

Pupil premium strategy statement – Woodlea Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	8.6% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Nov 2022- Nov 2025
Date this statement was published	November 2022
Date on which it will be reviewed	Oct 23, Oct 24, Oct 25
Statement authorised by	N. Gambier
Pupil premium lead	N. Gambier / D. Cole
Governor / Trustee lead	N. Bail / S. Brain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,732.00
Recovery premium funding allocation this academic year	£2,755.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,487.00

Part A: Pupil premium strategy plan

Statement of intent

At Woodlea Primary we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils received the highest quality of education to enable them to become socially responsible citizens. Our aim is to close any potential barriers for these children to achieve their full potential.

Our ultimate objectives are to:

- Remove any of the barriers to learning which might have been created by family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the whole curriculum and wider interests.
- Develop their self-esteem, well-being and confidence so they have high ambitions for themselves both as learners and future citizens.
- Access a wide range of opportunities to develop their knowledge, understanding and interest in the wider world.

Our context:

We have a low proportion of pupil premium children. 41% of the pupil premium have a SEND need. 11% are post LAC.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Ensure all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Provide CPD, subject leader and mentoring support to induct new teachers and ECTs.
- Allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- Provide focused learning support and interventions.
- Fund ELSA and other well-being provisions
- Fund support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Develop the teaching and assessment of spelling.
- Develop children's metacognition skills so they are able to be active learners.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals and be informed by research evidence.

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
Progress in Reading	To achieve at least national average progress scores in KS2 for reading
Progress in Writing	To achieve at least national average progress scores in KS2 for writing.
Progress in Mathematics	To achieve at least national average progress scores in KS2 for Maths.
RWM Combined	To have a 0 gap between disadvantaged and non-disadvantaged.
Phonics	To ensure 100% of pupil premium with non-SEND needs achieve the PSC by Year 2
Attendance	To ensure attendance of disadvantaged pupils is in line with non-disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil surveys will show continued well-being of pupils.

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: £ 8,835.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring of Phonics knowledge to ensure no child.</p> <p>Additional Catch-up sessions targeted at disadvantaged pupils who require further phonics support.</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>
<p>Monitoring of teaching to ensure quality first teaching. (Release time for Reading Lead AHT)</p> <p>Continued staff training on the teaching of reading, particularly ECTs.</p>	<p>Teaching of phonics - EEF</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: Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.</p> <p>Reciprocal Reading - EEF</p> <p>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>Develop vocabulary teaching, and specific teaching of spelling.</p> <p>Develop techniques to identify dyslexia and assess needs in this area</p>	<p>Spelling is a limiting factor for many of our pupils, including many of our disadvantaged pupils. CPD will focus on the principles of teaching spelling, the development of a progression in the teaching of spelling and development of spelling assessments.</p> <p>Development of the teaching of vocabulary. Importance of vocabulary is well documented.</p>	<p>3</p>
<p>Development of the teaching and learning</p>	<p>EEF report on Improving Literacy at KS1 and KS2</p>	

of writing through Talk 4 Writing	<p>The development of a consistent and systematic approach to the teaching of writing, which draws on the principles of: reading as a writer; oral rehearsal of language structures; focused modelling by the teacher; use of high-quality texts; and clear foci which are embedded through a three-phase approach, has been a key CPD focus for the school for the last 2 years. Teachers have seen the impact that this approach has had as its use of oral rehearsal to embed the language structures of different genres supports those children who might be less likely to be exposed to such structures naturally.</p> <p>Teachers' confidence in the implementation of the approach needs to continue and new teachers including ECTs need to be supported to develop their understanding of the pedagogies underpinning the approach and see their impact. Subject leader support and co-planning will continue this year to really embed approach and ensure consistency in the quality of teaching in this area.</p>	
Teaching development and peer support through release of AHT	Quality first teaching is the key component in improving outcomes for disadvantaged (EEF). With a high number of new staff and ECTs there is a need for a high level of support from experienced colleagues.	1,2,3,4
To develop children's metacognition. Staff training in the area.	<p>Metacognition and self-regulation have been shown to have a significant impact on learning for a very low cost. Learning walks have shown that pupils need support to develop their metacognition skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,4,5

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

Budgeted cost: £ 18,979.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lexia	<p>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</p> <p>Lexia - EEF</p>	1,2
Structured interventions for Reading, Writing, Maths and Phonics.	<p>EEF research shows that carefully planned and implement targeting interventions have strong impact on pupil outcomes.</p> <p>1:1 or 1:3 small group tutoring, while high in cost can have significant impact which has been supported by the Catch-up funding.</p>	1,2,3,4

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

Budgeted cost: £ 6048.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>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.</p> <p>ELSA – ELSA Network</p>	5
<p>EWO visits 3 x per year (Part of SLA)</p>	<p>Some of our families need more support in their lives to ensure that their children attend school regularly and they can support their learning. The impact of lack of attendance is well known and for a few of our children it is significantly limiting their progress.</p> <p>By working with the family and outside agencies, such as CAHMS, Early Help, and social services we can support our families.</p> <p>Ref: EEF document: Working with Parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The use of the Arbor app so that parents are updated with their child's attendance daily will support conversations around attendance. Monitoring of attendance takes place half termly with closer focus on our vulnerable families.</p>	6
<p>Individual Support for Pupils with extra-curricular activities and school journeys</p>	<p>Extra-curricular support will not inhibit families from not giving consent for their children to attend the trips/experiences.</p>	5 & 6

Total budgeted cost: £ 33,862.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2021 to 2022 academic year:

End of Key Stage 2 Pupil Premium:

Attainment: 100% achieved the expected standard in reading and mathematics. 25% in Writing. Progress: In reading and maths 100% made expected progress from starting points and achieve targets. In writing 75% made expected progress from starting points and achieved targets.

Progress and attainment for this group was above National and Local for reading and maths.

Evaluation of 2021-22 Targets:

- Year 1 reading outcomes show that 100% of the pupil premium achieve the PSC.
- Year 2: 75% achieved PSC by the end of year 2.
- Children are more able to talk about their emotions and use the language of the Zones of Regulation. This needs to continue so that the children's well-being continues to improve, and their resilience develops. Enrichment activities show the disadvantaged children are participating but this needs to continue as a focus.
- There are minimal issues at break at playtime due the provision which is in place. The playground organisation and sporting opportunities at playtime have greatly improved this time for children.
- Attendance of disadvantaged is still variable and this needs to continue to be a focus for the school with families being supported to ensure the children attend regularly. Overall attendance for pupil premium was 93% which was the same as non-pupil premium (93%)

Next Steps: to continue the focus on reading but ensure that writing is supported more fully with the targeted interventions and Talk 4 Writing training continuing to focus on the precise writing skills the children need. To develop the teaching of spelling. To continue to improve well-being and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia

