

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Woodlands Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	KD Williams Headteacher
Pupil premium lead	P.Coleman Deputy Headteacher
Governor / Trustee lead	Link Governor for SEN & Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42195

# Part A: Pupil premium strategy plan

## Statement of intent

Through our rich and engaging academic curriculum, we aim to broaden horizons and encourage all our children to actively participate in the world around them; allowing them to develop the moral compass required to make positive choices to succeed and lead fulfilling lives with the highest of aspirations.

Children that attend our school come from a wide range of economically diverse backgrounds. This includes a number of children who come from low income families, generational unemployment and social services involvement. We also have children from more affluent backgrounds. We value all our children as individuals with their own personal attributes for learning.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (EEF) and at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure our approaches are effective by checking all disadvantaged pupils are challenged in the work they are given and that effective and appropriate intervention is given at the point it is identified and needed. Our approach is embedded in our whole school practice where all staff have responsibility for disadvantaged pupils and work to raise expectations and achievements.

The Pupil Premium Lead, Headteacher and Pupil Premium Governor will ensure the strategy is being implemented effectively. The Pupil Premium Governor will meet termly with the Pupil Premium lead. The Headteacher & Deputy Head will ensure the needs of socially disadvantaged pupils are adequately assessed, and actions addressed, through termly progress meetings with teacher, where children’s academic progress is tracked, barriers to learning identified and targets and next steps set.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of <b>COVID 19</b> has meant the gap has widened for a number of disadvantaged pupils which is still ongoing.

2	Assessments, observations and discussions with pupils have shown that an increasing number of children require additional English support (Speech and Language Therapy, reading, oracy).
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Records show attendance and punctuality is a challenge for a number of children and there is a difference between the attendance of Pupil Premium children compared to the attendance of non-Pupil Premium children which is a contributing factor to poor academic achievement.
5	Assessments, observations & discussions show a number of pupil premium children have specific learning difficulties and are not on target to meet end of year expectations in reading writing & maths.
6	Some children have limited life experiences that impacts negatively upon English progression throughout the school.
7	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the attendance and punctuality for children so they are able take part in the all areas of curriculum including intervention when needed	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
Improved oracy, vocabulary and language skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Monitoring activities will demonstrate that all children will benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school.</li> <li>Observations will show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, book scrutinies, pupil voice sessions and ongoing formative assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning scrutinies will show a well-planned, progressive, highly ambitious, challenging and knowledge/ language rich curriculum.</li> <li>• Children will confidently communicate in a range of everyday situations.</li> <li>• Children will understand and apply the conventions of conversation.</li> </ul>
All PP children are expected to reach age related expectations and will make expected or rapid progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Pupil premium children will achieve in line with their peers when assessed by the phonics check- meeting national expectations.</li> <li>• The % of pupil premium children achieving reading standard at the end of Reception, KS1 &amp; KS2 is in line with their non-disadvantaged peers.</li> <li>• Observations will show that all children use rich vocabulary across the curriculum and apply it in their everyday spoken and written language.</li> <li>• Disadvantaged pupils achieve and improve in line with their non-disadvantaged peers.</li> <li>• Children who have small group support in addition to support in class show a marked improvement in engagement and success in lessons.</li> <li>• A consistently taught, progressive phonics scheme, taught by skilled teachers.</li> </ul>
To achieve, and sustain, improved well-being for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupil voice sessions will demonstrate that the children feel happy and safe at school.</li> <li>• Quality of education observations will capture engagement in lessons for disadvantaged pupils.</li> <li>• Children in receipt of the PPG will access wider school activities such as Pilates and residential trips.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Budgeted cost: £ 28480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase intervention resources for the DFE validated phonics scheme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,5
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,7
New marking & feedback policy.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
Additional TAs to support 1:1 in classes.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3,5

	<a href="#">One to one tuition  Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support

Budgeted cost: £ 11465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be effective especially when delivered as regular sessions: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4
Teaching of reading strategies through the John Murray model for all children. Additional small group sessions target at disadvantaged pupils who require further support.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge: <a href="#">Reading  Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4,5,6
Enhancement of our maths teaching for all pupils and curriculum planning in line with DfE and EEF guidance. Additional small group sessions will be provided for disadvantaged who require further support.  We will fund teacher release time to continue to embed & monitor White Rose Maths Scheme in school and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,5

to access Maths Hub resources.		
To ensure all teaching assistants are confident in supporting the delivery of the maths and English areas of the curriculum including interventions and in class support.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes: <a href="#">Teaching Assistants  Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,5

## Wider strategies

Budgeted cost: £ 2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a range of extra- curricular activities and residential trips.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation: <a href="#">Outdoor Adventure  Toolkit Strand   Education Endowment Foundation   EEF</a>	6

**Total budgeted cost: £42195**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Reading

The initiatives introduced in reading, 1:1 daily reading for KS1 and a focus on comprehension strategies within a small group work, was having a positive effect on all children including pupil premium children.

#### Social & Emotional Wellbeing

Children have been able to access Kooth, an online mental well-being community, which has allowed children to discuss any issue they may have.

The annual residential visit to PGL has enabled children to develop their independence and self-confidence.

#### Maths

Analysis of maths intervention, that was delivered to small groups of children, including disadvantaged children, had showed that children made progress. Children were base-lined at the start of intervention and on completion of intervention.

### Externally provided programmes

Programme	Provider
Read Write Inc	Read Write Inc Phonics
A Confident Me	Rachael Ainsworth & Kirsten Robinson