



Pupil premium strategy statement

School overview

| Metric | Data |
|---|-------------------------------|
| School name | Woodsetton School |
| Pupils in school | 107 |
| Proportion of disadvantaged pupils | 36.44% (based on 39 pupils) |
| Pupil premium allocation this academic year | £52, 455 (based on 39 pupils) |
| Academic year or years covered by statement | 2020-2023 |
| Publish date | September 2020 |
| Review date | September 2021 |
| Statement authorised by | Glyn Byrne |
| Pupil premium lead | Kate Beer |
| Governor lead | Lyndon Butler |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|----------------|--------------|
| Reading | -3.2 |
| Writing | -3 |
| Maths | -4.2 |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|--------------|
| Meeting expected standard at KS2 | 0% |
| Achieving high standard at KS2 | 0% |

| Measure | Activity |
|---|--|
| Priority 1 | To ensure accelerated progress in Reading, Writing and Maths. |
| Priority 2 | To continue to improve the attainment and ensure accelerated progress in Writing. |
| Barriers to learning these priorities address | Disadvantaged pupils make expected or more progress in reading and writing as a result of targeted support / intervention. |
| Projected spending | £52, 455 |



Strategy aims for disadvantaged pupils for 2020 - 2021

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------------------------|
| Progress in Reading | Work towards national average progress scores in Reading (0) and strive to close the gap between disadvantaged and non-disadvantaged pupil progress scores | Sept 21 + annually thereafter |
| Progress in Writing | Work towards national average progress scores in Writing (0) and strive to close the gap between disadvantaged and non-disadvantaged pupil progress scores | Sept 21 + annually thereafter |
| Progress in Mathematics | Work towards national average progress scores in Mathematics (0) and strive to close the gap between disadvantaged and non-disadvantaged pupil progress scores. | Sept 21 + annually thereafter |
| Phonics | Work towards as many pupils as possible in accessing the PSC in Year 1 / 2 | Sept 21 + annually thereafter |
| Other | Improve attendance of disadvantaged pupils compared with other local special school settings | Sept 21 + annually thereafter |

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 | To maintain and improve the outcomes of PPP in the Year 1 Phonics Screen and the Year 2 Re-check, by ensuring systematic sequenced phonics teaching by all Early Years and KS1 staff. |
| Priority 2 | To raise the profile of and embed a culture of reading across the school. |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions. |
| Projected spending | £15,000 |

Wider strategies for current academic year

| Measure | Activity |
|----------------|--|
| Priority 1 | To provide support for social, emotional and behaviour needs across the school. |
| Priority 2 | To reduce the absence (& persistent absence) of our pupils. |
| Priority 3 | To maintain and improve the outcomes of Reading, Writing and Maths for all pupil premium pupils. |



| | |
|---|--|
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils. |
| Projected spending | £37,455 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development. | Use of INSET days / staff meetings and additional cover being provided by senior leaders. |
| Targeted support | Ensuring consistency in the teaching of high quality phonics sessions. | Providing quality CPD for all staff delivering phonics from English lead and EYFS lead. Ensure teaching approaches and resources used are consistent. |
| Wider strategies | Engaging the families facing most challenges. | Working closely with outside agencies including family centres to offer support required. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively and deliver identified provision, evidencing individual progress. | Staff continue to review and incorporate most relevant and up to date information into annual review meetings. Individual Learning plans were introduced just prior to lock down so impact is yet to be seen. This has since been reinstated following baseline assessments carried out during Aut (1) 2020 |
| A comprehensive framework of curriculum opportunities is offered that are relevant to individual's stage of development. | The curriculum has been thoroughly reviewed and updated accordingly to meet current needs of pupils. Overviews are available for topic and a number of foundation subjects. In light of Covid – PE, music and Forest school opportunities and curriculum continue to be reviewed due to limitations of what is possible under current government guidelines. |
| A whole school approach is embedded which actively promotes and plans for the development of transferable skills across the curriculum, utilising appropriate progress measures. | Engagement in weekly "Enrichment" activities took place throughout 2019-20 where pupils focused on application of key transferable skills together with opportunities to learn and develop life skills. Key language, communication and maths skills were embedded across the curriculum including topic based and Forest School activities. |
| Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and behaviour management through a consistent school approach. | New behaviour strategies were introduced during 2019 – 20 where all staff were trained in MAPA. This together with PSHE activities and promoting pupil well being will support and further embed this element during 2020-21. |