

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Woodhouse Academy
Pupils in school	442
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£64,138
Academic year or years covered by statement	2019-2022
Publish date	March 2021
Review date	March 2022
Statement authorised by	Debbie Farr
Pupil premium lead	Phil Reynolds
Governor lead	Phil Hassall

## Disadvantaged pupil progress scores for last academic year (2019 – no data for 2020 due to covid)

Measure	Score
Reading	0.9
Writing	0.4
Maths	0.2

## Strategy aims for disadvantaged pupils

Measure	Score (Cohort size – 10)
Meeting expected standard at KS2	70% at Reading, writing and maths
Achieving high standard at KS2	30%, Reading , 20% writing and 30% maths
Measure	Activity
Priority 1	Improving outcomes for disadvantaged pupils through quality first teaching for all
Priority 2	Develop an extended personalised offer for each disadvantaged pupil
Barriers to learning these priorities address	Ensuring a quality, first class, differentiated and supported provision for each pupil to best address their educational needs
Projected spending	£64,341

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress score of higher than previous academic year (0.9) for disadvantaged pupils and ensure higher than national average	July 2021
Progress in Writing	Achieve progress score of higher than previous academic year (0.4) and ensure higher than national average	July 2021
Progress in Mathematics	Achieve progress score of higher than previous academic year (0.2) and ensure higher than national average	July 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1 - Reading	<ul style="list-style-type: none"> <li>• Reading intervention programme using librarian/teaching assistants for 1-1 reading</li> <li>• Use of Accelerated Reader</li> <li>• Salford comprehension test rollout</li> <li>• Appropriate setting and specialist teaching</li> <li>• Bookstart scheme</li> </ul>
Priority 2 - Writing	<ul style="list-style-type: none"> <li>• Focus on boys writing using Jane Consadine</li> <li>• Appropriate setting and specialist teaching</li> </ul>
Priority 3 – Mathematics	<ul style="list-style-type: none"> <li>• Small group interventions, especially in KS3</li> <li>• Appropriate setting and specialist teaching</li> </ul>
Barriers to learning these priorities address	Improvement in academic achievement and raising aspiration of pupils. Ensuring greater expectation of abilities of all pupils and especially disadvantaged pupils. Parental engagement and support for initiatives
Projected spending	£22,728

## Wider strategies for current academic year


Measure	Activity
Priority 1	Tailored wider curriculum offer personalised to every disadvantaged pupil as part of HSLW role
Priority 2	Buy in to VIP Education to support and increase attendance closer to the non-PP attendance figures

Barriers to learning these priorities address	Improving attendance will increase learning opportunities for the most disadvantaged. Increased wider curriculum offer will give additional life chances and aspirations to disadvantaged learners
Projected spending	£41,613

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Ensure meeting time is used for focussed PP meetings and included in performance management of M6 teacher
Targeted support	Ensuring interventions can take place, especially for maths	Careful rooming under restrictions and monitoring of staff absence to ensure interventions can take place.
Wider strategies	Engaging the families facing most challenges	Part of HSLW role to be used for engaging with PP pupils and making contact with families

## Review: last year's aims and outcomes

 <b>Woodhouse Academy Disadvantaged Progress towards Pupil Premium Outcomes – Spring 2019/20</b> (58 pupils - 13% of total number of pupils in the school)			
	Intended outcomes from PP Plan	Term 2 outcomes	Next Steps
A	Strong 'quality first teaching' and appropriate targeted academic interventions will support disadvantaged pupils to make expected or better progress.	Number of pupils making expected or better progress Y5 (14) Y6 (21) Y7 (15) Y8 (8) <ul style="list-style-type: none"> <li>Maths 82% (up) 95% 93% 89% (up)</li> <li>Reading 55% (down) 100% 73% 88% (up)</li> <li>Writing 100% 95% 93% 89% (up)</li> </ul>	Those not making expected progress will be targeted for intervention, either within lessons or through small group booster work. If social and emotional issues are considered to be affecting progress, support for this may be given if not taking place already.
B	All disadvantaged pupils will be offered priority booking for schools visits and have the opportunity to undertake visits linked to subjects and /or careers, leadership roles and attend school clubs	<ul style="list-style-type: none"> <li>Additional visits 11 pupils (19%) (24 in total)</li> <li>Leadership roles 16 (28%)</li> <li>School clubs 47 (80%)</li> </ul> This data is based on one half term only.	<ul style="list-style-type: none"> <li>Form tutors will talk to pupils who've not yet tried a club or leadership role and encourage participation</li> <li>More additional visits were planned over the course of the year.</li> </ul>
C	Disadvantaged pupils with SEMH issues will be offered additional intervention and support with a view to improving outcomes.	<ul style="list-style-type: none"> <li>36 pupils had support either in the Pupil Support Centre or with Key Stage Leads/Form tutors. Out of those, expected or above progress was made by: 89% in reading 98% in writing 92% in maths</li> </ul>	53 out of 57 (93%) disadvantaged pupils were under 10 behaviour points (data used from autumn term 19-20 as no other completed terms for behaviour points)
D	Attendance support will enable average disadvantaged pupil attendance to be in line with that of other pupils.	<ul style="list-style-type: none"> <li>PP attendance 94.46%</li> <li>Non-PP attendance 95.90%</li> </ul>	Those with attendance issues will continue to meet with our attendance support staff along with their parents.
E	Parents will be offered help with supporting their child through parents meetings and additional arrangements/strategies  Disadvantaged pupils will be given additional support for organisation and homework according to need	<ul style="list-style-type: none"> <li>70% of the PP premium parents have discussed their children's progress with teachers this term.               <ul style="list-style-type: none"> <li>Y6 parent evening: parents of 8/14 pupils</li> <li>Y7 parent evening: parents of 6/15 pupils</li> <li>Alternative parent meetings/contact – parents of an additional 34 /58 pupils</li> </ul> </li> <li>Homework support with TA: 3 attend after-school homework club, 8 were supported through lunch homework club, in class or during reading time</li> </ul>	<ul style="list-style-type: none"> <li>Follow up parents in Year 6 and 7 who have not yet been seen.</li> <li>As needs are identified, pupils will be referred for support. Support for those succeeding will be gradually reduced to encourage self-reliance.</li> </ul>