



Pupil Premium Statement Update | Academic Year 2019/20

At Woodhall Primary School, across Unity Schools Partnership and across schools nationally, the period from mid-March 2020 has been dominated by the outbreak of COVID-19.

The much reduced opening of all Unity Schools Partnership schools in March, followed by the period of widening opening of schools from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage. Here at Woodhall we have continued with our tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact. These include:

Three Tiered Approach

<p>Teaching</p>	<ul style="list-style-type: none"> • Success for All approach to English • Explicit vocabulary instruction across the curriculum • Voice 21 approach to develop oracy skills • Co-operative learning approach to develop excellent behaviours for learning • Programmed 'core team' meetings to focus on pupil progress and next steps
<p>Targeted Support</p>	<ul style="list-style-type: none"> • Targeted Success for All and Maths Mastery interventions • Booster sessions for KS2 children in English and maths • Focussed phonics booster sessions for KS1 children • Individualised curricular for specific children • Specialist provision for children who have suffered early childhood trauma
<p>Wider strategies</p>	<ul style="list-style-type: none"> • Free daily breakfast club for disadvantaged children • Whole school Thrive Approach • Emotional Literacy Support Assistant for all children needing emotional, mental health support

The evidence-informed approach we have adopted is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it will be necessary and desirable for us to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.