

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woodstone Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024
Date this statement was published	1 <sup>st</sup> August 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governors
Pupil Premium Lead	Mr Patrick Mullins
Governor Lead	Mr Scott Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,480
Recovery premium funding allocation this academic year	£4,495
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	£54,975

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Woodstone, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values – Support Each Other, Keeping Each Other Informed, Being Proud of our School, Welcoming Different Opinions and Trying our Best - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the local, British and global community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

Key Principles of this Strategy Plan –

- Adopt a whole school approach so that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Have very high expectations for our disadvantaged pupils
- Thoroughly analyse which pupils are underachieving, particularly in English and Mathematics
- Draw on research evidence from our own and others' experience to allocate funding to the activities that are most likely to have a significant impact on improving achievement

- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount
- Make sure that support staff, particularly Teaching Assistants, are highly trained and understand their role in helping disadvantaged pupils to achieve
- Ensure that the whole Senior Leadership Team and Governors have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to a pupil's learning
- Facilitate pupils accessing a wide range of enrichment experiences both in and outside of the school day, which will positively impact on their academic achievement and personal wellbeing

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

## Challenges

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

Challenge number	Detail of challenge
1 Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils.
2 Phonics	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.
3 Reading	Poorer reading skills, particularly inference and comprehension skills, often due to lack of reading practice at home and a deficit in vocabulary acquisition.
4 Writing	All of the above leading to a lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and therefore limited writing

	skills. Notably, gaps in attainment have increased during the pandemic due to lack of engagement with remote writing tasks. Children entering Woodstone present with poor fine motor skills which impedes their writing ability.
<b>5 Maths</b>	Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
<b>6 Wider opportunities</b>	Ensuring that all pupils have equal access to educational visits and that families experiencing difficulties are supported e.g. with before and after school care.
<b>7 Well-being</b>	The education and well-being of some of our disadvantaged pupils has been impacted by the pandemic to a greater extent than for some of our other pupils. Children need nurturing and support before they will be able to move on academically.
<b>8 Mental health &amp; Well-being</b>	The rise in anxiety and mental health issues in families. The impact of the cost of living crisis on families in relation to education, social, emotional and mental health is potentially significant.
<b>9 Personal Development</b>	There are social and emotional issues for some of our disadvantaged pupils, notably due to a lack of enrichment opportunities. Disadvantaged children sometimes need broader outlooks and higher aspirations as they can have low stimulation outside of school and a lack of life experiences.
<b>10 Personal Equipment</b>	Limited resources at home to support the learning in school
<b>11 Behaviour &amp; Attitudes</b>	Attendance and readiness to learn can be an issue for some of our disadvantaged pupils.
<b>12 SEND</b>	23% (7 children) of disadvantaged children have SEND requiring high levels of support as they are working below ARE. Another 6 children (out of a total of 13) are classed as 'being watched' or 'monitored' as they are working below ARE and have additional learning needs. Engagement with parents with SEND/Mental health issues. Total figures re: SEND & PP area as follows: 39 children are on the SEND register (12 of whom are on the 'being watched'/'monitored' list) 31 children out of 210 receive Pupil Premium funding 7 Pupil Premium children are on the SEND register 6 Pupil Premium are on the SEND 'being watched'/'monitored' list

## 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
<p>For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<p>Majority of PP children take part in at least 1 clubs or activity each year.</p> <p>Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences.</p> <p>Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development.</p> <p>We support children in becoming 'citizens of good character' by fully embedding Character Education initiatives across the whole school.</p> <p>Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem.</p> <p>A free place at Morning Woody's Breakfast Club is provided for PP children if they request one or if we identify it will be beneficial to the child's wellbeing</p> <p>Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development.</p> <p>Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.</p>
<p>Pupils are prepared to confidently make the transition into Year 1.</p>	<p>Baseline assessments have been completed in line with National Guidance for all pupils in Reception</p> <p>NELI assessments have been administered to all Reception pupils</p> <p>Medium Term Plans meets all of the new Curriculum Objectives for EYFS</p> <p>All Phonics planning and assessment is in place (demonstrating fidelity to Monster Phonics).</p>

	<p>All pupils in Reception &amp; Year 1 are correctly grouped for Phonics teaching.</p> <p>Termly assessments ensure children are in appropriate groupings and making progress according to their ability.</p> <p>Parents have received an information leaflet and a meeting.</p> <p>Reading book audits have been completed.</p> <p>The new curriculum is embedded throughout the year.</p> <p>The number of pupils achieving a Good Level of Development (GLD) is in line with national average.</p> <p>There is an increase the number of pupils working at age related expectations in Reading, Writing &amp; Mathematics.</p> <p>There is an updated model of curriculum progression for every subject through Reception to the start of Year 1.</p> <p>Forest School sessions take place each week to develop behaviour, team work and physical and mental fitness.</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths through quality first teaching and closely monitored intervention groups.</p> <p>Better teaching and directed support ensure disadvantaged children keep up with their peers. Pupils 'keep up, not catch up' wherever possible.</p>	<p>Curriculum progression and coverage of knowledge has been reviewed, developed and improved so that the school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>The curriculum has sufficient depth and coverage of knowledge and skills development in all subjects.</p> <p>There is an updated model of curriculum progression for every subject.</p> <p>Curriculum mapping ensures progression of knowledge and skills across all subjects and over time, result in:</p> <ul style="list-style-type: none"> <li>- Pupils' work across the curriculum is of a high standard and evidences a clear sequence and progression</li> <li>- Pupil attainment and progress is in line with National Average in SATs and end of year summative tests</li> <li>- Pupils are prepared to confidently transition into the next stage of learning.</li> </ul>

	<p>Subject leaders are actively supporting the development of their subject across the school and can evidence the impact of this. Additional support for vulnerable groups through intervention programmes has been provided.</p> <p>Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.</p> <p>The introduction of The Write Stuff supports children by heavily scaffolding writing lessons and enhancing vocabulary acquisition</p> <p>The % of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6 is at least in line with national data</p> <p>The percentage in the number of all pupils achieving the expected standard in Phonics in Year 1 and Year 2 is at least in line with national averages</p> <p>Phonics outcomes for PPG pupils is at least in line with national average for all pupils</p> <p>Attainment gaps between PP and non-PP children are closing</p> <p>Class teachers demonstrate a high level of knowledge of children's individual needs at Pupil Premium Progress Meetings &amp; SEND PPMs.</p> <p>A focus on early reading strategies in EYFS and KS1 (including interventions) increase reading attainment.</p> <p>Teachers have increased reading for pleasure knowledge and plan activities which encourage reading for pleasure.</p> <p>The mastery approach to the teaching of Maths benefits all pupils but PP children and SEND pupils in particular.</p> <p>All relevant EYFS/KS1 staff have received training to effectively deliver the new phonics scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.</p>
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	<p>The Write Stuff processes are embedded across the whole school which leads to an increase in attainment.</p> <p>Through participation in the NELI programme, communication and language skills for identified pupils in EYFS improve significantly.</p>
<p>Support is in place for all children to make good progress in school</p>	<p>SENCO &amp; Deputy Headteacher (DHT) to be the designated leads for monitoring progress of vulnerable groups within SLT.</p> <p>All teaching staff are aware of vulnerable pupils in their care.</p> <p>Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age-appropriate levels in all year groups.</p> <p>Extra support for vulnerable pupils through 1:1 and group mentoring is in place</p> <p>DSL/SENCO attend Early Help &amp; Child Protection meetings as required</p> <p>Strong links are in place with outside agencies e.g. educational psychology &amp; speech and language.</p> <p>The SENCO &amp; DHT work with staff to review the needs of the pupils in the PPG and those not in the group who would benefit from this support.</p> <p>Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils as and when required.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our School, particularly our disadvantaged pupils.</p>	<p>For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive.</p> <p>SENCO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.</p> <p>Character Muscles help children develop 'softer skills' to enable them to demonstrate resilience to life at school.</p>



	<p>Qualitative data from pupil voice, parent survey and staff observations demonstrate high levels of well-being.</p> <p>An increase in the participation in enrichment activities by disadvantaged children promotes good well being</p> <p>SLT identify parents for additional support and work with them on strategies to support SEMH and further parental engagement.</p> <p>Microsoft Teams and other home learning protocols increase the amount of home learning that children have access to (if required for longer periods of absence).</p> <p>Maths, Reading and Phonics Parent meetings and other curriculum events for parents are held throughout the year</p> <p>Reduced absence among pupils eligible for PP to achieve targets.</p> <p>Attainment and progress has improved through greater motivation and self-learning</p> <p>Parents report positive experiences of working with their children on learning objectives at home.</p> <p>Data shows that individual PP children have accelerated their rate of progress in Reading, Writing and Maths</p>
<p>To ensure attendance rates for Pupil Premium children are at least in line with</p>	<p>The attendance gap between disadvantaged children and their non-disadvantaged peers is reduced.</p> <p>Effective monitoring and feedback to Governors and other staff re: the attendance of disadvantaged children is identifying children who need additional support to attend school.</p> <p>The number of disadvantaged children demonstrating persistent absence by the end of 2023-24 is lower than in 2022 – 2023.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all new staff have received CPD/training to deliver Early Reading and the Monster Phonics scheme effectively and Phonics interventions are taking place for children who fail the Phonics screening at the end of Year 2	EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.	2
Ensure all staff have access to high-quality CPD based around the recommendations from the Early Reading Framework in order to deliver a high-quality reading curriculum and support disadvantaged children with a focus on reading for pleasure	There is evidence that exposing children to high quality texts and giving them opportunities to read and listen to books which interest them enhances their ability to read for pleasure	2
Purchase or implementation 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 child to help ensure they receive the correct additional support through interventions or teacher instruction  Standardisedtests/assessingandmonitoringpupil progress/educationendowmentfoundation/eef	2,3,4,5
Ensure all relevant staff have received training to deliver the NELI Early Language Intervention and that appropriate resources are purchased in order to deliver the programme effectively	NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIER) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good	1,2,3

	language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills	
Enhancement of our Maths teaching and curriculum delivery and planning. CPD to embed key elements of guidance from Maths hub.	The DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on evidence based approaches	5
Improved Maths attainment for disadvantaged children by the end of KS2	Maths outcomes at the end of KS2 for disadvantaged children are improved on those achieved in 2022-23	5
<b>BUDGETED COST</b>	<b>£15,990 (e.g. contribution to TA salaries,</b>	

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Teaching strategies</b></p> <p>To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p>	1,2,3,4,5
<p><b>Reading</b></p> <p>To ensure that delivery of the phonics scheme is monitored closely across EYFS and KS1 and disadvantaged pupils making below expected progress are identified in Pupil Progress Meetings.</p>	<p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should</p>	2,3

<p>Small group phonics intervention across KS1 for disadvantaged children</p> <p>Purchase GAPS Phonics intervention to address gaps in children’s phonic knowledge</p> <p>Purchase reading books as required to engage our disadvantaged children</p> <p>Prioritise daily reading with an adult for the lowest 20% of readers and for disadvantaged children</p> <p>Once phonic knowledge is secure, support the vocabulary development, fluency and comprehension skills of disadvantaged children in KS2.</p> <p>Disadvantaged children struggling with fluency are to have opportunities to practise re-reading familiar books to an adult, with appropriate feedback.</p> <p>Track closely attainment and progress of disadvantaged pupils – AFL and SONAR data leads to responsive and precisely targeted teaching.</p> <p>Target disadvantaged pupils using in house data analysis (SONAR)</p> <p>QFT – Pedagogy: Teacher modelling of language and oracy. High profile of vocabulary in all lessons and subjects. Identify key tier 2 and 3 vocabulary to be taught as part of units/topics. Display and use and encourage disadvantaged children to use the resources available to them</p> <p>Purchase Library Services to ensure high quality reading texts</p>	<p>be monitored, lessons should be engaging and all staff should receive training. Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud. 1, 4, 10</p>	
<p><b>Small group intervention</b></p>	<p>Small group tuition is defined as one teacher, trained Teaching Assistant or</p>	<p>1,2,3,4,6</p>

Additional Teacher/TA hours – Reading/Writing/Maths intervention – purchase of specific interventions e.g. NELI, SHINE	tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months’ progress, on average over the course of a year.	
<b>BUDGETED COST</b>	<b>£26,990 (e.g. interventions, TA salaries, library, reading resources)</b>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue with a subscription to CPOMS to monitor the attendance of disadvantaged pupils with an aim of improving their attendance</p> <p>To provide specific support for families with low attendance through use of the Education Welfare Officer</p> <p>To provide disadvantaged pupils with the opportunity to attend Woody’s Breakfast Club for free £2000</p>	<p>Data shows that pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Good attendance also shows potential employers that a young person is reliable</p>	9
<p>To enable children to engage fully in school life and feel healthy and well during the school day (buy uniform and/or sports kit; purchase milk for pupils</p>	<p>Informal evidence suggests children who are able to have kit, milk, uniform etc feel part of the school and are fully engaged in school life.</p>	6,7,8

subsidise breakfast and after-school club; Pay off KS2 meals dinner arrears for vulnerable/none eligible FSM families facing hardship.		
To provide disadvantaged children with financial support in order to access wider experiences including music lessons, educational visits, residentials, resources, sports clubs	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum. The School will subsidise all Educational Visits and pay for visitors coming into school.  Enrichment activities offer children a context for learning and a trigger to stimulate their interest.	6
Contingency fund for acute issues	Based on our experiences and those of other local schools we have identified a need to set a small amount of funding aside to respond quickly to needs for our disadvantaged children which have not been identified at the beginning of the school year	
<b>BUDGETED COST</b>	<b>£7500 (CPoms, attendance officer, contingency, equipment)</b>	

**Total budgeted cost: £50,480**