



Woodlands Primary Academy Annual Pupil Premium report – September 2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

Pupils in school	410	Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£87,390	Pupil premium lead	Mrs Vicky Platten
Publish date	October 2020	Review date	September 2021

Barriers to learning

The main barriers to achievement for disadvantaged pupils in this academy are:

- Some disadvantaged pupils have lower reading/writing skills than their peers
- Some disadvantaged pupils have a lower attendance rate than their peers
- Some families are unable to provide support for visits and school events

Strategy aims for disadvantaged pupils

Barrier to learning: Disadvantaged pupils have lower reading / writing skills than their peers.		
Strategy	Success Criteria	Cost
Learning mentor (social and emotional support)	Improved emotional well-being and behaviour leading to improved progress and attainment.	£7,200
Resources to support interventions	Effective resources used well to improve progress made by PP children	£2,100
Booster sessions	Addressing specific gaps in individual pupils' knowledge of maths, reading and writing	£19,500
Support staff – smaller groups in yr 6 for English and maths	More support for children to enable them to fill gaps in prior learning and improve progress and attainment	£20,000



Support staff – small group learning interventions	Interventions designed around the needs of individual children increase well-being, attainment and progress PP children make progress that is equal to or better than other pupils closing the gap	£7,200
Funding for 1-1 LAC	Enabling pupil to access education, SEMH support	£18,000
Professional development	CPD on how to work with and encourage children, looking at strategies used to remove barriers and increase progress and well-being. CPD – introduction to Zones of Regulation – enabling children understand their emotions and know how to help themselves and others	£2,200
Specialist training and support	Individual needs being identified, strategies are put in place and targets are met.	£3,000

Barrier to learning: Disadvantaged pupils have a lower attendance rate than their peers		
Strategy	Success Criteria	Cost
Breakfast club and after school provided and subsidised.	Attendance and nourishment during breakfast and after school club. Attendance data to show improvements to overall attendance and attainment	£1,500
Family support	Provide support and advice for families in need.	£1,500
Attendance strategies in school	Attendance at 96% and above.	£500

Barrier to learning: Some families are unable to provide support for a range of visits and school events.		
Strategy	Success Criteria	Cost
Recruitment of Designated Safeguarding Lead.	Effective implementation of the safeguarding procedures.	£1,000
Music lessons	All children to have access to quality music tuition leading to increased confidence, perseverance and determination.	£1,000
Supporting parents/carers in paying for school uniforms.	All children in correct uniform and feel part of the school community	£500
Cultural enrichment – subsidy of residential and educational visits.	All disadvantaged pupils have access the same educational enrichment opportunities as their peers.	£3,000



Review: last year's strategies and outcomes

Barrier to learning: Disadvantaged pupils have lower reading / writing skills than their peers.																																				
Learning mentor (social and emotional support)	<p>Due to school closure at the end of March there is no data available for the summer term.</p> <p>Yr 1 data is reported in March so there is no comparison data for the summer.</p> <table><tr><td></td><td colspan="5">% of PP children at expected in November / March</td></tr><tr><td></td><td>Yr 2</td><td>Yr 3</td><td>Yr 4</td><td>Yr 5</td><td>Yr 6</td></tr><tr><td>Reading</td><td>17 / 25</td><td>70 / 30</td><td>0 / 36</td><td>15 / 9</td><td>67 / 50</td></tr><tr><td>Writing*</td><td>0 / 0</td><td>0 / 0</td><td>0 / 0</td><td>0 / 0</td><td>0 / 8</td></tr><tr><td>Maths</td><td>0 / 40</td><td>70 / 78</td><td>66 / 67</td><td>15 / 36</td><td>33 / 77</td></tr></table> <p>* Writing was assessed against end of year objectives.</p> <p>Gap between PP and non PP children closed</p> <p>In maths in years 3, 4 and 6 the % of PP children at expected standard is above that of non-PP children.</p> <p>Children's who were sent to restart reduces by 1/3 from the autumn term to the spring term. The nurture sessions and volcano club sessions impact can not be measured academically but there was a marked improvement in the confidence and behaviour of the children.</p>						% of PP children at expected in November / March						Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Reading	17 / 25	70 / 30	0 / 36	15 / 9	67 / 50	Writing*	0 / 0	0 / 0	0 / 0	0 / 0	0 / 8	Maths	0 / 40	70 / 78	66 / 67	15 / 36	33 / 77	£63,200
						% of PP children at expected in November / March																														
						Yr 2	Yr 3	Yr 4	Yr 5	Yr 6																										
Reading						17 / 25	70 / 30	0 / 36	15 / 9	67 / 50																										
Writing*						0 / 0	0 / 0	0 / 0	0 / 0	0 / 8																										
Maths						0 / 40	70 / 78	66 / 67	15 / 36	33 / 77																										
Resources to support interventions																																				
Booster sessions																																				
Support staff – small group learning interventions																																				
Funding for 1-1 LAC																																				
Professional development																																				
Specialist training and support																																				
Barrier to learning: Disadvantaged pupils have a lower attendance rate than their peers																																				
Breakfast club and after school provided and subsidised.	<table><tr><td></td><td>Autumn 1</td><td>Autumn2</td><td>Spring 1</td><td>Spring 2</td></tr><tr><td>PP children</td><td>95.2%</td><td>94.3%</td><td>93.4%</td><td>92.9%</td></tr></table> <p>The decline in the percentage is partially due to several children who had SEMH issues or health issues that deteriorated through the year. Meetings were had with the parents to discuss their attendance.</p>						Autumn 1	Autumn2	Spring 1	Spring 2	PP children	95.2%	94.3%	93.4%	92.9%	£7,500																				
						Autumn 1	Autumn2	Spring 1	Spring 2																											
PP children						95.2%	94.3%	93.4%	92.9%																											
Family support																																				
Attendance strategies in school																																				



	16% of the PP children were persistently absent.	
Barrier to learning: Some families are unable to provide support for a range of visits and school events.		
Recruitment of Designated Safeguarding Lead.	For data – see above	£8,500
Music lessons	School uniform was provided to 15 PP children 16 PP children had music lessons throughout the year.	
Supporting parents/carers in paying for school uniforms.	No child was unable to go on a trip or take part in any experiences that their peers had.	
Cultural enrichment – subsidy of residential and educational visits.		