

Woodham Burn Community Primary School

Pupil Premium Strategy Update – Spring 2021

Summary of Priorities

Priority 1	Gaps in reading, writing, GPS and mathematics at ARE and Greater Depth to be closed.
Priority 2	Progress for all groups identified as PP, will continue to be at least in line with other learners.
Priority 3	To ensure the attendance of disadvantaged children is not a barrier to success.

Updates following National Lockdown – January 2021

Priority 1	<p>Staff training in preparation and delivery of quality remote learning.</p> <p>SLT monitoring of remote learning.</p> <p>Daily remote phonics sessions for Reception, Year One and some Year Two children.</p> <p>Children from Year One to Year Six, have home access to MyOn (online reading portal).</p> <p>Daily reading sessions are delivered remotely, including the sharing of a story.</p> <p>Delivery of reading books to Reception and Key Stage One PP children.</p> <p>Use of white rose remote learning maths resources, including power points with voice explanations.</p> <p>Close tracking of all PP engagement during weekly SLT 'remote learning engagement meetings'</p> <p>Ensure that all PP children have access to devuces, including internet access. Provide devices where possible and increased 4G data for these children.</p>
Priority 2	<p>Close tracking of all PP engagement during weekly SLT 'remote learning engagement meetings'</p> <p>Ensure that all PP children have access to devuces, including internet access. Provide devices where possible and increased 4G data for these children.</p> <p>Staff training in preparation and delivery of quality remote learning.</p> <p>SLT monitoring of remote learning.</p>
Priority 3	<p>Close tracking of attendance of disadvantaged pupils.</p> <p>Offering of school places for disadvantaged pupils where appropriate.</p>

Review of priorities – September 2021

Autumn term 2021 review – priority 1	<ul style="list-style-type: none">• Staff were trained on the delivery of online learning. Lessons were sampled by the SLT to quality control what was being delivered.• Children were provided with a range of quality learning opportunities, using powerpoint, videos by staff weblinks to enhance the teaching.• EYFS and KS1 children were provided with daily online phonics lessons, to ensure that they did not miss out on vital phonics teaching.• Children were closely tracked during lockdown, to ensure that children were engaging
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	<p>in online learning. Where there was little or no engagement, phone calls and visits were undertaken to see what could be done to support engagement.</p> <ul style="list-style-type: none"> • Data cards were supplied to families with wifi issues. • Devices were provided where possible for those families with no device. • Paper copies on learning were provided for those families who were struggling with online learning to enable a range of opportunities for children to engage. • Reading was promoted during lockdown and on the return to school. All children from Y1 to 6 had access to Myon, where they could access virtual books. EYFS and KS1 children were delivered reading books, to support reading and for those children who like a physical book. When books were returned, they were isolated before being sent to another pupil.
Autumn term 2021 review – priority 2	<ul style="list-style-type: none"> • Children were closely tracked during lockdown, to ensure that children were engaging in online learning. Where there was little or no engagement, phone calls and visits were undertaken to see what could be done to support engagement. • Data cards were supplied to families with wifi issues. • Devices were provided where possible for those families with no device. • Paper copies on learning were provided for those families who were struggling with online learning to enable a range of opportunities for children to engage. • Staff were trained on the delivery of online learning. Lessons were sampled by the SLT to quality control what was being delivered. • Children were provided with a range of quality learning opportunities, using powerpoint, videos by staff weblinks to enhance the teaching.
Autumn term 2021 review – priority 3	<ul style="list-style-type: none"> • Pastoral manager monitors attendance of pupils and works closely with the County attendance team to ensure that parents understand the importance of regular school attendance for their children. • Pastoral manager checks in regularly with parents of those children with attendance concerns.