

# Pupil premium strategy statement: Woodland View Junior School

1. Summary information					
<b>School</b>	Woodland View Junior School				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£28,245 + £22,982 carry forward and £7035 P/LAC	<b>Date of most recent PP Review</b>	Autumn 21
		<b>Total Recovery budget</b>	£2,900 (20 ch x £145)		
<b>Total number of pupils</b>	149	<b>Number of pupils eligible for PP</b>	20 (Jan 21) 21 (Sept 21)	<b>Date for next internal review of this strategy</b>	Apr 22

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>	
<b>A.</b>	Mental health and wellbeing are poor; self-confidence and self-esteem are low; anxiety and attachment needs are high
<b>B.</b>	Attitudes to learning are poor; low-level behavioural incidents are high
<b>C.</b>	48% 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>	
<b>D.</b>	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>
<b>A.</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.
<b>B.</b>	Children's abilities to attend to their learning will be improved. They will be supported to understand their choices and respond to situations positively. Children will feel safe in school and use school systems to access the full breadth of the educational offer. Outcomes in academic subjects will be positively impacted by personal and social skills. Behaviours for learning and in terms of conduct will be excellent	Children will make rapid progress. Outcomes In reading, writing and maths will be at least in line with expected progress. Behaviour logs will evidence a decrease in incidents. Pupil and teacher wellbeing will be improved.
<b>C.</b>	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)
<b>D.</b>	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	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					
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. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities	Carry forward see 20-21 plan: Redevelopment of class spaces- drama/music/art studios (£9250) and intervention space (£2000)  1x day per week SLT (£13700) to provide: <ul style="list-style-type: none"><li>Staff supervision</li><li>Monitoring and tracking of interventions inc intersectionality</li></ul>	Staff wellbeing, time for reflective, guided evaluation and peer learning all contribute to supporting effective teaching and learning. Feedback from peer assessment can reinforce learning and correct misunderstanding (EEF) When individualised instruction employs digital technology, the EEF find the positive	Protected time from SLT timetable to impact on outcomes for teachers and pupils. Regular feedback to staff and pupils of monitoring to inform planning and progression	HP	Termly

	<ul style="list-style-type: none"> <li>Peer-to-peer support (teachers)</li> <li>Extension of child-led learning in foundation subjects using skills learnt in lockdown (+ 20x Chrome books £4500 and trolleys £1400)</li> </ul>	<p>effect on learners of this approach to be higher due to the more immediate feedback that is enabled</p> <p>Article 3 of the UN convention on the rights of the child states that the best interests of the child must be a top priority in all decisions and actions that affect children</p>			
<p>A. Emotional and mental health</p> <p>B. Learning behaviour and conduct</p>	1x experience day with focus on building self-esteem, self-confidence and peer relationships (£2000)	<p>EEF states that outdoor adventure learning consistently shows positive benefits on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students</p> <p>Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities</p>	Planning will ensure maximum content for the session. Learning and relationships from the session will be referred back to on return and applied within school setting	HP	At point of experience and as termly reflection point
<b>Total budgeted cost</b>					£21,600 + £11,250 c/f
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</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>
<p>A. Emotional and mental health</p> <p>B. Learning behaviour and conduct</p>	Professional life-coach sessions for individual and small groups of children (10x weeks Paddy Venner £750 group, £2000 individual)	<p>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</p> <p>Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child</p>	Professional coach with previous excellent feedback Weekly tracking and feedback from coach and pupils CDP opportunity for staff member within group sessions	HP	Following each cycle

A. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities	1x part-time TA (£6232) to provide <ul style="list-style-type: none"> <li>• Lego therapy</li> <li>• Individed intervention</li> <li>• Weekly in-class coaching</li> <li>• Nurture intervention (+ walkie talkie system for safety £100)</li> <li>• Gardening intervention</li> </ul>	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 Article 28 of the UN convention on the rights of the child states that children have the right to an education	In-school supervision for staff plus support and monitoring of impact in collaboration with teachers and SENDCo	HP	Following each cycle
	Contribution to after-school clubs, trips and music activities (£350)  Development of 2x enterprise/ school development groups (1x garden development, 1x school shop) (£200)	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 Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and	Attendance on visits and at clubs will be high	HP/CM	Summer 22
<b>Total budgeted cost</b>					£9,632
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</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. Parental support	Development of Family Meeting room (£2000 to access water facilities) to provide: <ul style="list-style-type: none"> <li>• Drop-in with SENDCo/ HoS/ Family Support Advisor</li> <li>• Planned support for working with other professionals</li> </ul>	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 Monitoring of offer and quantity of use Parental voice included throughout	FB	Termly

	Parent Forum (£0) Marvellous Me (£199) Wellbeing questionnaires (£0) Parent workshops (£0)	Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs			
<b>Total budgeted cost</b>					£2,199

<b>Recovery Fund (£2,900)</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</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. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities D. Parental support	Contribution to 15 hour school-led tutoring package £67.5 per pupil for 13 pupils (60% of pp) contribution toward tutoring: <b>Total: £877.50</b> (£202.5 met by tutoring grant total £2,632.50)	The EEF finds that 1:1 tutoring is very effective at improving pupil outcomes, particularly when it is explicitly linked to normal lessons Article 29 of the UN convention on the rights of the child states education must develop every child's abilities	In-school supervision for staff plus support and monitoring of impact in collaboration with class teachers and SENDCo	HP	Termly
	Specific resource provision to enable every child to fully access the writing and Maths schemes (1,000)	Well-resourced provision that enables access to learning links to EEF research in relation to being able to provide 1:1, small group or whole class provision. Article 28 of the UN convention on the rights of the child states that every Primary-aged child has the right to a free education	Monitoring of use and impact for teachers and pupils by subject leaders	AC/WN	Termly
	Contribution toward family 'cook and connect' club (£1,000) FSA-led, small group, in-school cookery session leading to parental invitation to eat, talk and share together for every child. Contribution toward ingredients to make this free for families	The EEF stresses the importance of tailoring communication to encourage positive dialogue about learning and states it is crucial for engagement strategies to engage all parents. Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 29 states education must develop every child's personality and their respect for their parents	Child and parent voice collected by FSA. Increase in subsequent engagement with FSA offer monitored	FB	Termly
<b>Total budgeted cost</b>					£2,877.50

## 6. Review of expenditure

End of Academic Year
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i. Quality of teaching for all	
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[illegible]

<p>A. Emotional and mental health</p> <p>B. Learning behaviour and conduct</p> <p>C. Multiple vulnerabilities</p>	<p>Life-coach</p> <p>1x part-time TA</p> <p>Clubs, trips and music</p> <p>Enterprise groups</p>	<p>Group/individual: 100% Year 6 participated in group life-coaching. 5 children accessed 1:1 coaching</p> <p>Nurture interventions: 23 children have accessed support. Highly trained staff member able to be responsive to need, working with children, families and other agencies where appropriate</p> <p>Provision/attendance:</p> <p>Clubs:</p> <p>Cross country club 35 attended</p> <p>Cricket club 10 attended</p> <p>Fencing 19 attended</p> <p>Archery 20 attended</p> <p>Football 38 attended</p> <p>Trips: Crucial Crew (48); Westow (87); Arizona (71)</p> <p>Music lessons:49</p> <p>Self-esteem/relationships: 8 children participated in gardening group and 6 in school shop</p>	<p>The number of children requiring nurture provision was greater than the capacity available. Exceptional funding requested for some individual cases. Extended FSA hours planned for future year. Year 6 coaching was very well received and led to safeguarding disclosures as well as specific behavioural and emotional support needs being met. Clubs and other experiences allowed children to develop independence, resilience and social skills. This approach needs to continue as need is so high for this level of support and opportunity. Where possible, this needs to extend. Moving forward, coaching will have a tighter focus with children's mental health champions being the intended goal.</p> <p>A greater range of extra-curricular activities is planned for next year to enable more children to benefit</p>	<p>Life Coach - £1040</p> <p>P/T TA = £6683.04</p> <p>Contributions = £251</p>
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### 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	Family room	Access/need identification: Family room being used for drop-ins successfully. Positive feedback from parents in attendance.	No further funding required to enable continued use of this space but significant need identified from EHAPs, informal communication and voluntary groups information, particularly in relation to the wider community. Community Hub under development to far extend current offer. New FSA from Sept will continue good practice. Other agency involvement in Hub will extend offer to meet more need. Funding essential	Family Meeting Room development = £880 Marvellous Me - £299

### Recovery Fund

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
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A. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities D. Parental support	Tutoring  Writing/Maths resources  Cook and connect	Progress: 7 children received tutoring 100% achieved accelerated progress 57% achieved at least age expected outcomes  Progress: 57% of Year 6 children achieved age expected in Writing and 69% in Maths  Access/need identification: Cook and Connect deferred to next year re staffing and Covid-19 issues	Tutoring will continue as outcomes have been improved  Maths/Writing resourcing is complete. New staff will be trained to same level to ensure consistency  Cook and Connect will be commenced as key way to link with families and build relationships to impact on learning	Tutoring - £877.50
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## 7. Additional detail

Additional information used to inform the statements above:

Parent Questionnaires Summer 2022

Children's Questionnaire Summer 2022

Behaviour log 21-22

Google Classroom and Marvellous Me management 21-22

In-school tracking Sept 21-July 22

In-school individual pupil logs Sept 21-July 22

Learning Walk feedback 21-22

Governor monitoring reports 21-22