

# 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.

Reviewed and updated November 2023. Reviewed & updated November 24

## School overview

Detail	Data
Number of pupils in school	207 (Oct 24)
Proportion (%) of pupil premium eligible pupils	5.3% (11 pupils) (2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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
Governor / Trustee lead	N. Bail / S. Brain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£24,380
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year (24/25)</b> <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>	£24,380

# 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 and compared to other schools nationally we are well below average. (National: ~26%) However, 46% of the children identified as pupil premium have a SEND need. 9% are post LAC.

### **Achieving our objectives (Updated Oct 2024)**

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 effective.
- Provide CPD, subject leader and mentoring support to for staff including ECTs.
- Have a strong emphasis on vocabulary teaching and oracy through our approaches to reading and writing and use of collaborative learning structures (Kagan)
- Allocate a Teaching Assistant time strategically to provide small group work focussed on overcoming gaps in learning.
- Provide focused learning support and interventions which meet individual's identified needs based on robust and timely assessments.
- Fund ELSA and other well-being provisions to facilitate strong pastoral support.
- Fund support payment for clubs, activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- 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 (Updated Oct 24)

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 or social interaction due to the pandemic
5	Social and emotional mental health
6	Attendance (Update 24– this has reduced but will still be a monitored focus)
7	Additional special education needs (added Oct 24)

## 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 (24/25)

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: £ 6031.61

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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Monitoring of teaching of Phonics to ensure quality first teaching.</p> <p>Resources and Training for teaching of phonics: <i>Little Wandle</i></p> <p>Monitoring of Reading to ensure consistent implementation of the reading approach (Release of member of the reading team)</p> <p>Continued staff training on the teaching of reading, particularly ECTs.</p>	<p><a href="#">Teaching of phonics - EEF</a></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><a href="#">Reciprocal Reading - EEF</a></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>These approaches ensure there is a strong focus on developing reading comprehension through discussion and the development of vocabulary understanding.</p>	<p>1 &amp; 2</p>
<p>Develop vocabulary teaching, and specific teaching of spelling.</p> <p>Develop techniques to identify dyslexia and</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>3</p>

<p>assess needs in this area.</p> <p>Purchase of resources to support children with dyslexia</p>	<p>Development of the teaching of vocabulary. Importance of vocabulary is well documented.</p> <p>A number of pupils with disadvantage have specific spelling difficulties (dyslexia).</p>	
<p>Development of the teaching and learning of writing through Talk 4 Writing</p> <p>Work with writing consultant to support the refinement of precise teaching to close the gap in writing.</p>	<p>EEF report on Improving Literacy at KS1 and KS2</p> <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>Evaluation of implementation of the approach will be carried out this year (2024/25) . Focus on developing the specific grammar skills and re-evaluation of the teaching sequences and model texts being used to ensure support good progress in writing. 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>	3
<p>Teaching development and peer support through release of AHT</p>	<p>Quality first teaching is the key component in improving outcomes for disadvantaged (EEF). While we now only have one ECT, newly graduated staff continue to need staff development and support from experienced colleagues. (Updated 2024/25)</p>	1,2,3,4
<p>To develop children's metacognition. Staff training in the area.</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,2,3,4,5

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

Budgeted cost: £ 18,754

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><a href="#">Lexia - EEF</a></p>	1,2

Implementation of Reading Intervention Herts 4 Learning Reading Project. Online training: £160.00 for addition staff to be trained in approach.	Herts 4 Learning Reading Fluency Project EEF research has shown that the teaching of reading fluency and specifically prosody supports children to close the gap in reading skills. The impact of this was evident and will therefore continue and aim to widen those staff trained in the techniques. (2024/25 review)	2
Structured interventions for Reading, Writing, Maths and Phonics.	EEF research shows that carefully planned and implement targeting interventions have strong impact on pupil outcomes. 1:1 or 1:3 small group tutoring or focus work, while high in cost can have significant impact.	1,2,3,4

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

Budgeted cost: £ 1225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i> (included in TA costs for SEND this year)	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. <a href="#">ELSA – ELSA Network</a>	5
Inclusion Service visits 3 x per year	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. By working with the family and outside agencies, such as CAHMS, Early Help, and social services we can support our families. Ref: EEF document: Working with Parents <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> 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.	6
Individual Support for Pupils with extra-curricular activities and school journeys	Extra-curricular support will not inhibit families from not giving consent for their children to attend the trips/experiences.	5 & 6

**Total budgeted cost: £ 26011.18 (Overspend of £1631)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for disadvantaged pupils in the 2023 to 2024

##### End of Key Stage 2 Pupil Premium:

Attainment: 3 pupils. 100% of these pupils were pupils with SEND need, 33% EHCP and 33% pending EHCP. 33% achieved EXS standard in Reading and Writing making accelerated progress. 66% made accelerated progress in maths. (Progress data is based on internal teacher assessment data made during the COVID pandemic)

##### Evaluation of 2023-24 Targets:

- *There are is no national progress data for 2023/24 (due to COVID)*
- *Across the school, outcomes and progress based on internal data show that in year progress in reading is slightly greater for non-SEND disadvantaged than non-disadvantaged without SEND. For maths, it is in line but writing there is a slightly wider gap, but still broadly in line. For our children who are disadvantaged and have SEND needs there is slightly more of a gap in progress, than children with SEND needs. Because we are dealing with such small numbers, we have to be careful with extrapolations.*
- *Outcomes are still variable for disadvantaged children, and we need to continue to monitor and adapt strategies to ensure they are effective for the individual children's specific needs, particularly children with SEND.*
- *100% of disadvantaged passed PSC by the end of Year 2.. Outcomes in early reading continue to be strong for all learners.*
- *Average attendance for disadvantaged children was slightly higher in 2023/24 than non-disadvantaged children (95.6%v95.4%) and above national which is continuing the improving picture since 2021/22.*
- *Emotional well-being continues to be a challenge for many of our pupils. ELSA provision continues to have positive impacts for pupils with disadvantaged pupils, and we continue to use this and tap into wider provision such as YMCA to support.*
- *Access to enrichment activities – 100% of pupils with disadvantage attended school journeys and trips. 27% utilise wrap around care and attend clubs*

**Next Steps:** *to continue the focus on reading with introduction of Herts 4 Learning Reading fluency project to close the gap. Writing training continuing to focus on the precise writing skills the children need. To continue 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