

Pupil premium strategy statement: Woolsery Primary

School overview

Metric	Data
School name	Woolsery Primary School
Pupils in school	121
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£22,740
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	March 2021
Statement authorised by	Matt Cole
Pupil premium lead	Cathy Farmer
Governor lead	Tracy Buckley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.22
Writing	0.54
Maths	-4.62

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To improve quality first teaching across the school by ensuring that high quality CPD is available for all staff to improve teaching and learning.
Priority 2	To develop children's oracy through speaking and listening strategies adopted from the Oracy Project, which the school is part of, into everyday whole class teaching practice. The coronavirus lockdown halted work in this area last academic year, so it is imperative that work in this area is accelerated this

	year.
Priority 3	To ensure that pupil progress meetings continue to be targeted towards tracking the progress of disadvantaged children rigorously to ensure they make good progress across the curriculum.
Priority 4	To raise the quality of teaching in mathematics across the school by continuing to work with the Jurassic Maths Hub in developing Mastery Teaching in all classes
Priority 5	To raise the quality of teaching in phonics and early reading, particularly for disadvantaged children, by engaging with, and receiving support from, an identified English Hub
Barriers to learning these priorities address	<p>Many of our Disadvantaged children have low or lower skills in speaking and this in turn is reflected in written work and the development of reasoning skills. Children not having more reliable IT equipment to use to support their learning at home during the January 2021 lockdown to access live Google Meet lessons and work set on Google Classroom.</p> <p>School staff need additional CPD in order to fully understand and implement a Mastery approach in maths which leaves no child behind.</p> <p>Increasing speech and language deprivation on entry to school and communication/conversation not being well developed.</p> <p>The school has once again had a huge influx of children other than at normal point of entry and this has significantly increased the number of disadvantaged children in the school.</p>
Projected spending	£9500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	The school will have support from an external agency to re-organise the former banded book scheme to that it matches outcomes from updated approaches to Phonics, with new stock added to engage children across the school	July 2021
Progress in Writing	The school will continue to pioneer work in Oracy through partnership with DTSA an PTSA, supporting professional development and quality teaching for Oracy across the curriculum	April 2021
Progress in Mathematics	The school will develop its approach to the teaching of mathematics with support from Jurassic Maths Hub so that all children make expected progress or better from quality first teaching	April 2021
Phonics	The school will receive additional support through an English Hub in order to audit, action plan and develop strategies for phonics and early reading	July 2021
Remote Learning Support	School will invest in new technology so that disadvantaged children are able to learn effectively from home if school attendance is not possible	February 2021

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
There will be a sharp increase in the number of children reaching expected standard in Phonics, Writing and Maths at their statutory assessment points during the school year.	Ensure all teachers are fully equipped with the skills to teach every child to make maximum progress by auditing current provision, developing an appropriate action- and CPD- plan with external support, and implementing change; all with a particular emphasis on our Disadvantaged children

Children unable to attend school (due to Covid restrictions or for other reasons) will be able to access online learning seamlessly on quality devices which facilitate a full learning experience.	Provide Chromebooks or laptops for children who are, or may need to, work at home so that they can access Google Classroom Purchase online learning modules for White Rose Maths, Real PE, Somerset Literacy Network etc Update staff knowledge so that they are able to set quality lessons online at short notice, which mirror activity in class as much as possible.
Barriers to learning these priorities address	There is a substantial amount of CPD time required which will necessitate staff being out of class for a larger than expected amount of time. The English and Maths Leads will need additional time on top of that release to plan strategically, monitor outcomes and liaise with Hub staff.
Projected spending	6500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Development teacher skill and subject knowledge in the key areas of phonics, oracy, mathematics will be a large commitment in terms of teacher time and workload	Support sought from Hubs and Teaching Schools in order to bring about supported, targeted change
Targeted support	Providing identified families with the resources needed and the training to use the equipment fully	We have good communication routes with our parents, in a variety of media, and will therefore be able to support families as needs are identified

Review: last year's aims and outcomes

Aim	Outcome
Employment of teaching assistants to deliver intervention programmes	Teaching Assistants in place to deliver programmes for identified children. This was severely interrupted by school closure in March 2020 until June 2020, and for many children until the end of the academic year.
Purchase of resources to support disadvantaged children in-class	Resources purchased and were beginning to be used at the point of school closure in March 2020, therefore impact very limited.
Homework support to enable children from all backgrounds to participate in	The school was highly effective in training staff to use Google Classroom

<p>home learning to improve basic skills and re-visit prior learning</p>	<p>for home learning. This became crucial following school closure in March 2020 however, we then discovered that many disadvantaged families were accessing Google Classroom on hand held devices such as phones or tablets which did not allow the full participation envisaged.</p>
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