporting the approach	Professional supervision for staff plus in-house support and monitoring of impact in collaboration with teachers and lead ELSA	HP	Following each cycle
	Contribution to after-school clubs, trips and music activities (£350) Introduction of 2x enterprise/ school development groups (1x garden development, 1x school shop) (1.5hr TA= £838 plus resources £100)	EEF states that additional experiences will raise confidence generally that is likely to impact more specifically on core learning Involvement of parents and opportunities for collaborative learning will also be beneficial from this approach	Attendance on visits, at clubs and with LOfC will be high	TA/CM	Summer 20

C. Multiple vulnerabilities	Weekly in-class coaching related to individualised targets (12hrs TA= £6,699) Provision of 6 Chromebooks (£200 per unit = £1,200)	EEF state that individualised instruction has a positive effect on learners [when] used as a supplement to usual class teaching	Quality of targets set monitored Pupil Progress meetings support identification of needs and proven strategies to intervene Class teachers to monitor in-class support and track achievements	HP	Summer 21
Total budgeted cost					£29,592
iii. Other approaches					
Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Parental support	Parent Forum (£0) New website (£210) Pupil Asset home/school link introduced for identified families (£0) Marvellous Me (£199) Wellbeing questionnaires (£0) Virtual workshops (£0)	It is recognised by EEF that it is challenging to develop effective parental engagement to improve their children's attainment, yet there is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings. Furthermore effective homework is associated with greater parental involvement and support	Monitoring of communications Parental voice included throughout	HJ	Termly
Total budgeted cost					£409

6. Review of expenditure				
End of Academic Year		2020-21		
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. Vocabulary B. Emotional Literacy C. Multiple vulnerabilities	Redevelopment of drama/music room and outdoor shaded area	Practical development underway, delay to completion due to Covid and technical complications. Room not yet in use.	Specialist services booked to enable room completion. Future use planned	
	Purchase of diversity texts	Texts available and used within all classes and for wider school use e.g. through assemblies. Soft data in terms of teacher observations demonstrate children of colour, or with additional needs can see themselves represented within the texts	These texts will be included in curriculum planning for the benefit of all children	
	Redevelopment of intervention spaces	One space complete, second requires specialist input (removal of kiln) for total completion, delayed by Covid. Both spaces are used effectively and to the benefit of groups and classes	Second space should be completed	
ii. Targeted support				
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. Vocabulary B. Emotional Literacy C. Multiple vulnerabilities	SALT and Sound Discovery groups	Groups only in place from full reopening and all based within restricted class bubbles. Impact therefore lower than desired yet individuals have made steps of progress	SALT programmes will be continued. Keep-Up daily sessions and new phonics SSP likely to reduce need for Sound Discovery	
	Nurture intervention (inc walkie talkies)	Walkie Talkies purchased and used substantially. Need for nurture is very high. Additional specific training included. Impact of this provision has been high for children and families but need outweighs provision available	Increased hours should be made available inc training for additional staff where possible. Lunchtime drop-in support would be beneficial as well as planned sessional work	
	ELSA	Training not possible due to Covid and other training (e.g. suicide prevention) took priority	Potential use of trained staff across the federation may be cost effective	
	LEGO	Some small group and 1:1 work took place after full reopening. 2x children made extensive use with positive impact	This programme should continue	
	Art room development	Practical work has begun but time commitment was higher than expected, with breaks due to lockdowns, this is incomplete. Room not yet used	Potential for impact is high. This work will be continued over Summer with aim to begin use in Autumn	
	Contribution to enrichment provision and enterprise groups	No enrichment provision available due to Covid One enterprise project (school shop) in place with 6x children benefitting from the experience	This should be continued due to impact of Covid on children and families both emotionally and financially	
	In-class coaching and purchase of Chromebooks	Coaching undertaken in-class and virtually during lockdown. XX children received additional support, XX achieved the next steps given to them. Chromebooks purchased and used for individuals and whole classes	Catch-Up interventions should continue. Keep-Up daily sessions should also be introduced to address small gaps before they become more significant. Use of Chromebooks will be continued	
iii. Other approaches				
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
D. Parental support	Range of home-school communications	Home learning was successful, benefitted by communications via Google Classroom and the website. 1x parent forum also completed during lockdown. MMe used from full reopening with positive response from families. Parent questionnaire: 98% stated information home was helpful, 94% aware of what their child will learn	On-going website development is necessary Range of face-to-face and virtual meetings should be place from September Google Classroom and MMe will be continued (Pupil Asset not used as suitable/necessary communication tool)	

7. Additional detail

Additional information used to inform the statements above:

Parent Questionnaires Summer 2021

Children's Questionnaire Summer 2021

Behaviour log 20-21

Marvellous Me management 20-21

In-school tracking March 21-July 21

In-school individual pupil logs March-July 21

Learning Walk feedback 20-21

Governor monitoring reports 20-21