

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium funding and recovery premium funding for the 2022 to 2023 academic year 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 2022-2023

Detail	Data
School name	Woodlands Primary
Number of pupils in school	518
Proportion (%) of pupil premium eligible pupils	13% (68 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Dr Victoria Carr
Pupil premium lead	Sharon Liversey
Governor / Trustee lead	Tracy Sadler

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year (based on allocations for 43 children eligible for the Deprivation Pupil Premium https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023)	£59,555
Recovery premium funding allocation this academic year	£6,804
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

School overview 2021-2022

Detail	Data
School name	Woodlands Primary
Number of pupils in school	516
Proportion (%) of pupil premium eligible pupils	11% (56 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dr Victoria Carr
Pupil premium lead	Sharon Liversey
Governor / Trustee lead	Tracy Sadler

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£71,869
Recovery premium funding allocation this academic year	£7,542
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	£79,411

Part A: Pupil premium strategy plan 2022-2023

Statement of intent

At Woodlands, the Pupil Premium will be used to mitigate, as far as possible, the barriers faced by our disadvantaged pupils. We are determined that the children in our school will not be disadvantaged when compared to their better off peers and this is even more of an imperative following the Covid-19 crisis. Common barriers to learning for disadvantaged pupils at our school can be: reduced support at home in comparison to peers, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations, involving social care involvement, that prevent children from flourishing. Barriers concerning lack of equipment or resources will be overcome. Speech and language difficulties, issues around reading and writing and mathematical difficulties will all be tackled as rigorously as possible. Challenges are varied and there is no “one size fits all”.

As identified by the EFF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on enhancing and embedding the quality of teaching across school. The Pupil Premium will also be used to provide additional support to improve the progress and to raise the standard of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

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 across the curriculum.

We aim to do this through, but is not limited to:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Providing small group work for pupils entitled to PP funding focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- When making provision for socially disadvantaged pupils, we will recognise that not all pupils who receive free school meals will be socially disadvantaged
- 1:1 tuition for some of our pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement
- Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement

- Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics
- Ensuring all our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age-related expectations, initially this will be in English and Numeracy where the impact will then be noticed in other subjects
- Pupil premium resources may also be used to target able pupils entitled to PP funding to achieve GDS at the end of KS1/KS2
- Providing nurture groups to support health and wellbeing

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.
- Continuing SEMH & behaviour support for our vulnerable, disadvantaged children

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges 2022-2023

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

Challenge number	Detail of challenge
1	Narrowing the attainment/progress gap for disadvantaged pupils in achieving the expected standard in reading, maths, writing, phonics and science
2	Narrowing the attainment/progress gap for disadvantaged pupils in achieving the higher standard in reading, maths, writing
3	Emotional health and wellbeing needs
4	Deprivation may mean that some of our PP children in school often lack wider experiences and some families may struggle to finance wider school opportunities that support understanding in different subject areas
5	Speech and language delay – difficulty in communication skills
6	Attendance and Punctuality barriers

Intended outcomes 2022-2023

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
Attainment/progress gap narrowed between PP pupils and their peers in reading, writing and maths in achieving the expected standard	Outcomes for PP pupils at end of EYFS, KS1 and KS2 at least in line with national
Attainment/progress gap narrowed between PP pupils and their peers in reading, writing and maths in achieving the higher standard	Outcomes for PP pupils at end of EYFS, KS1 and KS2 at least in line with national
Pupils to be able to regulate their social, emotional and behaviour so that they are ready to learn in apposite way	Pupils will have their emotional needs met and will be happy and ready to engage and learn
Pupils access a wide range of enrichment experiences, both inside and outside of school	Pupils engaged in the wider curriculum Enhanced learning opportunities embedded across school. Pupil questionnaires reflect enjoyment in school and improved attitudes to learning. Social skills independence, perseverance and team work are developed.
Communication and language skills increased for PP pupils so that they progress rapidly on entry and pupil progress and attainment to be at least in line with national.	Outcomes for PP pupils in Communication & Language will be improved and at least in-line with national data Increased ability to access learning independently
Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged	Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows Improved attendance for those identified will be noted and evaluated using or including: <ul style="list-style-type: none"> • CPOMs records • Attendance letters • Attendance reports *Attendance Panels & review meetings

Activity in this academic year 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	Education Endowment Foundation's toolkit (+ 4 months). <i>Quality first teaching is a top priority and will have the biggest impact.</i>	1, 2, 3
Subject leader training for curriculum subject leads Enhance learning experiences for all pupils through the use of Now Press Play (interactive technology) (£2,609) Continue to work closely with the English hub & RWI development Days to develop subject knowledge through CPD opportunities (£1,150) All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long term memory	Education Endowment Foundation's toolkit (+ 2 months). <i>Training supports highly qualified teachers to continue to deliver targeted support</i> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.' EEF Guide to Pupil Premium 2019 EEF Mastery Learning (+5)	1,2,3,4,5,
Recruitment of an additional 0.5 KS2 teacher to deliver structured interventions and support to identified children in Y5 & 6 (£16,000)	Education Endowment Foundation's toolkit (+ 4 months) <i>Identification of gaps in Y6 maths that could be effectively addressed through an additional teacher supporting in Y6 in the mornings – smaller classes/group sizes/ratios</i>	1, 2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Structured interventions during the school day e.g. 1:1 RWI phonics, P2P</p>	<p>Education Endowment Foundation's toolkit (+ 6 months)</p>	<p>1, 2, 3</p>
<p>Structured interventions during the school day e.g. Wellcom</p>	<p>Education Endowment Foundation's toolkit (+5 months)</p> <p><i>Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated. Oral language interventions consistently show positive impact on learning.</i></p>	<p>1, 2, 3</p>
<p>National Tutoring Programme</p> <p>Targeted academic tutoring support to help pupils reach their full potential and close gaps in learning. (£11,835.80)</p> <p>(Face to face tutoring sessions for small groups of up to 6 pupils (Years 3-6) will be offered in maths for identified pupils 2 x 30mins (x1hr) per week for 15 weeks) starting Autumn term 2</p> <p>(Face to face tutoring sessions for small groups of up to 6 pupils (Years 1&2) will be offered in English writing for identified pupils x1hr per week for 15 weeks – Spring term</p> <p>(Approx £205 per block of 15hrs – 2 staff members to conduct session after school x 4 weekly = approx. £2,000)</p>	<p>Education Endowment Foundation's toolkit (+ 5 months)</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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 topics or skills</i></p> <p>EEF (+4):</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's <p>Having analysed our cohorts we have identified that the current Y4/Y5/Y6</p>	<p>1, 2, 3</p>

	<p>cohort need support to address gaps in writing & maths</p> <p>We have also identified the current Y1 & Y2 cohort as needing intervention and support following 2 disrupted years in EYFS/Y1 due to Covid-19 and therefore will access NTP tutoring</p>	
--	---	--

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

Budgeted cost: £62,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a fully enriched curriculum offer during and after the school day. This includes the provision of extra-curricular clubs, reduced cost (50%) visits/residential visits (£3,000)</p>	<p>Education Endowment Foundation's toolkit (+ 4 months)</p>	<p>1,2,3,4,5,6</p>
<p>Provision of a range of therapies e.g. Nurture breakfast, Passion for Learning after school club, School Therapy Dog (£1,000)</p>	<p>Education Endowment Foundation's toolkit (+ 4 months)</p>	<p>3, 4</p>
<p>Attendance officer to monitor and improve attendance:</p> <ul style="list-style-type: none"> • Individual targets set for each identified pupil • Analysis of punctuality and attendance • Meet with parents and of families identified – attendance panels to set targets and review meetings held • Analyse attendance over time to identify PP pupils and evaluate improvements (£10,000) 	<p>Education Endowment Foundation's toolkit (+ 3 months)</p> <p>Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>6</p>

<p>SEMH interventions eg 2 x ELSA + ELSA supervision (£19,800)</p>	<p>Education Endowment Foundation's toolkit (+ 5 months)</p> <p><i>Social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment</i></p> <p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at pupils with particular social or emotional needs.</p>	<p>3, 4, 6</p>
<p>Full time learning mentor (£29,000)</p>	<p>Education Endowment Foundation's toolkit (+ 4 months)</p> <p><i>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family</i></p> <p>A large number of pupils have barriers to learning that impact on their self-esteem ad self-belief. Emotional well-being is key to supporting pupils' learning. Working with our learning mentors/ELSA on a regular basis aims to reduce the time spent out of class and prepare the pupils for improved learning. The learning mentor will share & receive information during CIN, TAF and CP meetings. There are a large number of families open to outside agencies and accessing support. Learning mentor time is spent supporting and guiding families.</p>	<p>3, 4, 6</p>

Total budgeted cost: £102,800 approx

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcome 1 2021-2022: Pupils to be able to better manage their social, emotional and behaviour so that they are ready to learn in a positive way

Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and this impact was evident for disadvantaged pupils and their families. We used pupil premium funding to continue to support wellbeing support for all pupils, and targeted interventions & resources to pupils when and where necessary at time of need eg Learning Mentor (£29,406), 2 x ELSA (£19,800) whilst also training an additional adult in ELSA.

Intended Outcome 2 2021-2022: Pupils to experience a broad range of curriculum experiences

To support continued inclusion for our disadvantaged pupils we ensured our disadvantaged pupils were financially supported in any educational trips, visits and residential, subsidising trips and visits by 50% (approximately £1100). This ensured that all PP children were able to attend trips/visits and enhanced their wider life / cultural capital experiences that in return led to increased engagement in our curriculum offer. Additional experiences such as after school clubs, including Passion for Learning's weekly enrichment club, gave PP further opportunity to experience a broad range of curriculum additionality alongside the main curriculum offer.

Intended Outcome 3 2021-2022: Communication and language skills increased PP pupils so that they progress rapidly on entry and pupil progress and attainment to be at least in line with national.

Whilst the use of Pathways Literacy units (as the main driver for English provision) and the use of ELSA, school led SALT sessions (on receipt of SALT advice & guidance), and Wellcomm interventions were utilised in EYFS, communication & language skills for PP children will continue to be a focus in our new PP strategy.

EYFS Communication & Language On Entry 2021	EYFS Communication & Language Summer 2022
3 out of the 61 children were in receipt of Pupil Premium (1 child with additional needs/EHCP)	3 out of the 61 children were in receipt of Pupil Premium (1 child with additional needs/EHCP)
2/3 children 66% on track on entry	1/3 child 33% on track end of summer

Intended Outcomes 4 & 5 2021-2022: Attainment gap narrowed between PP pupils and their peers in reading, writing and maths / Improved progress in reading, writing and maths

Statutory assessments for 2021/22 suggest that the performance of disadvantaged pupils was lower for disadvantaged pupils than other cohorts/groups of pupils in our school. We believe that primarily the reason for these outcomes stems from the legacy of the impact of Covid-19, which disrupted all of our subject areas to varying degrees. Disadvantaged pupils engagement in remote learning was affected during Covid-19, despite school adopting a full suite of lessons and keeping to the structure of the school day during any lockdown period. Disadvantaged children were provided with laptops/chrome books to encourage further engagement in online/remote learning. Upon school re-opening fully, staff worked to close the gap for disadvantaged children. As a school we ensured to we would maintain a high-quality curriculum to all pupils using interventions and recovery premium funding to support disadvantaged pupils in key year groups.

Targeted support for disadvantaged pupils from Y2 – Y6 was implemented using recovery premium funding. Support was targeted in maths basic skills using an experienced maths tutor/teacher via the school led tutoring route. An additional teacher in KS1 undertook writing interventions for identified PP children in KS1, alongside some additional maths tutoring with a specific focus on basic skills in the 4 number operations.

Outcomes for our disadvantaged pupils in reading, writing, maths & phonics:

EYFS Outcomes	Children who achieved GLD
3 out of the 61 children were in receipt of Pupil Premium (1 of the 3 children with additional needs/EHCP)	

GLD	1 child 33%	
Y1 Statutory Phonics		
9 out of the 74 children were in receipt of Pupil Premium (1 child out of the 9 PP children has additional needs/EHCP)	Children who achieved the expected standard	
Phonics Pass	3 children 33%	
Y2 Cohort		
6 out of 66 children were in receipt of Pupil Premium (1 child out of the 6 PP children has additional needs/EHCP)	Children who achieved the expected standard	Children who achieved a higher standard
Reading	4 children 67%	0 children 0%
Writing	3 children 50%	0 children 0%
Maths	5 children 83%	0 children 0%
Y6 Cohort		
5 out of 65 children were in receipt of Pupil Premium (1 child out of the 5 PP children has additional needs/SEN support)	Children who achieved the expected standard	Children who achieved a higher standard
Reading	2 children 40%	0 children 0%
Writing	1 child 20%	0 children 0%

Maths	3 children 60%	1 child 20%		
Intended Outcome 6 2021-2022: Improved attendance and punctuality for PP children				
	2018-2019	2019-2020	2020-2021	2021-2022
PP Attendance	95.05%	91.57%	90.42%	91.41%
Overall attendance in 2021/22 increased by 1% on previous year and this is why improving attendance for disadvantaged pupils continues to be a focus of our current plan.				

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
X Tables Rockstars	TT Rockstars (£100)
Phonics Development Days	RWI (£1,150)
Phonics Online Subscription	RWI (£1,800)
Commando Joes Character Education	Commando Joes (£2,250)
Spelling Shed	Spelling Shed (£336)
Data analysis/demographic analysis/assessment	INSIGHT