



Pupil premium strategy statement

School overview



| Metric | Data |
|---|--------------------------------------|
| School name | Wood Fold Primary school |
| Pupils in school | 413 |
| Proportion of disadvantaged pupils | 40 (9.7%) |
| Pupil premium allocation this academic year | £68,835 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | November 2020 |
| Review date | Termly – Dec 20 / April 21 / July 21 |
| Statement authorised by | Rebecca Gough and Anjali Patel |
| Pupil premium lead | Kate Cartwright |
| Governor lead | Karen Hambleton |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | 71% (5/7 children) |
| Achieving high standard at KS2 | 29% (2/7 children) |
| Measure | Activity |
| Priority 1 - Maths | Address all gaps throughout the Autumn term through the training and use of White Rose maths curriculum and high-quality CPA resources. |
| Priority 2 - Reading | Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. |
| Barriers to learning these priorities address | Education missed due to national lockdown. |
| Projected spending | £2,000– Maths curriculum and resources £500 – Maths Training – CPA & Bar Modelling |

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|--|---|
| | £1,000 – Reading training (Reading Recovery Teacher overtime) |
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Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Progress in Reading to be above national average. High quality reading lessons and reading across the curriculum to take place. | July 2021 |
| Progress in Writing | Progress in Writing to be above national average. | July 2021 |
| Progress in Mathematics | Progress in Maths to be above national average. Plug gaps in Maths across school. Introduce and develop the use of the White Rose Maths curriculum. Secure the use of CPA approaches so that children have a firmer grasp of mathematical concepts. | July 2021 |
| Phonics | To ensure that 75% of children pass the phonics screening. (3/4 children) | June 2021 |
| Other | | |

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 - Academic | Structured interventions (see PP personalised individual support plan). |
| Priority 2 - Pastoral | Emotional / pastoral support for identified children (see PP personalised individual support plan) |
| Barriers to learning these priorities address | Reading ability, support for learning at home, confidence, emotional state & ability to learn, lockdown / covid. |
| Projected spending | £26,573 - % of Teaching assistant salary £17,703 - % of teacher salary (for those teachers delivering specific interventions) £5,000 – Intervention resources |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | To introduce the use of non-fiction books across the curriculum to aid wider curriculum understanding and develop fluency. |
| Priority 2 | To further develop teaching and learning strategies, including marking and feedback to ensure children's gaps are plugged and learning is accelerated. |
| Barriers to learning these priorities address | Reading fluency & comprehension abilities. Gaps from learning missed due to Covid. |
| Projected spending | £5,000 – books for across the curriculum £3,000 – CPD |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development. | Prioritise online and books based learning and the use of team discussions through Microsoft Teams. |
| Targeted support | Absence of staff and children due to illness, especially Covid related. | TAs and Teachers delivering interventions are trained in using Teams – therefore staff can still deliver interventions in the event of a child isolating / being of due to bubble closures. |
| Wider strategies | Attendance | Monitor attendance and identify patterns / concerns. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Improved % of PP children being able to read fluently, applying phonic knowledge at the end of Key Stage 1. | Soundwrite was taught across KS1 (until March when lockdown happened - home learning focused around phonic knowledge). Reading ability, fluency and phonic knowledge is a key focus in school this term. Phonics screening for Y2 children to take place throughout December. |

| | |
|---|--|
| <p>Continue to increase the percentage of pupils working at the expected levels across school. Increase the % of children working above expected across school.</p> | <p>Reading – 70% of PP chn were working at or above expected standard in Spring. Without SEN = 88%</p> <p>Writing – 66% of PP chn were working at or above expected standard in Spring. Without SEN = 85%</p> <p>Maths - 70% of PP chn were working at or above expected standard in Spring. Without SEN = 88%</p> |
| <p>The gap between PP and non-PP children will be reduced.</p> | <p>Due to lockdown the gap cannot be assessed accurately. This remains a focus for this academic year.</p> |
| <p>Increased confidence and self-esteem for those children who need it</p> | <p>Boxall profile results show that 91% of children scored more positively following the support provided on both the developmental and diagnostic assessments.</p> |