



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

### 1. Summary Information

<b>School</b>	The Woodlands Community Primary School				
<b>Academic Year</b>	<b>2021-22</b>	<b>Total PP budget</b>	<b>Est. £84640</b>	<b>Date of most recent PP review</b>	<b>June 2021 (following lockdown)</b>
<b>Total number of pupils</b>	<b>291</b> <i>(expected Sep 2021)</i>	<b>Number of pupils eligible for PP</b>	<b>Expected 52</b> <i>(17.8%)</i>	<b>Date for next internal review of this strategy</b>	<b>April 2022</b>

### 2. Current attainment and progress

	Autumn 2020		Spring 2021 (COVID-19 – school closure)		Summer 2021		Autumn 2021		Spring 2022	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
<b>% achieving or exceeding age-related expectations in Reading</b>	<b>49%</b>	<b>65%</b>	<b>31%</b>	<b>59%</b>	<b>45%</b>	<b>66%</b>	<b>56%</b>	<b>75%</b>	<b>60%</b>	<b>71%</b>
<b>% achieving or exceeding age-related expectations in Writing</b>	<b>29%</b>	<b>51%</b>	<b>10%</b>	<b>33%</b>	<b>26%</b>	<b>46%</b>	<b>38%</b>	<b>59%</b>	<b>41%</b>	<b>58%</b>
<b>% achieving or exceeding age-related expectations in Maths</b>	<b>40%</b>	<b>56%</b>	<b>20%</b>	<b>41%</b>	<b>31%</b>	<b>48%</b>	<b>49%</b>	<b>64%</b>	<b>50%</b>	<b>66%</b>
<b>% of PP pupils making expected or accelerated progress in Reading</b> <i>(from Key Stage entry points)</i>	<b>44%</b>		<b>27%</b>		<b>40%</b>		<b>60%</b>		<b>55%</b>	
<b>% of PP pupils making expected or accelerated progress in Writing</b> <i>(from Key Stage entry points)</i>	<b>37%</b>		<b>14%</b>		<b>21%</b>		<b>35%</b>		<b>40%</b>	
<b>% of PP pupils making expected or accelerated progress in Maths</b> <i>(from Key Stage entry points)</i>	<b>44%</b>		<b>17%</b>		<b>31%</b>		<b>49%</b>		<b>50%</b>	



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

<b>A</b>	<p><b>Impact of COVID-19 on learning</b></p> <ul style="list-style-type: none"> <li>• Ongoing development of early phonic acquisition &amp; reading in EYFS, KS1 and KS2</li> <li>• Ongoing development of Mathematical Reasoning in EYFS, KS1 and LKS2</li> <li>• Ongoing attitude to writing and development of age appropriate knowledge and skills.</li> </ul>
<b>B</b>	<b>Lack of self-confidence and independent learning skills</b>
<b>C</b>	<b>Concentration and focus</b>
<b>D</b>	<b>Reading and comprehension skills</b>

**External barriers** (issues which also require action out of school, such as low attendance rates)

<b>A</b>	<p><b>Impact of COVID-19 on home circumstances-</b></p> <p>The impact of low levels of learning at home during school closure; lower than expected levels of attendance on learning during school opening from June 1st and after reopening of school by identified PP children</p>
<b>B</b>	<p><b>Limited or inconsistent home learning support</b></p> <p>Impact of missed learning on attainment of age related expectations in reading, writing and math for identified PP children /all children following school re-opening</p>
<b>C</b>	<p><b>Financial difficulties within the home environment</b></p> <p>Impact of Social, Emotional and Welfare challenges faced by PP Children and families both during school closure and continuing after school's full re-opening</p>
<b>D</b>	<b>Attendance</b>

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A</b>	<p><b>Pupils make rapid progress in Maths, Phonics, Reading and writing so that all PP pupils make expected or better progress by July 2022 with the majority of pupils working at or above age-related expectations in all areas.</b></p>	<p>Pupil data shows that of the pupils in receipt of PP funding:</p> <ul style="list-style-type: none"> <li>• ALL pupils make expected or accelerated progress from their individual starting points</li> <li>• The majority of pupils reach or exceed age-related expectations.</li> </ul>



**The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22**

<b>B</b>	<b>To narrow gaps in learning following school closure (COVID-19) and diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding compared to that of their peers.</b>	Differences between the attainment of PP and Non-PP pupils have been diminished through PP making accelerated progress.
<b>C</b>	<b>To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences and to continue to provide support for children experiencing personal, social, emotional and well-being (mental health) challenges which may become a barrier to learning.</b>	PP pupils receive quality first teaching in line with their peers. PP pupils have access to additional provision including small group teaching and subsidised/fully-funded activities to broaden experience within and outside the curriculum. SEMH/nurture provision is targeted and timely to support children identified and prevent future impact on life and learning.

**Planned Expenditure 2021-22**

**i) Quality Teaching and Learning for All**

Desired outcome	Chosen action / approach	Evidence / Rationale	How will you ensure it is implemented well?	Staff lead and Costs	When will you review implementation?	Impact Autumn Term Spring Term Summer Term
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	<b>Forest Schools</b>	Exposure to outdoor learning allows for curricular skills to be applied in context and additional opportunities for new skill and confidence development, including team work and communication skills.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> <li>Staff CPD and regular updates.</li> </ul>	<b>Forest School Lead</b>  Annual subscription Lead release time Half termly resources	<b>Termly</b>	<b>Beginning to increase resilience, self-esteem – learning walks during forest days.</b>  <b>Data shows progress against ARE in all areas although not as rapid as wished.</b>
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision,	<b>Deputy Head release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for PP-eligible pupils.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> <li>Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>DH</b>  3 days per week	<b>Termly</b>	<b>Lack of PP engagement evident.</b>  <b>Better engagement – planning and target groups in place. Laptops for PP arranged.</b>



**The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22**

extra-curricular opportunities.						
Working party of DH SENDCO and HSL that identifies, implements and measures impact of timely interventions/support.	<b>Combined DH / SENDCO / HSL release time</b>	Monitor implementation and impact of all interventions / support and identify children earlier so that targeted support is delivered effectively. Planning for exit strategies for appropriate children from interventions/support.	<ul style="list-style-type: none"> <li>• Half termly reviews of impact and interventions provided.</li> <li>• Strategic planning of interventions and support offered.</li> </ul>	<b>DH / SENDCO / HSL</b>  1 hr release time 2wkly	<b>Half termly</b>	<b>Initial meeting – considered those PP that are also SEN. Some changes to PP chn attending and target gps/interventions in place.</b>
To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.	<b>SENDCO release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.	<ul style="list-style-type: none"> <li>• Regular reviews of impact including data analysis and pupil voice</li> <li>• Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>SENDCO</b>  1 day per week release time	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>	<b>SENco monitoring provision. DHT monitoring engagement</b>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	<b>Sports Coaching</b>	Access to specialist coaching will help to develop talents and skills in sports, boosting confidence and encourage transferrable skills, including practice and perseverance. Up-skilling of the staff to enable them to deliver high-quality PE to all pupils.	<ul style="list-style-type: none"> <li>• Regular reviews of impact</li> <li>• Pupil voice</li> </ul>	<b>PE Subject Leader</b>	<b>Termly</b>	<b>Mark Allbrighton club provided. BF ensures clubs allocated to PP.</b>
To allow all pupils, but in particular those in receipt of PP funding, opportunities for character education, to build resilience and other key attributes required in learning and in life.	<b>Commando Joe's</b>	Access to the Commando Joe's RESPECT values/attributes as a whole-school approach will help our most vulnerable pupils to develop the skills to succeed, impacting on progress and attainment	<ul style="list-style-type: none"> <li>• Regular reviews of impact</li> <li>• Pupil voice</li> </ul>	<b>HT / DH</b>  Annual subscription Lead release time Half termly resources	<b>Termly</b>	<b>PV shows positive impact on self-esteem following CJoe and active learning.</b>



**The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22**

		as well as improved wellbeing.				
<b>Total budgeted cost</b>					<b>£16910</b>	
<b>ii) Targeted Support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead and Costs</b>	<b>When will you review implementation?</b>	
To close learning gaps created by school closure (COVID-19) and support all disadvantaged pupils in reaching ARE during 2020-21	<b>Catch Up Teaching/Tutoring</b>	2 <sup>nd</sup> school closure in Jan 21 (COVID-19) has led to a loss of direct teaching time for all years and curriculum catch up is required to embed previous year group learning and bridge current year group learning.	<ul style="list-style-type: none"> <li>Assessment leads to well-matched catch up activities</li> <li>Regular reviews of impact</li> <li>Pupil Voice</li> <li>Assessment (STAT and PUMA/PIRA SS)</li> </ul>	<b>DH/HT</b>  HLTA 10hrs p/w KS2	<b>Termly</b>	<b>PP chn allocated to catch-up and boosters sessions and progress evident.</b> <b>PP chn allocated to catch-up and boosters sessions and progress evident.</b>
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	<b>G and T events</b>	All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Staff members to participate in the events so the skills learned can be reinforced in everyday learning, leading to an increasing number of pupils reaching the Greater Depth standard in their learning.</li> </ul>	<b>SLT</b>  £15 per hour =£270 per term X 3 terms = £810 + £50 resources Cover costs approx £500	<b>Termly</b> <b>(To resume when visits to other schools are possible)</b>	
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> <li>Improve reading.</li> <li>Increase confidence.</li> <li>Build a love of reading.</li> </ul>	<b>1:1 / small group Support for reading</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>Teaching Staff</b>  Bug Club scheme KS2 Increase in TA support	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>	<b>Additional TA support to facilitate small group reading – Spring data shows % dip in PP progress – this is due to pupil changes.</b>
To increase reading skill development, by providing the opportunity to:	<b>Lexia / Nessy subscriptions and time allocated.</b>	Individual targets and adapted learning at each child's pace and level.	<ul style="list-style-type: none"> <li>Regular review of Lexia / Nessy usage by targeted children.</li> </ul>	<b>SENDCO</b> <b>Eng Lead</b>	<b>Half-termly</b>	<b>PP chn allocated Lexia and Nessy.</b> <b>Laptops provided to PP chn to promote learning at home.</b>



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

<ul style="list-style-type: none"> <li>Decode age appropriate text</li> <li>Read fluently at age expected wpm.</li> <li>Understand what is read independently.</li> </ul>		Regular assessment and recall of knowledge previously learnt.	<ul style="list-style-type: none"> <li>Regular monitor of progress made.</li> </ul>	Annual subscriptions		
<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Increase their passion for learning and grow in confidence.</li> </ul>	<b>1:1 / Small group support for core learning skills in English and Maths</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	Teaching Staff	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>	<b>Additional TA support to facilitate small group learning for mornings.</b> Steady increase in PP ARE and progress.
<p>To enable pupils to:</p> <ul style="list-style-type: none"> <li>Develop writing stamina</li> <li>Receive targeted support to improve fine motor skills</li> <li>Receive targeted support to develop age relative handwriting skills</li> </ul>	<b>1:1 / small group support for fine motor/handwriting skills</b>	Additional and regular 1:1/small group support focusing on specific targets, muscle strength and muscle memory makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching	<ul style="list-style-type: none"> <li>Regular reviews of pupil's writing to evidence progress.</li> <li>Evidence of improved writing in all subjects.</li> <li>Use of Write from the start scheme and other strategies.</li> </ul>	Teaching Staff / TA / SENDCO	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>	<b>Additional TA support to facilitate small group learning for mornings.</b> Steady increase in PP ARE and progress. Book looks show improved fine motor in Y1/2.
To provide emotional support to identified pupils.	<b>HOPE Project</b>	Identified pupils receive 1:1 support tailored to their emotional needs and as a result are happier, and have an improved self-esteem and confidence.	<ul style="list-style-type: none"> <li>Regular reviews of impact through pupil voice and feedback from their teachers regarding their improved well-being and resilience.</li> </ul>	HSL 5 hrs p/w	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>	<b>KS1 allocated positive play and HSL groups – PP focus.</b>
To provide emotional support to identified pupils.	<b>Drawing &amp; Talking Therapy</b>	Identified pupils receive 1:1 support tailored to their emotional needs and as a result are happier, and have an improved self-esteem and confidence and more able to verbalise worries and successes.	<ul style="list-style-type: none"> <li>Regular reviews of impact through pupil voice and feedback from their teachers regarding their improved well-being and resilience.</li> </ul>	HSL 3 hrs p/w	<b>Weekly intervention</b> <b>Half termly / termly exit strategies.</b>	<b>HSL 1:1 therapy with identified chn – evidence of improved SEMH – self-regulating and talking/explaining emotions.</b>



**The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22**

<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>• Receive targeted support based upon their specific area of need.</li> <li>• Develop a range of core skills.</li> <li>• Develop a love for learning and grow in confidence.</li> </ul>	<p><b>EYFS – core skills</b></p>	<p>Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<ul style="list-style-type: none"> <li>• Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>• Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<p><b>AH</b></p>	<p><b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i></p>	<p><b>Target pupils identified at baseline and interventions in place.</b> Book looks / learning walks show progress in fine motor, social skills, gross motor.</p>
<p>To equip pupils with greater access to their learning in Reading and Maths through practice of core skills in key contexts.</p>	<p><b>Precision Teaching and Direct Instruction (R and M)</b></p>	<p>Additional and regular 1:1 support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p>	<ul style="list-style-type: none"> <li>• Pupils selected using data and assessments working on specific, incremental targets.</li> <li>• Gap analysis completed prior to starting the scheme so targeted support will have maximum impact.</li> <li>• Regular reviews of impact including data analysis.</li> </ul>	<p><b>TA</b></p> <p>1 hr p/w per class = 11hrs</p>	<p><b>Half-termly</b> <i>(Impact of Accelerate / RAG Group).</i></p>	<p><b>Target pupils identified at baseline and interventions in place.</b> Book looks / learning walks show progress.</p>
<p>To provide additional support for PP SEN pupils with specific targeted interventions.</p>	<p><b>TA support daily in Y3/4 To implement detailed EHCP activities</b></p>	<p>PP SEN pupils will make accelerated progress in all areas</p>	<ul style="list-style-type: none"> <li>• Regular reviews of impact through pupil voice and feedback from their teachers regarding their improved well-being and resilience.</li> <li>• Regular reviews of pupil's writing to evidence progress</li> <li>• Review of progress by HSL – Drawing and talking therapy, nurture</li> <li>• Progress evident from sensory circuits and similar activities</li> </ul>	<p><b>Teacher / TA</b></p> <p>Additional TA costs</p> <p>Sensory circuits</p> <p>Nurture</p> <p>Ed Psych visits termly</p>		<p><b>Identified pupils have provision map in place for targeted support.</b> Small step progress evident for all SEN/PP chn.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£21420 + Catch up</b></p>	
<p><b>iii) Other Approaches</b></p>						



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and CostsJ	When will you review implementation?	
<p>To continue to extend provision for the nurture and guidance of all pupils, particularly those in receipt of Pupil Premium funding, through:</p> <ul style="list-style-type: none"> <li>• Forging strong links between home and school.</li> <li>• Engaging, and providing support for, parents.</li> <li>• Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>	<b>Home-School Link Worker</b>	<p>Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.</p>	<ul style="list-style-type: none"> <li>• Ensure the high profile of the HSL worker with parents and carers.</li> <li>• Ensure pupils in receipt of PP and their families have access to HSL worker support and services.</li> <li>• Regular reviews of impact of support and interventions provided.</li> <li>•</li> </ul>	<b>HSL</b>	<b>Termly</b>	<p><b>HSL continues to work with chn and identified families- positive impact on attendance and behaviours. Early identification for additional help continues to be a strength.</b></p>
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	<b>Nurture</b>	<p>Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.</p>	<ul style="list-style-type: none"> <li>• Regular reviews of impact of support and interventions provided.</li> <li>• Ensure the positive play sessions are focused and progressive.</li> </ul>	<b>HSL / SENDCO / DH</b>  5 hrs p/w	<b>Half-termly</b> <i>(Impact of Nurture and Positive Play Groups).</i>	<p><b>Additional member of staff allocated to nurture/positive play in afternoons for Summer Term following data/PV/learning walks.</b></p>
<p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>	<b>Breakfast Club</b>	<p>All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers.</p>	<ul style="list-style-type: none"> <li>• Monitor breakfast club numbers/attendance regularly.</li> <li>• Ensure it is well-publicised and those who require it can access it.</li> </ul>	<b>Breakfast Club Manager</b>  5 hrs p/w	<b>Termly</b>	<p><b>PP chn allocated places. Promotes healthy and regulated start to learning day.</b></p> <p style="color: orange;"><b>PV shows chn enjoy Breakfast Club and the consistency this provides.</b></p>
<p>To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.</p>	<b>Subsidised Educational Visits</b>	<p>The cost of school trips could prohibit pupils from low-income households</p>	<ul style="list-style-type: none"> <li>• Continue good practice of arranging high-quality</li> </ul>	<b>HT/DH</b>	<b>Termly</b>	<p><b>Engaging curriculum promoted and increase in</b></p>





## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22

		from attending. By subsidising the costs, all pupils can access educational visits.	educational visits which reinforce learning, ensuring all pupils can participate in full.			trips and visitors provided is resulting in greater engagement – PV and parents eve.
To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	<b>Subsidised Y6 Residential</b>	The cost of school trips could prohibit pupils from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none"> <li>Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.</li> </ul>	<b>HT</b>	<b>Annually</b>	<b>1 week residential 50% subsidised by school. Reduced to 2 days in view of Y7 transition days but still subsidised.</b>
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	<b>Wow reading achievements</b>	Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly.</li> </ul>	<b>English Subject Leader</b>  0.5 day release per week	<b>Termly</b>	<b>Reading data shows steady increase in ARE.</b>
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	<ul style="list-style-type: none"> <li>Continue good practice.</li> <li>Pupil Voice.</li> </ul>	<b>Music Subject Leader</b>	<b>Annually</b>	<b>Ukulele lessons provided to 3/4 chn to broaden experiences.</b>
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none"> <li>Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.</li> </ul>	<b>DH</b>	<b>Annually</b>	<b>All Y6 chn provided with free revision guides and 100% attendance to booster clubs.</b>
Improved engagement and greater accessibility with home learning.	<b>Provision of laptops for home use</b>	Resources to support home learning, removing barriers arising due to lack of access to technology at home.	<ul style="list-style-type: none"> <li>Class teachers to monitor completion of home learning.</li> <li>Application of home learning noted in class.</li> <li>Impact on progress and embedded learning.</li> </ul>	<b>DH / Class teachers</b>  Maintenance costs	<b>Termly</b>	<b>1 laptop provided to PP child. 20 laptops provided to PP children.</b>
<b>Total budgeted cost</b>					<b>£ 48130</b>	



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2021-22