

Woodford Valley CE Primary Academy

Towards Christian life, learning and love.

Pupil Premium Strategy Statement 2020 – 2021

Principles

- ☒ **We actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium.** We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.
- ☒ **We ensure that appropriate provision is made for pupils eligible for Pupil Premium.** As a school community we actively prioritise the needs of any pupil facing challenging circumstances, especially in COVID 19.. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils.
- ☒ **We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.** We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- ☒ **The majority Pupil Premium funding is ‘pooled’ for maximum benefit to the greatest number of children.** It is allocated following a needs analysis which identifies priority classes, groups or individuals.
- ☒ **All our work through the Pupil Premium is aimed at accelerating progress and improved personal development.** Pupil Progress meetings provide focus for regular discussions about this group of pupils as does the monitoring work carried out by our named Governor for disadvantaged learners, this especially critical during the pandemic we are experiencing.

Established

- ☒ Our whole school ethos is “every child matters”. Pupils eligible for Pupil Premium are supported to enjoy their learning, and their time at school, through positive relationships and experiences with teaching and non-teaching staff.
- ☒ School leaders are friendly, accessible and visible to parents and carers at key points of the day, especially before and after school. They are willing to provide informal on-the-spot support and guidance
- ☒ High expectations for disadvantaged learners are communicated across the whole school with a no-excuses culture
- ☒ Mixed ability groupings
- ☒ Pupils eligible for Pupil Premium are known to all teachers and teaching assistants
- ☒ Assessment, Maths & English subject leaders, and governors, monitor the attainment and progress of disadvantaged learners through book scrutiny, pupil discussion and Pupil Progress meetings
- ☒ Pupils eligible for Pupil Premium are considered first for interventions
- ☒ Rigorous and regular monitoring of the progress of pupils eligible for Pupil Premium takes place, especially for those receiving support through interventions, to ensure no time is lost on strategies which are not effective
- ☒ Our Curriculum Governors hold the school to account for the progress of our Pupil Premium delivery and impact.

Developing/ establishing

- ☒ Assessment of progress to include PSED progress and outcomes and fed back to parents
- ☒ Mental health opportunities highlighted for pupils eligible for Pupil Premium both in school and out of school if necessary
- ☒ Improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful marking focussing on misconceptions and misunderstandings
- ☒ More detailed analysis (termly) as outcomes from pupil progress meetings detailing next steps – what focus is needed and how will this be achieved then monitor the impact of this next step