

# Pupil Premium Strategy Statement 2020-2023

<b>School</b>	<b>Woodfield Primary School</b>									
<b>Our Commitment</b>	<i>At Woodfield Primary School, our commitment is that all disadvantaged children will succeed through equity of opportunity. We strive to remove all barriers that stand in the way of pupils' education, allowing every child to achieve their full potential.</i>									
<b>Summary Information</b>					<b>2020</b>	<b>2021</b>	<b>2022</b>			
<b>Academic Years beg.</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Total PP Budget</b>	£175,560	£182,920		<b>Date of most recent PP review</b>	January 2020	
<b>Total number of pupils</b>	330	330		<b>Number of eligible PP pupils</b>	133	136		<b>Date for next external review of this strategy</b>	January 2021	
<b>Attainment Outcomes at Y6</b>										
<b>Figures for pupils eligible for PP</b>		<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Nat. figures for pupils not eligible for PP</b>			<b>2020</b>	<b>2021</b>	<b>2022</b>
% achieving expectation in reading		-	-		% achieving expectation in reading					
% achieving expectation in writing		-	-		% achieving expectation in writing					
% achieving expectation in maths		-	-		% achieving expectation in maths					
Progress measure in reading		-	-		Progress measure in reading					
Progress measure in writing		-	-		Progress measure in writing					
Progress measure in maths		-	-		Progress measure in maths					
<b>Attainment Outcomes at Y2</b>										
<b>Figures for pupils eligible for PP</b>		<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Nat. figures for pupils not eligible for PP</b>			<b>2020</b>	<b>2021</b>	<b>2022</b>
% achieving expectation in reading		-			% achieving expectation in reading					
% achieving expectation in writing		-			% achieving expectation in writing					
% achieving expectation in maths		-			% achieving expectation in maths					
<b>Strategy (Cultural Capital)</b>										
<b>A</b>	Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups									
<b>B</b>	For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes									
<b>C</b>	To address the social, emotional and mental health needs of pupils who are most at risk of underachieving or exclusion									
<b>D</b>	To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence									
<b>E</b>	To improve the engagement of all pupils in remote learning									

TEACHING					
Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups	<ul style="list-style-type: none"> <li>Increased % of pupils meeting the standard of the Phonics Screening Test</li> <li>Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3</li> <li>Quality of teaching improved as evidenced through subject leader monitoring walks</li> <li>Book Scrutiny from English lead demonstrates progress in all year groups</li> <li>Improved outcomes across all year groups in reading and writing</li> </ul>	<p><b>(See DEP English section for more detail)</b></p> <ul style="list-style-type: none"> <li>Novel Study books are to be high quality, challenging and engaging (cross-curricular links made where applicable)</li> <li>Novel study books to showcase the grammar and language (year group appropriate) the children will use in their writing</li> <li>Writing planning to follow the 6 steps in the teaching sequence: immerse, analyse, SPaG, plan, write, review – to be monitored by English Team</li> <li>Devise long term plan for writing outcomes linked to novel study/quality text which covers required elements of entertain, discuss, persuade, inform</li> <li>Writing is planned for with audience and purpose foremost in mind</li> <li>Teachers to write own WAGOLL for modelled writing</li> <li>Use of previous years' writing as a baseline and for edit and improvement</li> <li>Front loading of SPaG elements using Place Value Writing document</li> <li>Writing celebration in assembly to continue - children to nominate themselves but teachers to nominate also</li> <li>Prioritising the hearing of the lowest 20% for daily reading</li> <li>Fluency is considered alongside decoding before children progress through book bands</li> <li>Once phonic knowledge is secure, KS2 to have a balanced focus on vocabulary development, fluency and comprehension skills</li> <li>Pupils struggling with fluency are to have opportunities to practise re-reading familiar books to an adult, with appropriate</li> </ul>	<p><b>Rationale</b> Pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. There are still gaps in attainment and progress of boys. It is a priority at Woodfield Primary School that reading is the key to success and accessing life-long learning.</p> <p><b>Evidence</b> -Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2</p>	<p>Jemma Barrass</p> <p>Michelle Lowry</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Phonics data for 20-21 academic year shows increased % of pupils meeting the standard of the test</li> <li>Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression grid</li> <li>Increased % of pupils achieving ELG and ARE across school</li> <li>Improved outcomes across all year groups in reading and writing at summer data capture point than previous year</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Phonics data for 21-22 academic year shows increased % of pupils meeting the standard of the test</li> <li>Fewer children are needing to resit the phonics test in Y2 due to high quality phonics teaching in Y1</li> <li>Fewer children need discrete phonic support within LKS2 due to high-quality phonics teaching within KS1</li> </ul>

		<p>feedback about how their reading sounds/next steps</p> <ul style="list-style-type: none"> <li>• fluency sessions to be built into planning - fluency rubric to be used</li> <li>• Teachers are to model fluency using the vocabulary of fluency (intonation, stress, phrasing, rhythm etc)</li> <li>• Reading Diet to be followed to ensure full coverage of genres - REGULARLY checked and monitored.</li> <li>• DEAR sessions timetabled (<b>D</b>rop <b>E</b>verything <b>A</b>nd <b>R</b>ead) and safeguarded so not missed – DAILY</li> <li>• Increase the profile of poetry - reading and performing a variety</li> <li>• self-directed CPD regarding oral story telling for less confident staff - listen to crafted story tellers delivering audio books e.g. Stephen Fry – support from English Team</li> </ul>	<p>-High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</p> <p>-Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud. (These are strategies that we have already been using and will continue to embed as can be seen in more detail in the English DEP)</p>	<ul style="list-style-type: none"> <li>• Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression</li> <li>• Improved outcomes across all year groups in reading and writing at summer data capture point than previous year</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Phonics data for 22-23 academic year shows increased % of pupils meeting the standard of the test, particularly boys</li> <li>• Fewer children than previous year resitting in Y2 due to high quality phonics teaching in Y1</li> <li>• No children within LKS2 need discrete phonics lesson due to teaching in KS1</li> <li>• Improved outcomes across all year groups in reading and writing at summer data capture point than previous year</li> </ul>
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**Impact measures**

2021	2022	2023
<p><b>Year 1 Milestone Indicators (Review)</b></p> <ul style="list-style-type: none"> <li>• Phonics data for 20-21 academic year shows increased % of pupils meeting the standard of the test</li> </ul> <p>Increased % of pupils passing phonics check in Year 1 and cumulative data for Y2 improved</p>		

<p>Greater emphasis on phonics catch-up after lockdowns resulted in accelerated progress in Spring term</p> <ul style="list-style-type: none"> <li>Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression grid</li> </ul> <p>All children in LKS2 have made progress in phonics, as evidenced through moving up in RWI book levels as well as regular RWI assessment grids</p> <p>Phonics lead has overview of phonics assessment throughout school to monitor</p> <p>Experienced phonics LSA continuing to support children very well in LKS2</p> <ul style="list-style-type: none"> <li>Increased % of pupils achieving ELG and ARE across school</li> </ul> <p>Data from Reading Plus shows all children are making progress in word reading and vocabulary. ARE children making good progress throughout school. GDS children need to be a focus moving into next year</p> <ul style="list-style-type: none"> <li>Improved outcomes across all year groups in reading and writing at summer data capture point than previous year</li> </ul> <p>ARE children making good progress throughout school. GDS needs to be a focus moving into next year</p> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>Creative Classroom visitor across all year groups to improve speaking and listening skills to feed into reading and writing</li> <li>Reading Plus across Years 3-5 to improve word reading and comprehension</li> <li>Daily time during Reading Plus sessions to work with children still on phonics – those children making rapid progress due to having chance to read multiple times a day</li> <li>Novel Studies still underpinning all English lessons</li> <li>Greater emphasis on regular phonics assessment throughout school to target areas for improvement and allow for timely intervention</li> </ul>		
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TARGETED ACADEMIC SUPPORT					
Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
<p>Effective Systematic Synthetic Phonics programme in place leading to improved phonics outcomes for all pupils.</p>	<ul style="list-style-type: none"> <li>Increased % of pupils meeting the standard of the Phonics Screening Test.</li> <li>Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of current phonics provision and resources.</li> <li>RWInc training for all key members of staff</li> <li>Daily timetabled teaching of RWInc in EYFS/KS1.</li> <li>Regular, planned assessment of pupils' phonics attainment and knowledge using RWInc assessments and past Phonics Screening Materials.</li> <li>Regular monitoring of phonics provision and subsequent coaching where necessary.</li> <li>Use of RWInc development days.</li> <li>RWinc intervention where necessary</li> <li>Develop the use of RWInc Online/Oxford Owl for use in the classroom and at home</li> <li>Clear data analysis of Phonics Screening Check which shows current position of pupil attainment.</li> <li>Re-Screening of pupils who have not previously met the standard in line with school assessment points.</li> <li>Catch-up programme in place in KS2 and delivered by trained phonics group leaders. This time to be prioritised and safeguarded.</li> <li>Pupils in Y2 continue to access daily phonics lessons to catch-up</li> </ul>	<p><b>Rationale</b> % Outcomes from the Phonics Screening Check have remained consistently below national comparisons for the previous 3 years. Whilst this gap is made up in the cumulative result at the end of Key Stage 1, this delay in progress and attainment impacts on pupils' ability to access age appropriate texts subsequently through school. Phonics teaching was a key line of enquiry during the last inspection (May 2019).</p> <p><b>Evidence</b> -EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils -EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</p>	Tom Coe	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Phonics data for 20-21 academic year shows increased % of pupils meeting the standard of the test compared to previous year</li> <li>Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Phonics data for 21-22 academic year shows increased % of pupils meeting the standard of the test</li> <li>Fewer children are needing to resit the phonics test in Y2 due to high quality phonics teaching in Y1</li> <li>Fewer children need discrete phonic support within LKS2 due to high-quality phonics teaching within KS1</li> <li>Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Phonics data for 22-23 academic year shows</li> </ul>

		<p>on missed learning from 2019/20 academic year due to COVID-19.</p> <ul style="list-style-type: none"> <li>Use of Early YARC as a diagnostic tool to identify barriers to pupil learning – specifically SEND pupils to feed into SEND plans.</li> </ul>			<p>increased % of pupils meeting the standard of the test</p> <ul style="list-style-type: none"> <li>Fewer children than previous year resitting in Y2 due to high quality phonics teaching in Y1</li> <li>No children within LKS2 need discrete phonics lessons due to teaching in KS1</li> </ul>
<p>Improved attainment for boys in so that they are consistently in-line with girls, particularly in reading and writing</p>	<ul style="list-style-type: none"> <li>Quality of teaching improved as evidenced through learning walks</li> <li>Boys attainment is consistently in-line with girls in all year groups</li> </ul>	<ul style="list-style-type: none"> <li>Novel Study books are to be high quality, challenging and engaging for boys (cross-curricular links made where applicable)</li> <li>Use of visits, visitors and experiences for writing hooks</li> <li>Pupil progress meetings termly with assessment lead to assess gaps between boys and girls</li> <li>Use of SEN support plans to support lowest achieving boys where applicable</li> <li>All class teachers to be data literate and aware of areas for development within their class</li> <li>See English section of DEP for more detail</li> </ul>	<p><b>Rationale</b> Long-term trends in school data shows the outcomes for boys are consistently below the outcomes for girls, particularly in the attainment for reading and writing. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. There are still gaps in attainment and progress of boys. It is a priority at Woodfield Primary School that reading is the key to success and accessing life-long learning.</p> <p><b>Evidence</b></p>	<p>Lily Allison Jemma Barrass Tom Coe Michelle Lowry</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Gap between boys and girls' outcomes at end of KS2 diminishes compared to previous year, particularly in reading and writing</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Gap between boys and girls' outcomes at end of KS2 diminishes compared to previous year, particularly in reading and writing</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Gap between boys and girls' outcomes at end of KS2 diminishes compared to previous year, particularly in reading and writing</li> </ul>
<p>To address the social, emotional and mental health needs of pupils who are most at risk of underachieving or</p>	<ul style="list-style-type: none"> <li>Increased % on the Thrive assessment tool each term for all children</li> <li>The school offers the right support at the</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to focus on a responsive recovery curriculum for the first half term to address any SEMH concerns and allow all children to feel safe and supported within school</li> <li>All children to be assessed on the Thrive assessment tool on entry to</li> </ul>	<p><b>Rationale</b> - Outside of the home, school provides the most consistent influence on pupils' development - 10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem</p>	<p>Nicky Fallon</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Focus on a responsive curriculum for the first half term</li> <li>Thrive baseline to assess all children following on from Covid-19 lockdown</li> </ul>

<p>exclusion</p>	<p>right time to pupils who require support in the development of their social and emotional skills. As a result they are more settled and ready to learn and make progress on the Thrive assessment tool</p> <ul style="list-style-type: none"> <li>• Pupils who require a 1:1 Thrive plan make progress on the assessment tool and with key-adult support are able to settle to learn in class</li> <li>• Fewer pupils exhibit discharge behaviours in school</li> <li>• All children feel supported and ready to learn</li> </ul>	<p>school in September 2020. This is more important than ever following on from Covid-19 as we acknowledge that this may have impacted upon the social, emotional and mental health of all pupils</p> <ul style="list-style-type: none"> <li>• To continue to implement and develop the Thrive approach in school to ensure class, group and 1:1 provision is effective. Thrive Lead Practitioners in school to lead on this; providing coaching and CPD where applicable. Children who are not making progress on the assessment tool to be identified and additional plans to be implemented to support them</li> <li>• Behaviour support plans are updated each term and new strategies are implemented, monitored and reviewed alongside parents</li> <li>• Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENCo</li> <li>• Effective strategies are used to support pupils who exhibit extreme discharge behaviours. Strategies are consistent throughout school</li> <li>• To identify parents/ carers and invite to attend Family Thrive training.</li> <li>• To create a termly Thrive newsletter for parents/ carers to receive with activities and ideas to support them at home.</li> <li>• To deliver a 6 week programme of Family Thrive during the Spring Term to a group of invited parents/ carers.</li> </ul>	<p>- We recognise that in order to be successful both staff and pupils must be enabled to develop and improve their self-confidence, resilience and emotional intelligence</p> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>- EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</li> <li>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the recovery curriculum planning for Autumn term. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive assessments done each half term. Children making progress as evidenced on the Thrive tracker</li> <li>• Individual Thrive plans are created for the most vulnerable children</li> <li>• All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Thrive assessments done each half term. Children making progress as evidenced on the Thrive tracker</li> <li>• Individual Thrive plans are created for the most vulnerable children</li> <li>• All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Thrive assessments done each half term. Children making progress as evidenced on the Thrive tracker</li> <li>• Individual Thrive plans are created for the most vulnerable children</li> <li>• All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff</li> </ul>
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		<ul style="list-style-type: none"> <li>• Small group/ individual Thrive is delivered in the Thrive room where appropriate resources and materials can be accessed.</li> <li>• Key adults are supported by the Inclusion team in providing effective activities for pupils who have an individual Thrive plan.</li> </ul>			
For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes	<ul style="list-style-type: none"> <li>• Staff understand the importance of resilience and feel confident teaching Commando Joe (As evidenced through PE lead learning walks)</li> <li>• Pupils work with greater resilience and independence in lessons as evidenced through teacher observations</li> <li>• Thrive assessment tool shows children are making progress with independent learning skills</li> <li>• PSHCE and discrete learner behaviour lessons are taking place which impacts upon learning behaviours and resilience for children</li> </ul>	<ul style="list-style-type: none"> <li>• Raising the profile of commando Joe. PE lead has now timetabled slots in for all classes to allow them to focus on improved resilience, behaviour and attitudes to learning</li> <li>• PE lead to offer additional Commando Joe CPD where necessary</li> <li>• Active Fusion additional sporting opportunities within all year groups from experienced practitioner who has good relationships with all children</li> <li>• Learning for Life system across school to praise key learner behaviours</li> <li>• Trips, visits and visitors to be promoted wherever possible (Covid-19 allowing)</li> <li>• Teachers to model resilience and positive learner behaviours by thinking out loud, modelling and class discussions. This can also come through in PSHCE and Jigsaw lessons.</li> <li>• Teachers to be mindful that following on from Covid-19, pupils may need additional modelling of learner behaviours and expectations. Children may need specific work on resilience through discrete lessons</li> </ul>	<p><b>Rationale</b> At Woodfield Primary school, we believe that a lack of resilience is having a negative impact on learner behaviours and outcomes throughout school. Discussions with staff suggest that poor resilience combined with poor self-esteem means that some children are not achieving their true potential. We aim to improve resilience and self-esteem through a rich range of wider opportunities to allow all children to flourish. This will also enhance the cultural capital of all children</p> <p><b>Evidence</b> <b>Sutton Trust: Parent Power</b> Parents from all socioeconomic backgrounds want to do the best for their children. However, it is clear that parents from higher socioeconomic groups have considerably greater financial and cultural resources with which to do so. Findings in this report demonstrate that the decisions, advice and support parents can give their children are heavily stratified along socioeconomic lines; limiting the ability of parents without money, networks or knowledge to give their children the best possible chance of succeeding in the educational system through</p>	Nicky Fallon  Lily Allison  Natalie Wroe	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Teacher voice shows that children are more resilient in their learning</li> <li>• Teacher voice and general observations demonstrate that children can work with more independence</li> <li>• Thrive assessment tool shows increased % throughout the year for all children</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Teacher voice and general observations demonstrate that children can work with more independence</li> <li>• Thrive assessment tool shows increased % throughout the year for all children</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Teacher voice and general observations demonstrate that children can work with more independence</li> <li>• Thrive assessment tool shows increased % throughout the year for all children</li> </ul>

			access to extra-curricular activities and cultural visits.		
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**Impact measures**

2021	2022	2023
<p><b>Phonics: Milestone Year 1 (Review)</b></p> <ul style="list-style-type: none"> <li>Phonics data for 20-21 academic year shows increased % of pupils meeting the standard of the test</li> </ul> <p>Increased % of pupils passing phonics check in Year 1 and cumulative data for Y2 improved</p> <p>Greater emphasis on phonics catch-up after lockdowns</p> <ul style="list-style-type: none"> <li>Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression grid</li> </ul> <p>All children in LKS2 have made progress in phonics, as evidenced through moving up in RWI book levels as well as regular RWI assessments.</p> <p>Phonics lead has overview of phonics assessment throughout school to monitor</p> <p><b>Additional:</b> Greater emphasis on regular phonics assessment throughout school to target areas for improvement and allow for timely intervention</p> <p><b>Gender Attainment: Milestone Year 1 (Review)</b></p> <ul style="list-style-type: none"> <li>Gap between boys and girls' outcomes at end of KS2 diminishes compared to previous year, particularly in reading and writing</li> </ul> <p>No quantitative data to compare this throughout school however staff voice and learning walks show all children are settled to learn and making progress</p> <p>More SEMH issues surrounding boys addressed below</p>		

**SEMH: Milestone Year 1 (Review)**

- Focus on a responsive curriculum for the first half term

Responsive curriculum focusing on relationships, mental health and routines very positive in the first half term. All children were settled and happy to be back in school. Most vulnerable children were in school throughout lockdown so made an excellent transition back into 'normal' school life

- Thrive baseline to assess all children following on from Covid-19 lockdown

All children regularly assessed on Thrive tool throughout the year. Thrive leaders supporting staff on any children who need 1:1 plans. RAG system in place over lockdown to support most vulnerable children

- Thrive assessments done each half term. Children making progress as evidenced on the Thrive tracker

Children continuing to make progress on thrive tracker

- Individual Thrive plans are created for the most vulnerable children

Thrive leads working with teachers to create these plans

- All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff

Staff voice and learning walks shows that all children are settled and learning. Children are happy in school and want to be here.

**Additional:** LSA completed further training in Lego Therapy and Play for Purpose. Groups created for children to receive additional SEMH support in afternoons. SEN team set up to create strong network of support for SEN children.

**Resilience: Milestone Year 1 (Review)**

- Teacher voice shows that children are more resilient in their learning
- Teacher voice and general observations demonstrate that children can work with more independence

<p>Straight after lockdown, some children found it hard to work independently due to having support at home. On the other hand some children were more independent having had chance to learn at home in small zoom groups, learning how to manage their time and log on in time. Most children seem more mature and settled now that we are back in school.</p> <ul style="list-style-type: none"> <li>• Thrive assessment tool shows increased % throughout the year for all children</li> </ul> <p><b>Additional:</b> Behaviour continues to be very good, pupils like to have less transition around schools and only have their own year group at social times.</p>		
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WIDER STRATEGIES					
Strategy	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
<p>To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence</p>	<ul style="list-style-type: none"> <li>• Increased understanding of the importance of attendance following on from Covid-19</li> <li>• Decrease in pupil absence year on year</li> <li>• Decrease in PA year on year</li> <li>• Poor attendance does not impact on pupil progress and attainment</li> <li>• Families are supported in resolving any issues which impact on a pupil's attendance</li> </ul>	<ul style="list-style-type: none"> <li>• We acknowledge that attendance may be harder than ever to maintain next year following on from Covid-19. We strive to make all parents feel that their children are safe in school ready for the return to school in September.</li> <li>• We acknowledge that the role of the Attendance Officer needs to be very high-profile next year and promoted with all parents through newsletters and the school website</li> <li>• Continuing with proactive approaches to encourage good attendance e.g. Treat Friday, certificates</li> <li>• Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead</li> </ul>	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>- Across school, attendance has improved however Pupil Premium pupils still have on average lower attendance than all other pupils</li> <li>- In particular there is a gap between the PA of pupil premium children and all pupils.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>-There is clear evidence to show that good attendance impacts positively on pupil achievement.</li> </ul>	<p>Michelle Boyes (Attendance Officer)</p> <p>Lily Allison</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Due to Covid-19 and isolation we acknowledge that attendance may not increase year on year. However, we strive to ensure that all children are always in school. We strive to at least maintain the attendance from the previous year</li> <li>• PA has reduced from start of year to end of year due to parents reduced anxieties of the pandemic</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Attendance increased compared to previous year. In particular, PA decreased (Higher PA % last year due to Covid-19)</li> <li>• Gap in attendance diminished between disadvantaged and non-disadvantaged</li> </ul>

		<ul style="list-style-type: none"> <li>• Early intervention approach with Pupil Premium Lead and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.)</li> <li>• Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner</li> </ul>			<ul style="list-style-type: none"> <li>• PA reduced overall and gap between PP and non-PP reduced</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Attendance increased compared to previous year</li> <li>• Gap in attendance diminished between disadvantaged and non-disadvantaged</li> <li>• PA reduced overall and gap between PP and non-PP reduced</li> </ul>
To strengthen partnerships with parents and carers so that they can confidently support pupils' learning	<ul style="list-style-type: none"> <li>• Parents and carers feel confident in supporting pupils' progress at home</li> <li>• Hard to reach/vulnerable families are interacting with the VLE</li> </ul>	<ul style="list-style-type: none"> <li>• School VLE was set up during Covid-19. We will continue to develop the VLE this academic year so that more children are participating and parents can support their pupils' learning with more confidence. This will also allow parents to effectively communicate with teachers if they cannot come into school due to Covid-19</li> <li>• Experience member of SLT as the VLE lead throughout school</li> <li>• VLE team set up to support the VLE lead in promoting the VLE with families</li> <li>• Teachers to monitor which families are engaging in the VLE in their classes. Strive to ensure even hard to reach families are engaging.</li> <li>• Consistent approach developed to reading at home; develop a reading culture at home (See English Reading section for more detail)</li> <li>• EAL teachers continuing to offer free sessions via zoom</li> </ul>	<p><b>Rationale</b> Discussions with staff and the belief that parents are key in supporting their child's learning and this is particularly beneficial for our most disadvantaged pupils Following on from the Covid-19 pandemic, home learning is more important than ever and this is an area that we can really tap into to</p> <p><b>Evidence</b> - Research from the EEF Guidance Report: Parental Engagement explains that a successful school communication tool can have a myriad of benefits. It can improve attendance (another area of improvement). It can also help engage the most hard to reach families.</p>	Sarah Watson	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Baseline data captured over lockdown to monitor engagement of disadvantaged children</li> <li>• Blended learning approach embedded in Autumn term 2020</li> <li>• VLE set up and data shows more parents/children logging on as the year goes on than at the start of the year</li> <li>• Teachers to monitor logins for all children. By the end of the year, all children should be regularly logging on and completing VLE work</li> <li>• Teachers are regularly responding to pupils work</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Monitoring data shows all pupils log in regularly to the VLE</li> <li>• Data compared to previous year shows increased amount of children logging in</li> <li>• Teachers are regularly responding to pupils work</li> </ul>

		<ul style="list-style-type: none"> <li>• New homework policy to be created</li> </ul>			<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Monitoring data shows all pupils log in regularly to the VLE</li> <li>• Data compared to previous year shows increased amount of children logging in</li> <li>• Teachers are regularly responding to pupils work</li> </ul>
To improve the engagement of all pupils in remote learning	<ul style="list-style-type: none"> <li>• For all children to be engaged in home learning through the school VLE</li> <li>• For all disadvantaged children to have access to the internet in the event of school/bubble closure</li> <li>• Parents feel able to support their children with 4 hours of learning per day in the event of a bubble closure</li> <li>• Children are familiar with the school VLE website and can confidently navigate it independently</li> <li>• Communication between teachers and pupils in the event of school closures is good. Teachers are regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT in charge of home learning and VLE platform</li> <li>• Communication of home learning to parents and carers is simple and accessible. One platform – school VLE – parents have logins and all learning is on one site</li> <li>• Activities planned and adapted to meet the needs of families from a broad range of socio-economic, educational and cultural backgrounds. For example, all of the home learning packs have a range of activities which do not require a printer, pen or paper.</li> <li>• All parents within school have been asked if they have access to technology. Families who do not have access to the internet/technology are to be given a laptop in the event of isolation. All laptops have video guides on them to help with the setting up of the laptop at home. This is to support</li> </ul>	<p><b>Rationale</b> As of the 22nd October 2020 schools are legally required to ensure that children have immediate access to high quality home learning from the first day of absence relating to COVID-19. Parents are required to ensure that children carry out the same amount of core learning as they would in school. At Woodfield we expect children to work for at least 4 hours each day whilst at home for a COVID-19 related absence</p> <p><b>Evidence Used the EEF Parents and Carers Engaging in Home Learning checklist for schools. Followed the checklist for effective home learning</b> Research shows that good quality Remote Education needs to contain a number of features which can also been seen in effective</p>	Sarah Watson	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Baseline data captured over lockdown to monitor engagement of disadvantaged children</li> <li>• Blended learning approach embedded in Autumn term 2020</li> <li>• VLE set up and data shows more parents/children logging on as the year goes on than at the start of the year</li> <li>• Teachers to monitor logins for all children. By the end of the year, all children should be regularly logging on and completing VLE work</li> <li>• Teachers are regularly responding to pupil's work</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Monitoring data shows all pupils log in regularly to the VLE</li> <li>• Data compared to previous year shows increased amount of children logging in</li> <li>• Teachers are regularly responding to pupil's work</li> </ul> <p><b>Year 3</b></p>

	<p>responding to pupils' work and moving their learning forwards</p>	<p>those parents who have difficulties with reading</p> <ul style="list-style-type: none"> <li>• Pupils are explicitly taught how to navigate the VLE within school so that in the event of lockdown or isolation they are familiar with the website already</li> <li>• Teachers to have their own login as research demonstrates that regular feedback is crucial with remote learning</li> <li>• Sharing research and training with teachers on the importance of regular feedback online</li> </ul>	<p>classroom teaching. These include:</p> <ul style="list-style-type: none"> <li>• ensuring children receive clear explanations</li> <li>• supporting children to become more confident with new learning through demonstrating and supporting them to work through it</li> <li>• the chance to use new knowledge or skills</li> <li>• enabling children to receive feedback on how to get better It is therefore key to our Remote Education provision that we build these principles into our offer for your children.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring data shows all pupils log in regularly to the VLE</li> <li>• Data compared to previous year shows increased amount of children logging in</li> <li>• Teachers are regularly responding to pupil's work</li> </ul>
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Impact measures

2021	2022	2023
<p><b>Attendance: Year 1 Milestones (Review)</b></p> <ul style="list-style-type: none"> <li>• Due to Covid-19 and isolation we acknowledge that attendance may not increase year on year. However, we strive to ensure that all children are always in school. We strive to at least maintain the attendance from the previous year</li> <li>• PA has reduced from start of year to end of year due to parents reduced anxieties of the pandemic</li> </ul> <p>Attendance Spring Term 21 = 96.1%  PA for Last year was 11.3%  For Spring Term PA is 14.8 (12.3% for whole year so far)  Attendance, and particularly PA is a huge area for development next year.</p> <p><b>Parents and Carers: Year 1 Milestones (Review)</b></p> <ul style="list-style-type: none"> <li>• Baseline data captured over lockdown to monitor engagement of disadvantaged children</li> </ul> <p>Very effective monitoring of engagement over lockdown 3. Weekly registers completed and any non-attenders passed onto Assistant Head. All teachers regularly phoned parents to offer support if children weren't regularly logging on. Those who could not engage</p>		

at home offered a place within school. RAG system in place to ensure that the most disadvantaged children and families were contacted regularly and offered places in school

- Blended learning approach embedded in Autumn term 2020
- VLE set up and data shows more parents/children logging on as the year goes on than at the start of the year

As a result of lockdown 3, all children now know how to use the VLE. We regularly had almost 90% of the school engaging in some form of learning throughout lockdown 3, whether that be on zoom or on the VLE. Parents also have a better understanding of how to use the VLE

- Teachers to monitor logins for all children. By the end of the year, all children should be regularly logging on and completing VLE work

All children now much more confident with VLE

- Teachers are regularly responding to pupils work

Work regularly responded to by all teachers

**Additional:** Outstanding support for vulnerable pupils and parents during lockdown and after full school re-opening. All VPs offered a full time place, 60% did. RAG system of calling and checking- in.

#### **Remote Learning: Year 1 Milestones (Review)**

- Baseline data captured over lockdown to monitor engagement of disadvantaged children

Very effective monitoring of engagement over lockdown 3. Weekly registers completed and any non-attenders passed onto Assistant Head. All teachers regularly phoned parents to offer support if children weren't regularly logging on. Those who could not engage at home offered a place within school.

- Blended learning approach embedded in Autumn term 2020
- VLE set up and data shows more parents/children logging on as the year goes on than at the start of the year
- Teachers to monitor logins for all children. By the end of the year, all children should be regularly logging on and completing VLE work
- Teachers are regularly responding to pupil's work

Due to lockdown 3, the VLE is now well-used and highly effective. Children are aware how to log in and how to upload work. Teachers are regularly logging on. Hopefully this will transfer to homework when we are in non-covid times.

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