

Pupil Premium Review of Expenditure 2020/21

Desired outcome & Cost	Actions taken	Impact
<p>For attendance to be in line with national average or better</p> <p>£9000</p>	<p>Attendance Policy updated</p> <p>First day calling completed and recorded</p> <p>Parents invited to attend meetings and made aware of poor attendance</p>	<p>Difficult to measure due to Covid-19</p> <p>All children were contacted weekly during the Summer Term and support offered where necessary.</p> <p>Up until mid March attendance was tracked for these children</p> <p>Sustained increase from previous year of attendance for disadvantage group. Attendance until March was recorded as 93.7% (excluding 2 children on part time and flexi timetables) This is still below our target of 96% however the gap is narrowing and this target will continue.</p>
<p>For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.</p> <p>£22500</p>	<p>Full-time Thrive Practitioner working with vulnerable children.</p> <p>Targeted interventions in place for children who have experienced trauma</p> <p>Daily sensory circuits arranged</p> <p>Specialist equipment purchased</p>	<p>In year progress data showed that 100% of children within disadvantaged groups made at least expected progress.</p> <p>This group of children were supported through out and children were spending an increased amount of time in class.</p> <p style="text-align: center;"><u>Impact</u></p> <p style="text-align: center;">A greater understanding of children's behaviour and understanding of behaviour as communication. A growing expertise of understanding of these barriers to learning and teaching children about their emotions and develop self-regulation.</p>
<p>For children's progress and attainment in reading, writing and phonics to be</p>	<p>Work was completed with the English lead and an adviser to have a better</p>	<p>Money was invested in new resources for early reading. The development of new systems for teaching reading and phonics teaching in year 1 was introduced to continue on from Reception.</p>

at national average and better £5000	understanding of phonics teaching within school. New systems set up in year for phonics and reading teaching.	The children in year 1 at the beginning of March were more established in their phonic development and tracking showed that this year group were on track to exceed National expected levels for the phonics check. Due to Covid this work wasn't completed and will continue into the next year.
For children's progress and attainment in number/maths to be at national average and better £2600	Outdoor learning encourages and inspires individuals motivating children to learn in a woodland environment	<p style="text-align: center;"><u>Impact</u></p> <p>Rigorous tracking allows gaps in learning to be identified and focussed intervention to take place.</p> <p>10 girls and 10 boys from Year 1 and 2 complete a 30-minute session each week. The session is designed to increase teamwork and develop individual confidence.</p> <p style="text-align: center;"><u>Impact</u></p> <p>When children return to the classroom they have increased confidence and are more self-assured. The children look forward to the sessions.</p>
To encourage children to engage in learning and to develop self-motivation and confidence £5500	2 outdoor learning sessions were planned weekly to support and encourage individuals with outdoor learning	<p style="text-align: center;"><u>Impact</u></p> <p>Individual children were able to access learning more readily outdoors and their needs were able to be met within the small group.</p>
To increase opportunities for learning outside the classroom £750	Some children were able to access extended provision as well as after school activities Vouchers for uniform were issued	<p style="text-align: center;"><u>Impact</u></p> <p>Families are supported financially to purchase uniform. Incentive to parents to apply for Pupil premium ensuring school receives funding to support most vulnerable children.</p>

Total Received: £45140	Spend to date £45350
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Performance of disadvantaged pupils at end of KS1 – Progress Report

In 2018-19 18% of children in Year 2 at Woodside were entitled to the Pupil Premium.

Reading

The proportion of children receiving PP at Woodside achieving the expected standard in Reading is 53%

Writing

The proportion of children receiving PP at Woodside achieving the expected standard Writing is 41%

Maths

The proportion of children receiving PP at Woodside achieving the expected standard in Maths is 53%

Performance of disadvantaged pupils at end of Year 1 – Progress Report

In 2018 - 2019 8% of children in Year 1 at Woodside were entitled to the Pupil Premium.

Phonics

40% of PP children achieved the phonics check.

Performance of disadvantaged pupils at end of Early Years – Progress Report

In 2018-2019 16% of children in Reception at Woodside were entitled to the Pupil Premium.