

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Woodlea Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sep 2022
Statement authorised by	J Canniford
Pupil premium lead	D Cole
Governor / Trustee lead	CDP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28175
Recovery premium funding allocation this academic year	£ 2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 30640

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through internal and external CPD.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support for disadvantaged pupils with SEND prior to funding

- support to transport pupils to required intervention they would not be able to access
- Art therapist for identified children.
- Pupils to access specific interventions for SEMH, ELSA and SLCN needs in order to access learning and make good progress
- Listening ears established across the school and boxes checked daily. Follow up concerns directly with pupils, escalating to CT / SENCO/ HT as appropriate.
- Lunch time support on playground
- To run intervention programmes to support behaviour, social skills and SEMH needs
- Signpost families to appropriate organisations

Challenges

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

Challenge number	Detail of challenge
1	Early Reading
2	Reading Comprehension
3	Writing
4	Gaps in learning due to the pandemic
5	Social and emotional mental health
6	Attendance

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
Improved phonics attainment among disadvantaged pupils.	Year 1 reading outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment and progress for disadvantaged pupils at the end of KS2	Achieve national average progress scores in KS2 Reading. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
Improved writing attainment and progress for disadvantaged pupils at the end of KS2	Achieve national average progress scores in KS2 Writing Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
Improved numbers of pupils achieving greater depth in writing, particularly our disadvantaged pupils, at the end of KS2	Achieve national average for greater depth writing
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Proactive use of therapies (ELSA, Art, Play)
Improved playtime engagement to improve reduce behaviour incidents	<ul style="list-style-type: none"> • Reduction in behaviour incidents at playtimes and lunchtimes. • Increased engagement of disadvantaged pupils in play activities through a whole school Play Strategy.
Catch-up Curriculum in Foundation Subjects	<ul style="list-style-type: none"> • Ensure that identified gaps in the foundation curriculum are addressed and closed for disadvantaged children.
Wider opportunities for therapeutic support	<ul style="list-style-type: none"> • To offer art therapies in our tier 2 support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 96%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Training in quality first teaching of reading</p>	<p>Teaching of phonics - EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.</p> <p>Reciprocal Reading - EEF Children in the FFT Literacy Reciprocal Reading targeted intervention group made the equivalent of 2 additional months' progress in both primary outcomes.</p>	<p>1 2</p>
<p>Additional Catch-up sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Purchase of Phonics Tracker</p> <p>Purchase of Phonics Resources</p>	<p>Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

Curriculum differentiation development	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Collaborative Learning - EEF</p> <p>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>Mastery Learning - EEF</p>	4
Foundation Curriculum Catch-up	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support leaders to be able to support less experienced members of staff in ensuring progress of disadvantaged pupils in non-core curriculum subjects.</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3 4

including those who are high attainers		
Curriculum Support Staff	Support staff to support disadvantaged pupils in class	1 2 3 4
<i>Lexia</i>	Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating Lexia - EEF	1 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i>	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike. ELSA – ELSA Network	5
<i>Zones of Regulation</i> SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Social and Emotional Learning - EEF There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5
<i>Individual Support for Pupils</i>	Extra-curricular support will not inhibit families from not giving consent for their children to attend the trips/experiences.	6

Total budgeted cost: £ 30,640

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

End of Key Stage 2 Pupil premium

Attainment: Reading – 100% , Writing - 100% , Maths - 100% Expected Standard

Progress (reaching their target attainment level) Reading – 67% , Writing - 67% Maths - 100%

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

[See 2020-21 Pupil Premium Report here](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	