



Pupil premium strategy statement

Woodbury Salterton Church of England Primary School Overview

Metric	Data
School name	Woodbury Salterton Church of England Primary School
Pupils in school	48 + 4 Nursery
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£17,415
Academic year or years covered by statement	2020-2021.
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	Full Governing Body
Pupil premium lead	Katie Gray / Elaine Turner
Governor lead	Jo Poslett

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	19/20 No Data, 18/19 1.18
Writing	19/20 No Data, 18/19 -1.95
Maths	19/20 No Data, 18/19 -1.64

Disadvantaged pupil attainment overview for last academic year

Measure	Reading	Writing	Maths
Meeting expected standard of KS1	19/20 No Data 18/19 100%	19/20 No Data 18/19 100%	19/20 No Data 18/19 100%
	Combined		
Meeting expected standard at KS2	19/20 No Data, 18/19 100%		
Achieving high standard at KS2	19/20 No Data, 18/19 0%		

Strategy Aims for Disadvantaged Pupils

Priority	Overview
1	Development of a broad and balanced curriculum
2	Development of assessment and tracking of PPG pupil progress
3	Development of Mental Health and Wellbeing
4	Development of vocabulary development
5	Development of literacy and numeracy skills

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All PPG children to achieve their FFT target excluding those with SEN Support or EHCP 67%	July 2021
Progress in Writing	All PPG children to achieve age expected excluding those with SEN Support or EHCP 67%	July 2021
Progress in Mathematics	All PPG children to achieve their FFT target excluding those with SEN Support or EHCP 67%	July 2021
Phonics	All current Year 1 to achieve Phonics Standard other than 1 child with EHCP	July 2021

Teaching priorities

Priority	Measure	Activity
1	To offer children a broad and balanced curriculum which enhances their life experiences.	<p>Ensure our curriculum intent is clear and specific to children in our school and catchment.</p> <p>Ensure curriculum is balanced and broad offering a wide range of activities and supports aspiration.</p> <p>Use of key knowledge and vocabulary mats for pupils.</p> <p>Subject Leader development and support.</p> <p>Ensure curriculum includes wider experiences through visits and visitors.</p>
2	To track and monitor the progress of children with PPG.	<p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>Termly case studies are written to analyse the progress of PPG and any barriers to</p>

		<p>learning. These support next steps planning.</p> <p>Interventions with a trained teacher are put into place where gaps and need are identified e.g. Babcock Reading Comprehension intervention, Project X.</p>
3	To develop the mental health and wellbeing of PPG children.	<p>There are 'taught' lessons on '10 a day' approach to support mental health.</p> <p>Weekly outdoor learning sessions with Forest School Leaders to support Cross Curricular learning, engagement with learning, learning for a purpose and encourages increased attendance.</p>
4	To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap.	<p>Word of the day is used to promote vocabulary.</p> <p>Philosophy for children enquiries to be introduced to promote questioning and challenge.</p> <p>Vocabulary is taught explicitly and key words shared with parents in termly curriculum information letter.</p> <p>The learning environment is used to support learning by displays including subject specific vocabulary – referred to in teaching.</p> <p>Children in KS2 are read a novel daily to encourage reading and to support vocabulary.</p> <p>Role play areas in KS1 to promote discussion.</p> <p>Raise profile of reading with parent community.</p> <p>Key vocabulary linked to topic areas shared with parents in Curriculum Letter.</p> <p>Library Service Support.</p> <p>Babcock Vocabulary Training and CPD materials used across the whole federation – support from teachers across the 5 schools.</p> <p>DELP training to staff from SENDCo – use of 'widgets' in classrooms.</p>
5	To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers.	<p>Quality first teaching.</p> <p>Mastery approach to the teaching of mathematics – Hamilton scheme promotes this.</p> <p>Staff CPD in school and from local authority – phonics, development of maths scheme, vocabulary.</p>

		<p>Use of imagery to support learning – new resources purchased following audit of stock.</p> <p>Clear progression through resources used.</p> <p>Use of word banks and differentiated texts.</p> <p>Purchase of additional resources to support Systematic Synthetic Phonics scheme.</p> <p>Development of use of Hamilton Resource for maths teaching – greater consistency through the school.</p> <p>Purchase of Times Table Rock Stars to promote enjoyment and encouragement.</p> <p>All staff promote positive learning behaviours and develop whole school policy on this.</p>
Barriers to learning that these priorities address.		<p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p> <p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap.</p> <p>Resilience - Support pupils' mental health to improve resilience.</p> <p>Oracy – develop a greater vocabulary bank to use and understand.</p> <p>Parental Support – increase parent confidence in ability to support pupils at home.</p>
Projected Spending		£8050.90

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

Priority	Measure	Activity
1	To offer children a broad and balanced curriculum which enhances their life experiences.	<p>Use target tracker to highlight gaps in key subject knowledge and skills across all curriculum subjects to support clear progression and revision of missed areas by Summer Term 2021.</p> <p>Curriculum intent is clear and specific to children in our school and catchment.</p> <p>Curriculum is balanced and broad offering a wide range of activities.</p> <p>Curriculum will include wider experiences through visits and visitors when Covid Safe.</p>
2	To track and monitor the progress of children with PPG.	<p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>PUMA and PIRA tests provide standardised scores which are tracked against FFT targets to monitor that attainment gap is reducing.</p>
3	To develop the mental health and wellbeing of PPG children.	<p>Mental Health staff team set up across the federation including one dedicated MH teacher.</p> <p>Mental Health Policy written and approved by governors.</p> <p>Carnegie Award Baseline assessment completed to aid future planning.</p> <p>Whole school INSET led by MH teacher.</p> <p>Mental Health activities provided to support children during and post Covid.</p> <p>Mental Health journals introduced for all pupils.</p> <p>Forest School and 1to1 Pupil Support Mentoring sessions focus on mental health, readiness to learn and managing emotions.</p>
4	To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap.	<p>Vocabulary is taught explicitly.</p> <p>The learning environment is used to support learning.</p> <p>Development of phonics resources and online resources such as Bug Club.</p>

5	To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers.	<p>Consolidation of week's maths concepts and pre teach maths intervention for focus pupils.</p> <p>Training for all relevant staff for phonics, work with English Hub to develop Systematic, Synthetic Phonics Programme across the school. Support for children in development of early Reading.</p> <p>Targeted intervention from teachers and additional TAs.</p>
Barriers to learning these priorities address.		<p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p> <p>Development of enriched experiences to expand the children's life experiences.</p> <p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap when Covid Safe.</p> <p>Resilience - Support pupils' mental health to improve resilience especially during Covid.</p> <p>Oracy – development a greater vocabulary bank to use and understand.</p>
Projected spending		£15,450

Wider strategies for current academic year

Measure	Activity
To develop the mental health and wellbeing of PPG children.	<p>'10 a day ' is used to support mental health.</p> <p>Time to talk about feelings, and use Mental Health Journal, and creating a culture where it's acceptable to ask for help.</p> <p>Staff Mental Health Team introduced to Champion Mental Health across the Curriculum.</p> <p>Introduce Carnegie Mental Health Award scheme to ensure focused approach and measure success.</p> <p>Involvement in University of Exeter KIVA research project.</p>
Ensuring all children access the opportunities available.	<p>All children to access sports events.</p> <p>All children to partake in trips including residential.</p>

Barriers to learning these priorities address.	<p>Low Self Esteem and Mental Wellbeing - Improving the readiness to learn for the most disadvantaged children, building confidence, self-esteem and mental wellbeing.</p> <p>Access to wider opportunities - Ensuring all children have equal access to opportunities and visits allowing them to make good progress and they aspire to be the best they can be.</p>
Projected spending	£2350

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality first teaching and ensuring time to support staff through professional development.	<p>Training and professional development being provided in school.</p> <p>Using Babcock/Phonics Hub training.</p> <p>Providing cover for staff to carry out training.</p>
Targeted support	Time and space for small group or individual support, TA and teacher time.	<p>HLTA used to deliver intervention.</p> <p>Timetabling of staff and space to cover intervention.</p>
Wider strategies	Time within school day and curriculum for ensuring wide variety of experiences for children.	<p>Introduce Cornerstones Curriculum.</p> <p>Link ad-hoc opportunities to other areas of the curriculum where possible e.g. to writing genres.</p> <p>Setting up Forest School Area.</p> <p>Having a whole school dedicated ethos regarding mental health support.</p>

Review: last year's aims and outcomes

Aim	Outcome
Whole school improvement areas and specific interventions to support PP children to reach ARE.	<p>A new maths scheme was researched and adopted. This has meant that mathematics teaching is more systematic and follows a clear progressive model.</p> <p>TA support was used to ensure focused interventions could take place.</p>

<p>Enriched learning/life opportunities in a variety of ways to improve self esteem, engagement in learning and motivation.</p>	<p>Equality of opportunity so that all children are able to attend a wide range of after school clubs in a variety of interest areas e.g. sport, music, cookery, art.</p> <p>Sports coaches employed to run breakfast and after school sport activities so that more pupils are engaging and developing healthier lifestyles.</p> <p>All children in specific year groups are able to attend school visits, sporting activities and residential trip opportunities throughout the year.</p>
<p>Improved awareness of healthy living practices and improvements in active lifestyles.</p>	<p>Equality of opportunity so that all children in target year groups were able to attend swimming lessons – vital skill when village is close to coast and encourages healthier lifestyle.</p> <p>Sports coaches employed to run breakfast and after school sport activities.</p>
<p>Improved parental involvement and improved out of hours learning (at home or school).</p>	<p>Online subscriptions have meant that learning in a variety of areas is engaging and can be practised at home to support progress e.g. Times Tables Rock Stars, Accelerated Reader, Bug Club, Purple Mash. Next steps are for staff to use the resources' data analysis tools to greater affect.</p> <p>Review of Phonics Resources with Phonics Hub with a focus on developing SSP in next year.</p>