

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Woodside Primary School
Pupils in school	390
Proportion of disadvantaged pupils	158 (41%) (inc 30 new FSM claimants awaiting PP grant)
Pupil premium allocation this academic year	£217,890
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	April 2021
Statement authorised by	Mrs S Bloomer
Pupil premium lead	Mrs K Burns
Governor lead	Mrs L Bridgewater

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (disrupted by Covid-19)
Writing	N/A (disrupted by Covid-19)
Maths	N/A (disrupted by Covid-19)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A (disrupted by Covid-19)
Achieving high standard at KS2	N/A (disrupted by Covid-19)

Strategy aims for disadvantaged pupils (Quality of Teaching for All)

Measure	Activity
Priority – Progress and Attainment	Improved percentages of PP children achieving a GLD. Improved early reading and maths outcomes for PP children Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close
Priority - Parents	Parental engagement in the life of the school continues to improve
Priority – Linked to SEND/EAL	Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.
Priority – Attendance	Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close
	Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented

Barriers to learning these priorities address	<p>Phonics leader release time to maintain and continue to improve provision.</p> <p>HLTA phonics provision to continue across KS1 e.g. Y1 phonics group.</p> <p>DHT to remain non-class based</p> <p>DHT to work with MAT leaders to refine pupil progress procedures including regular meeting with MAT leaders.</p> <p>DHT to lead the implementation of revised assessment systems and provision.</p> <p>DHT to continue to lead Transforming Teaching Pedagogy.</p> <p>Continue to release Phase Leaders to work on developing provision across the curriculum</p> <p>Continue to unpick context of PP children – PP overview created and maintained by DHT.</p> <p>Parental engagement – newly appointed Family Support Worker focus on PP families</p> <p>Inclusion AHT to continue to embed behaviour pathway within provision and evaluate impact.</p> <p>Continue to deploy HLTAs primarily with key year groups so their expertise impacts upon outcomes within these year groups.</p> <p>Embed Transforming Teaching project pedagogy</p> <p>Continue Sandwell Numeracy intervention – purchase assessment tools and resources</p> <p>Continue to engage with trust moderation programme</p> <p>Embed Power Maths (KS1-KS2) and implement in EYFS</p> <p>Times Tables Rockstars embed</p> <p>AHT post maintained with a lead on pastoral provision- regular meetings, the maintenance of a vulnerable children overview, rapid response to absence (first day calls, home visits and communication with parents regarding absence)</p> <p>Attendance to continue to have a high profile within school.</p> <p>Formalised Induction Process to be followed including clear identification of the roles and responsibilities of those staff involved</p> <p>To ensure communication friendly classrooms to support inward mobility of all pupils and particularly those with EAL/SEND</p> <p>Induction Checklist embedded into practice and identifies possible need for EAL provision linked to new starters.</p> <p>Embed the EAL resource for use in class</p> <p>Language buddy system utilised for new starters who are also new to the country</p> <p>Curriculum resources linked to Power maths and concrete maths manipulatives</p> <p>Reading Hub match funded phonics resources</p> <p>Learning Zone – intervention spaces</p> <p>Library development</p> <p>Curriculum resources linked to communication (EAL/ SALT)</p>
Projected spending	£37620

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Refer to SIP	July 2021
Progress in Writing	Refer to SIP	July 2021
Progress in Mathematics	Refer to SIP	July 2021
Phonics	Refer to SIP	July 2021
Other	Improve attendance of disadvantaged pupils to national expectation 96%	July 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 (targeted support)

Measure	Activity
Priority – Progress and Attainment	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p>

	Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close
Priority – Linked to SEND & EAL	Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.
Priority – Parents	
Priority - Attendance	Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close
	Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented
Barriers to learning these priorities address	<p>Assessment Lead to keep staff informed of new assessment systems and support staff in taking responsibility for their outcomes and interventions</p> <p>Increase focus placed upon WellComm provision to improve the impact</p> <p>Assessment Lead to develop and implement assessment strategies that are consistent and progress from Nursery intake through to the end of Reception</p> <p>Continue to utilise DHT to reduce staff to pupil ratios in maths</p> <p>Continue to utilise AHT to reduce staff to pupil ratios in phonics</p> <p>Explore opportunities for other senior leaders to be deployed to reduce staff to pupil ratios across the curriculum.</p> <p>Refine use of online programmes – century education, which uses artificial intelligence to pitch work accurately for children.</p> <p>Continue with morning revision sessions and Easter school provision.</p> <p>Strategic lead of attendance (HT)</p> <p>Attendance officer/FSW recruitment (Grade 6)</p> <p>Attendance officer/FSW to take a lead on day to day management of attendance ensuring reaction to poor attendance is address in an effective and timely manner</p> <p>Attendance officer/FSW to take a lead on proactive approaches to raising attendance across the school</p> <p>Communicate weekly class percentages with parents</p> <p>Perfect Attendance competition to be rerun in the Spring Term when attendance tend to decrease.</p> <p>Planned approach to rewards implemented</p> <p>Maintain high profile of attendance through whole school communication.</p> <p>Appointment of Attendance Officer during maternity leave of FSW to continue driving attendance related provision forward.</p> <p>Pastoral team responsive to the pastoral needs of the children across the school and needs quickly met</p> <p>Clear identification channels for those requiring additional intervention</p> <p>Intervention menu created and entry criteria</p> <p>Continue with structured approaches to pupil progress meetings and SEND meetings.</p> <p>Continue with AHT/DHT meetings to ensure effective interventions and capacity.</p> <p>AHT to create systematic approach to SEND Pupil progress discussions which includes comparing and contrasting pupil provision within classes.</p>
Projected spending	£158680

Wider strategies for current academic year (other approaches)

Measure	Activity
Priority – progress & attainment	<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>
Priority – SEND/EAL	Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.
Priority – parents	Parental engagement in the life of the school continues to improve
Barriers to learning these priorities address	<p>Extend MAT working to all year groups and core subject leaders.</p> <p>DHT to continue to embed coaching model. Obtain feedback from staff.</p> <p>Continue to develop performance opportunities across the school for example Y5 debate, sporting fixtures and speaking opportunities within assemblies.</p> <p>Continue to use internal capacity where available to cover staff attending CPD opportunities</p>

	<p>Maintain GL Reading Assessments across the school which closely align to statutory assessments in Y2 and Y6.</p> <p>Continue to use additional resources to improve staff communication, workload and administration – CPOMS, Edukey, Phonics tracker, GL Assessments, Microsoft Office 365, G Suite</p> <p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p> <p>Subsidies for trips, residential visits, uniform, music lessons and extra-curricular clubs – systematic approach to record keeping</p> <p>To ensure swimming sessions are accessible to all, children only pay for transportation and swimming lessons are subsidised.</p> <p>Attendance of PP children towards clubs is encouraged. At times, individuals are targeted and special arrangements are made through school – e.g. CLA/ Vulnerable children given priority places.</p> <p>Monitoring of Pupil Premium uptake of extra-curricular clubs to ensure that attendance at out-of-hours school learning is representative of our cohort.</p> <p>To ensure we offer a wide range of out-of-school hour opportunities, we offer time in lieu for staff who run clubs which requires cover costs.</p>
Projected spending	£21590

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Phonics leader release time to maintain and continue to improve provision.</p> <p>HLTA phonics provision to continue across KS1 e.g. Y1 phonics group.</p>	<p>Half termly phonics review meetings between lead and SB/KB</p> <p>Half termly phonics pupil progress meetings</p> <p>Ongoing communication regarding phonics provision</p> <p>Engagement with English Hub project</p> <p>Additional release time for leader as required</p> <p>Regular review of practice and consultation with staff</p>
	<p>DHT to remain non-class based</p> <p>DHT to work with MAT leaders to refine pupil progress procedures including regular meeting with MAT leaders.</p> <p>DHT to lead the implementation of revised assessment systems and provision.</p> <p>DHT to continue to lead Transforming Teaching Pedagogy.</p> <p>Continue to release Phase Leaders to work on developing provision across the curriculum</p> <p>Continue to unpick context of PP children – PP overview created and maintained by DHT.</p> <p>Parental engagement – newly appointed Family Support Worker focus on PP families</p> <p>Inclusion AHT to continue to embed behaviour pathway within provision and evaluate impact.</p> <p>Continue to deploy HLTAs primarily with key year groups so their expertise impacts upon outcomes within these year groups.</p>	<p>Close communication between assessment leader and trust leaders regarding assessment</p> <p>Effective communication with staff via staff memo and staff meeting as required</p> <p>Behaviour pathway visibility consistent across the school.</p> <p>Planned used of teaching assistants and support staff discussed strategically at SLT meetings</p> <p>Regular review of practice and consultation with staff</p> <p>Close communication between assessment leader and trust leaders regarding assessment</p> <p>AHT to liaise effectively with Ambition Institute and implement phase 2</p> <p>Effective communication with staff via staff memo and staff meeting as required</p> <p>Behaviour pathway visibility consistent across the school.</p> <p>Planned used of teaching assistants and support staff discussed strategically at SLT meetings</p> <p>Regular review of practice and consultation with staff</p>
	<p>Embed Transforming Teaching project pedagogy</p> <p>Continue Sandwell Numeracy intervention – purchase assessment tools and resources</p>	<p>Ongoing focus and high profile given to the implementation of Power Maths including being the focus of multiple staff CPD sessions over a prolonged period of time.</p>

	<p>Continue to engage with trust moderation programme</p> <p>Embed Power Maths (KS1-KS2) and implement in EYFS</p> <p>Times Tables Rockstars embed</p>	<p>Profile of TTRS to be high with pupils and linked to WOW assembly</p> <p>Ensure drop in sessions for discussion regarding implementation</p> <p>Sandwell Numeracy intervention – ensure suitable pupils are chosen.</p> <p>Regular review of practice and consultation with staff</p>
	<p>AHT post maintained with a lead on pastoral provision- regular meetings, the maintenance of a vulnerable children overview, rapid response to absence (first day calls, home visits and communication with parents regarding absence)</p> <p>Attendance to continue to have a high profile within school.</p>	<p>Clear links between SLT and the pastoral team established through weekly pastoral meetings</p> <p>Attendance to have a strategic position amongst SLT</p> <p>Ongoing liaison regarding attendance – displayed on all classroom doors and focus within WOW assembly</p>
	<p>Formalised Induction Process to be followed including clear identification of the roles and responsibilities of those staff involved</p>	<p>Ensure all stakeholders are aware of induction processes and individual responsibilities within the system</p> <p>Clear communication between all stakeholders</p>
	<p>To ensure communication friendly classrooms to support inward mobility of all pupils and particularly those with EAL/SEND</p> <p>Induction Checklist embedded into practice and identifies possible need for EAL provision linked to new starters.</p> <p>Embed the EAL resource for use in class</p> <p>Language buddy system utilised for new starters who are also new to the country</p>	<p>Initial introduction to communication friendly environments through staff CPD session</p> <p>Ongoing communication via AHT</p> <p>Clear channels of communication from SLT/Admin/EAL provider</p> <p>Regular review of practice and consultation with staff</p>
	<p>Curriculum resources linked to Power maths and concrete maths manipulatives</p> <p>Reading Hub match funded phonics resources</p> <p>Learning Zone – intervention spaces</p> <p>Library development</p> <p>Curriculum resources linked to communication (EAL/ SALT)</p>	<p>Careful research of appropriate products which are aligned to our approaches</p> <p>New resources carefully introduced to staff via staff CPD sessions</p> <p>Ongoing monitoring of usage and discussion regarding implementation</p> <p>Exemplification of best practice</p> <p>Regular review of practice and consultation with staff</p>
Targeted support	<p>Assessment Lead to keep staff informed of new assessment systems and support staff in taking responsibility for their outcomes and interventions</p> <p>Increase focus placed upon WellComm provision to improve the impact</p> <p>Assessment Lead to develop and implement assessment strategies that are consistent and progress from Nursery intake through to the end of Reception</p>	<p>Ensure high profile given to assessment approaches and WellComm provision</p> <p>Effective communication of approaches via staff CPD</p> <p>Regular review of practice and consultation with staff</p>
	<p>Continue to utilise DHT to reduce staff to pupil ratios in maths</p> <p>Continue to utilise AHT to reduce staff to pupil ratios in phonics</p> <p>Explore opportunities for other senior leaders to be deployed to reduce staff to pupil ratios across the curriculum.</p> <p>Refine use of online programmes – century education, which uses artificial intelligence to pitch work accurately for children.</p> <p>Continue with morning revision sessions and Easter school provision.</p>	<p>Regular meetings and consultation with relevant staff</p> <p>High profile given to the benefits of online learning support</p> <p>Provision closely related to assessment information and pupil attainment</p> <p>Relevant pupils targeted for intervention and OSHL opportunities</p> <p>Ongoing liaison across the trust</p> <p>Exemplification of best practice</p> <p>Regular review of practice</p>
	<p>Strategic lead of attendance (HT)</p> <p>Attendance officer/FSW recruitment (Grade 6)</p>	<p>High profile given to attendance and communicated with whenever parents are in school – parents evenings, WOW assembly, workshops</p>

	<p>Attendance officer/FSW to take a lead on day to day management of attendance ensuring reaction to poor attendance is address in an effective and timely manner</p>	<p>Weekly pastoral meetings with AHT Ongoing communication with staff team as required and more formally through the maintenance of the vulnerable children overview Effective induction of attendance officer and incorporated into pastoral/admin team</p>
	<p>Attendance officer/FSW to take a lead on proactive approaches to raising attendance across the school Communicate weekly class percentages with parents Perfect Attendance competition to be rerun in the Spring Term when attendance tend to decrease. Planned approach to rewards implemented Maintain high profile of attendance through whole school communication. Appointment of Attendance Officer during maternity leave of FSW to continue driving attendance related provision forward.</p> <p>Pastoral team responsive to the pastoral needs of the children across the school and needs quickly met</p>	<p>Regular home communication Attendance discussed within pupil progress meetings so staff have a greater awareness Efficient and effective monitoring systems</p>
	<p>Clear identification channels for those requiring additional intervention Intervention menu created and entry criteria Continue with structured approaches to pupil progress meetings and SEND meetings. Continue with AHT/DHT meetings to ensure effective interventions and capacity. AHT to create systematic approach to SEND Pupil progress discussions which includes comparing and contrasting pupil provision within classes.</p>	<p>Effective communication between SLT and teaching staff Ensure SEND meetings take place alongside pupil progress meetings Refinement of SEND meetings to focus upon provision in place and next steps actions and the development of SEND meeting format introduced for consistency, clarity and focus Regular meetings between DT and AHT regarding interventions and the deployment of support staff Meetings to take place between AHT and support staff on a regular basis Edukey embedded as the main information system linked to the provision in place for our</p>
Wider strategies	<p>Extend MAT working to all year groups and core subject leaders. DHT to continue to embed coaching model. Obtain feedback from staff. Continue to develop performance opportunities across the school for example Y5 debate, sporting fixtures and speaking opportunities within assemblies. Continue to use internal capacity where available to cover staff attending CPD opportunities Maintain GL Reading Assessments across the school which closely align to statutory assessments in Y2 and Y6. Continue to use additional resources to improve staff communication, workload and administration – CPOMS, Edukey, Phonics tracker, GL Assessments, Microsoft Office 365, G Suite</p>	<p>Effective communication across all stakeholders Systematic approach taken to coaching across the school and profile raised across the staff team Key subject leaders outward facing and looking for performance opportunities within and beyond school and the trust Celebration of extra-curricular activities Regular review of practice and consultation with staff and key stakeholders</p>
	<p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders. Subsidies for trips, residential visits, uniform, music lessons and extra-curricular clubs – systematic approach to record keeping To ensure swimming sessions are accessible to all, children only pay for transportation and swimming lessons are subsidised.</p>	<p>Clarity created linked to additional funding options and subsidies linked to off site visits, visitors to school, additional swimming opportunities Staff aware of how to access and the criteria in place Clear communication between SLT, admin/finance staff and teaching/support staff Easter school provision is targeted at specific pupils</p>

	<p>Attendance of PP children towards clubs is encouraged. At times, individuals are targeted and special arrangements are made through school – e.g. CLA/ Vulnerable children given priority places.</p> <p>Monitoring of Pupil Premium uptake of extra-curricular clubs to ensure that attendance at out-of-hours school learning is representative of our cohort.</p> <p>To ensure we offer a wide range of out-of-school hour opportunities, we offer time in lieu for staff who run clubs which requires cover costs.</p>	<p>Effective communication with parents</p> <p>Systematic monitoring of attendance at extra-curricular clubs and clarity of PP overview</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Impact Data (Autumn Term 2019 to Spring 2020):</p> <ul style="list-style-type: none"> Increase in GLD for all cohort but reduction in outcomes for PP. Children entitled to PP identified earlier – based upon only 10 pupils in 2018-19, yet 14 pupils in current year 1. KS1 data and phonics check shows improvements in all areas at the expected level: KS1 data (RWM) - Disrupted due to Covid-19 Phonics - 5/19 PP chn on track in Aut1, compared to 11/19 in Spr1 (26% to 58%) <p>HLTA provision now deployed to support children across KS1, which resulted in rapid improvement from children's starting points:</p> <ul style="list-style-type: none"> 4 children were on track to pass the phonics screening who scored 0-5 in the Autumn Term Many other significant improvements from Autumn in terms of base scores and Spring 2 scores – children moving from 2□18, 4□21, 2□23, 6□23, and 0□15 <p>Rigorous child-centred pupil progress discussions, phonics tracking had a significant impact – children targeted for additional phonics interventions across the year linked to robust monitoring.</p>
<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Impact Data unavailable due to the disruption of Covid-19</p> <p>Rigorous pupil progress meetings and data collection. Staff are aware and responsible for the progress of individuals and groups of children within their class and are aware of the actions they are taking in order to improve progress.</p> <p>Completion of 2017/18/19 SATS papers allowed for robust QLA and the identification of individual cohort gaps which we were able to address through ongoing classroom provision as well as a wider range of interventions (see below)</p>
<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p> <p>Parental engagement in the life of the school continues to improve</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Leadership capacity increased through designation of Phase Leaders linked to Core Subject areas. Increase of leadership time allocated. This impacted on the creation of clear curriculum models across core subject areas.</p> <p>All non-core subject leaders were enabled to rigorously monitor, evaluate and refine knowledge organisers ensure they linked to progression documents. As a result of this, staff have a clear understanding of what is to be taught within specific year groups and how this builds on previous learning.</p> <p>Parental engagement – NPQH focus for visiting lead ceased due to Covid19. Parental engagement was adapted due to the</p>

	<p>lockdown situation. New school mobile phone was purchased in order for parents to contact staff whilst working from home. Newly appointed DHT took the lead on this, monitoring uptake and engagement of online learning, directing staff to call their families weekly, pastoral team and SLT contacts more vulnerable families choosing not to come into school. Socially-distanced home-visits were conducted for safe and well checks. The impact of this saw an increase of online learning move from 20% of pupils to 60% of pupils. Weekly homework packs were produced for pupils unable to access learning online. Uptake of this increased weekly.</p> <p>Non-class based AHT took on role of Teacher Educator linked to Transforming Teaching projects. This has embedded consistent pedagogical approaches across the school (teaching staff/ HLTAs). Children are aware of the strategies employed (e.g. cold calling, selective sampling, 'I, We, You'). Quality First Teaching has raised significantly.</p> <p>Behaviour Pathway reviewed in light of additional leadership capacity which impacted on prompt intervention with individual children leading to rapid improvement and a significant decrease in children attending 'reflection zone'</p>
<p>Improved percentages of PP children achieving a GLD. Improved early reading outcomes for PP children Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Disruptions in due to Covid-19, has impacted on this year's data. However, 2018-2019 Outcomes in maths for children working at the expected standard improved for those children entitled to pupil premium and gaps against national others are closing.</p> <p>Sandwell Numeracy Intervention had a positive impact upon individual pupil outcomes - 4 pupils supported. All made progress. +1yr 2m, +4m, +6m and +2m.</p> <p>Times Tables Rockstars showed an increase uptake of use particularly during the lockdown period. It has greatly impacted on Pupils in Year 4s times table knowledge – 79% PP pupils achieved ARE for times table knowledge in comparison to 68% of PPpupils reaching Maths ARE at end of KS1</p> <p>Transforming Teaching projects has embedded consistent pedagogical approaches across the school (teaching staff/ HLTAs). Children are aware of the strategies employed (e.g. cold calling, selective sampling, 'I, We, You'). Quality First Teaching has raised significantly. Practise Patches (Do Now Tasks) are evident across the school to reinforce retrieval of facts</p>
<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented. Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close</p>	<ul style="list-style-type: none"> • 2017/18 - PP 92.82% Whole school 94.13% (Gap 1.31%) • 2018/19 – PP 94.28%, Whole school 94.72% (Gap 0.44%) • 2019/2020 (Sept-Mar) – PP 93.06%, Whole school 93.67% (Gap 0.61%) • 2 fixed term exclusions for pupils entitled to PP • No permanent exclusions for pupils entitled to PP <p>Increased capacity to carry out home visits including first day home visits for our most vulnerable PP children by our pastoral team</p> <p>Weekly Pastoral meetings ensures timely identification of children requiring additional pastoral intervention. This includes the maintenance of a pastoral overview which included vulnerable pupils, Early Help, CIN CP and persistent absentees. This is updated and shared with staff so they have accurate information and an awareness of the pastoral needs of the children.</p>

	<p>Pastoral team were instrumental in ensuring safeguarding procedures were followed and any concerns acted upon during lockdown. They were proactive in their approaches making at least weekly phone calls to vulnerable families. Food and toiletry hampers were delivered to enhance FSM provisions.</p>
<p>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</p> <p>Parental engagement in the life of the school continues to improve</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Inclusion AHT taking greater responsibility for the delivery of our pastoral curriculum which includes EAL provision. As a result, the profile of English as an Additional Language has raised across the school and has a direct link from TAs through to SLT.</p> <p>Bilingual TA utilises EAL Hub screen tool purchased to assess and support the teaching and learning of EAL provision within afternoon interventions as well as in class practice through liaison with class teachers. A subscription to the EAL Hub also enables us to access and use high quality resources for this group of learners.</p> <p>Support for identified pupils with EAL has been impacted due to Covid. EAL provisions were provided for home learning. Letters to identified parents with EAL barriers had been translated using Google translate.</p> <p>AHT and TA for EAL meet regular to discuss and plan for EAL provision due to high mobility. This ensures that provision in place are responsive to the needs of our cohort and provision is in place immediately for new starters. Of the children who are new, a significant proportion have EAL. Across 2019-20 there were 20 new starters of which 7 had EAL.</p> <p>1 child, who is new to Woodside, are also new to the country. In 2019-20, 1 of the 20 new starters were new to the country and spoke no English. We ensure additional needs beyond EAL are responded to and wider pastoral provision is implemented.</p>
<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>Impact Data unobtainable due to Covid-19</p> <p>Pupil progress information shared with all staff in the setting and interventions used to target specific gaps in pupil learning across GLD area.</p> <p>HLTA based primarily in Reception class ensures provision in more tailored to pupil need and ratios are kept low.</p> <p>Wellcomm Speech and Language Provision</p> <ul style="list-style-type: none"> • 12% Green at baseline compared to 29% at recheck • Identification of many additional needs in terms of EAL and Speech and language needs which has subsequently been acted upon and provision put in place utilised external agencies as well as internal provision. <p>Led by non-class based AHT, the development of systems across Nursery and Reception has led to the improved baseline outcomes 2019 27%</p>
<p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p>	<p>DHT daily targeted maths set. Enables a heightened focus on all groups. Specific gaps addresses across the cohort. Work was accurately pitched to ensure that children working towards the higher standard had their needs met. 8 pupils out of the 8 in the group were entitled to PP and had significant SEND/EAL. Outcomes for this group were disrupted due to Covid-19</p> <p>Completion of 2017/18/19 SATS papers allowed for robust QLA and the identification of individual cohort gaps which we were able to address through ongoing classroom provision as well as a wider range of interventions (see below)</p> <p>Pupil outcomes at the end of KS2 are supported by a wide range of interventions</p>

	<ul style="list-style-type: none"> • Online resources – SpaG.com, Read Theory, Prodigy Maths, TTRS, Century • Weekly small group carousel • Individualised homework focussed on gaps • After school, low ratio tutoring • SLT intervention groups <p>AHT deployed for daily targeted phonics In KS1. Enables a heightened focus on all groups. Specific gaps addresses across the cohort. Work was accurately pitched to ensure that children working towards the higher standard had their needs met. 8 pupils out of the 8 in the group were entitled to PP and had significant SEND/EAL.</p> <p>Outcomes for this group were disrupted due to Covid-19</p> <p>Staff track use of online programmes, and incorporate gaps in learning into their planning to address during in-class teaching</p> <p>Year 6 morning revision sessions staffed by senior leaders enabling children access to ICT online packages as well as staff input. Cusp children were identified and invited to start school at 8am to support their development across core subject areas</p> <p>Easter school provision was postponed due to Covid-19 – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p>
<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p> <p>Gaps in attendance and punctuality between pupils eligible for PP and non-pupil premium pupils continue to close</p> <p>Systems linked to pupil induction are effective in facilitating a smooth transition into school, additional needs are swiftly identified, and provision is implemented</p>	<p>2017/18 - PP 92.82% Whole school 94.13% (Gap 1.31%) 2018/19 – PP 94.28%, Whole school 94.72% (Gap 0.44%) 2019/2020 (Sept-Mar) – PP 93.06%, Whole school 93.67% (Gap 0.61%)</p> <p>Attendance data disrupted due to Covid-19</p> <p>Due to being unable to appoint an Attendance Officer in 2019-2020 to cover maternity leave, Attendance was closely monitored by HT and workload was distributed across the pastoral team to identify persistence absenteeism. Meetings with parents and attendance protocols are followed to facilitate improvement overtime. This is done on an individual basis.</p> <p>First day home visits take place for our most vulnerable children carried out by pastoral team.</p> <p>Attendance has a high profile within the school and is referenced on a weekly basis through praise assemblies (when parents are in attendance). Recognition is in place for high attending children and classes. Class attendance competitions incentivise high attendance.</p> <p>The importance of high attendance is regularly communicated to parents via newsletters and through parents' evenings.</p>
<p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Data for following interventions disrupted due to Covid-19 Rainbow Group: Sandwell Numeracy Intervention: Nurture Group: Project x code: Speed-up: Get Moving:</p> <p>Inclusion AHT and DHT work closely together to ensure that interventions are in place across the school for those requiring catch up provision as well as SEND support. Whole school</p>

	<p>intervention is timetabled to ensure needs are met and time is used effectively.</p> <p>Within Pupil Progress meetings, staff identify those children that require additional support in order to make attainment or progress targets. Interventions are based on individual needs.</p> <p>AHT for inclusion provided home learning tasks to families during lockdown, to ensure specific needs were met. Direct communication was set up for parents to access outside agencies pertinent to supporting their children's needs (LLS, Educational psychologists, SALT etc, school nurse team)</p>
<p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>AHT trained as Teacher Educator through the Transforming Teaching project which enabled her to lead the project across the school and ensure that changes to practice were embedded and the standards of quality first teaching improved.</p> <p>To embed a culture of coaching, AHT disseminated instructional coaching training to other Senior Leaders. IRIS video software package was purchased and a practical model of coaching was implemented.</p> <p>Senior Leaders attended a number of conferences led by Ambition Institute, where they had the opportunity to reflect and form the Woodside vision and values that now provide the foundation for all of our ongoing work.</p> <p>In school leadership sessions held to establish a common understanding of the school vision and values and plans for implementation were formulated.</p> <p>As part of the wider work of the MAT, key year groups were involved in opportunities to moderate work and share best practice. Senior Leaders also attend these sessions to ensure impact on provision takes place.</p> <p>Every child in the school has a performance opportunity through class assemblies, musical productions, sporting activities and school performances across the MAT – disrupted due to Covid-19</p> <p>To ensure consistency for the school, all planned for cover is provided by Senior Leaders, HLTAs and Cover Supervisors. This keeps supply costs to a minimum and ensures consistency of provisions and expectations for all pupils. As a result, children's academic and pastoral standards are maintained.</p> <p>A number of additional resources have been purchased and implemented this year, that have had a significant positive impact upon staff communication, workload and administration:</p> <ul style="list-style-type: none"> • Phonics Tracker – phonics records maintained in a robust way; data easier to obtain and analyse; records easily accessed by all relevant staff; individual gaps and resulting resources easily obtained. This enables staff to invest time in improving provision for children. <p>The use of communication systems are now embedded</p> <ul style="list-style-type: none"> • CPOMS – safeguarding reporting for all pupils is timely enabling swift response to concerns; pupil history is easy to identify; transfer of information is efficient; communication between staff and Senior Leaders/ DSLs is highly effective • EduKey – SEND provision and history maintained in a more effective way; records easily accessed by all

	<p>relevant staff; children's history is easy to identify; impact on pupils easy to establish.</p> <p>A number of additional online resources have been purchased and implemented this year, that have had a significant positive impact upon staff communication, workload and administration: Microsoft Office 365 – TEAMS for video conference calls during lockdown, to maintain social distancing G Suite – Google Classroom – to communicate with children and families, in order for them to access their online learning and their queries responded to promptly</p> <p>NTS reading and White Rose Maths Assessment – standardisation of assessment across school; low workload assessment for staff; gaps easily identified through QLA. This enables staff to invest time in improving provision for children. Assessments more closely aligned to end of Key Stage SATS</p>
<p>Parental engagement in the life of the school continues to improve</p> <p>Improved percentages of PP children achieving a GLD.</p> <p>Improved early reading outcomes for PP children</p> <p>Pupils entitled to PP, to make accelerated progress from their starting points and as a result gaps between school PP and National others continue to close</p> <p>Additional barriers to learning, including SEND and EAL, are swiftly identified and appropriate provision is implemented.</p>	<p>Disrupted due to Covid-19</p> <p>Easter school provision – specific year 6 individuals were invited to Easter school to support their development in core subject areas staffed by Senior and Middle Leaders.</p> <p>Swimming sessions are accessible to all, children only pay for transportation and swimming lessons are subsidised.</p> <p>Pupil Premium uptake of extra-curricular clubs is monitored to ensure that attendance at out-of-hours school learning is representative of our cohort. Attendance of PP children towards clubs is encouraged when participation levels are low. At times, individuals are targeted and special arrangements are made through school – e.g. CLA/ Vulnerable children given priority places.</p> <p>To ensure we offer a wide range of out-of-school hour opportunities, we offer time in lieu for staff who run clubs which requires cover costs.</p> <p>As the year progressed, the mini bus was no longer fit for use.</p>
<p>Improved engagement of parents</p>	<p>New school website much easier for visitors to navigate</p> <p>Clear areas for children, parents and prospective families</p> <p>School website still used to celebrate school activities and achievements</p>