



# Pupil premium strategy statement



## School overview

Metric	Data
School name	Woore Primary and Nursery School
Pupils in school	61
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£14,450
Academic year or years covered by statement	2019-21
Publish date	1 <sup>st</sup> September 2020
Review date	1 <sup>st</sup> September 2021
Statement authorised by	Michelle Ward
Pupil premium lead	Michelle Ward
Governor lead	Steven Blackburn

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data for 2020 (COVID-19)
Writing	No data for 2020 (COVID-19)
Maths	No data for 2020 (COVID-19)

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data for 2020 (COVID-19)
Achieving high standard at KS2	No data for 2020 (COVID-19)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure pupils falling behind in phonics access additional support through TA's who have accessed training in Letters and Sounds. Phonics resources/books purchased.

Priority 2	Teachers work with Maths Hub and purchase online/practical/teacher resources for teaching White Rose Maths to embed new strategies and reasoning.
Priority 3	To ensure high quality online resources are available to pupils for home learning.
Barriers to learning these priorities address	Impact of COVID-19 school closures on pupil progress. Missed daily phonics/maths teaching since March 2020. Embedding consistencies in approach when delivering mathematics across the school.
Projected spending	£3,722

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average (or above) progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average (or above) progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average in phonics screening check	Sept 21
Other	Pupils secure learning from previous year group and work within the programme of study for their current year group (Impact of COVID-19)	Sept 21

Measure	Activity
Priority 1	To ensure pupils falling behind in phonics access additional support through TA's who have accessed training in Letters and Sounds. Phonics resources/books purchased.
Priority 2	Teachers work with Maths Hub and purchase online/practical/teacher resources for teaching White Rose Maths to embed new strategies and reasoning.
Priority 3	To ensure high quality online resources are available to pupils for home learning. Purchase online

	subscriptions to My Maths, Spelling Shed, Eaware, Espresso.
Barriers to learning these priorities address	Impact of COVID-19 school closures on pupil progress. Missed daily phonics/maths teaching since March 2020. Embedding consistencies in approach when delivering mathematics across the school.
Projected spending	£3,722

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group and 1:1 interventions with TA/Teacher to target catch-up work for those pupils falling behind age-related expectations or requiring catch-up work.
Priority 2	To establish 1:1 tutoring sessions through the national tutoring programme.
Barriers to learning these priorities address	Additional support given to pupils falling behind due to national school closures.
Projected spending	£4,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Pupils are treated equally and are able to access school visits, curriculum enrichment and after school clubs.
Priority 2	Pupils are equally represented with logo uniform.
Barriers to learning these priorities address	Parents may not be able to afford school trips/curriculum enrichment opportunities.
Projected spending	£6,728

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time given to teachers out of class for training and coordinator work.	Teachers are covered by HLTA's/Supply to access training or conduct coordinator work.

Targeted Support	Time within the weekly timetable to provide catch-up work for consolidation of prior year group expectations.	Use the curriculum flexibly for those pupils at risk of falling significantly behind. Establish some interventions for after school hours.
Wider strategies	No specific challenge identified	No specific actions required

### Review: last year's aims and outcomes

Aim	Outcome
Raised attainment in writing, improved sentence structure and cohesion.	All pupils made steady or good progress across the year (internal data to Feb 2020) and met their personal targets. Sentence structure and cohesion has improved. No national data for 2020 (COVID-19).
Raised attainment in reading by improving comprehension skills.	Most pupils made good progress across the year and met their personal targets (internal data to Feb 2020). No national data for 2020 (COVID-19).
Pupils are treated equally and are able to access school visits, after school clubs and be equally represented with uniform.	Pupils attended all school visits/enrichment experiences. Clubs were accessed regularly. Parents of pupils accessed the uniform support to purchase logo items.