

Pupil Premium Strategy Statement 2023-2024

This statement details Woodlands Primary School's use of pupil premium funding and recovery premium funding for the 2023 to 2024 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 2023-2024

Detail	Data
School name	Woodlands Primary
Number of pupils in school	511
Proportion (%) of pupil premium eligible pupils	13% (64 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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dr Victoria Carr
Pupil premium lead	Sharon Liversey
Governor / Trustee lead	Tracy Sadler

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year (based on allocations for 64 children eligible for the Deprivation Pupil Premium https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024	£93,120
Recovery premium funding allocation this academic year https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

School overview 2022-2023

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 2022
Date on which it will be reviewed	September 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	£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 the academic year 22/23 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 2023-2024

Statement of intent

At Woodlands, the Pupil Premium is used to mitigate, as far as possible, the barriers faced by our disadvantaged pupils. We are determined that no child in our school will be disadvantaged when compared to their peers. Common barriers to learning for disadvantaged pupils at our school can be: reduced support at home in comparison to peers, poor language and communication skills, lack of confidence, additional needs, (SEND) more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations, involving social care involvement, that could prevent children in our school 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 in the EEF guide to the Pupil Premium 2023 document <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151> we acknowledge that ‘making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils’ – indeed, all pupils. The Pupil Premium will 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 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.
- Making provision for socially disadvantaged pupils, that recognises 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 is 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.
- Targeting more 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 includes:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Focussing all work on accelerating progress, moving children to at least age-related expectations.
- Supporting payment for activities, educational visits and residentials, ensuring children have first-hand, concrete, 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 2023-2024

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	Social, 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 2023-2024

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 to 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 higher standard
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 non PP children will narrow 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 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

Our tiered approach:

To prioritise spending, we use a tiered approach, to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1 – **Teaching** – ensuring high quality teaching for all pupils

2 – **Targeted Academic Support** – evidence informed interventions

3 – **Other Wider Strategies** – addressing non-academic barriers to learning

High Quality Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<p>Education Endowment Pupil Premium Guide: <i>'making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils'</i></p> <p>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</p> <p><i>Quality first teaching is a top priority and will have the biggest impact.</i></p>	1, 2, 3
Ensure thorough and relevant CPD opportunities for all subject leads. -Additional subject lead time for curriculum	<p>Mastery Learning evidence of impact shows +5 months based on a 3/5 for evidence strength according to EEF teaching and learning toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,5

<p>subject leads to evaluate and develop the curriculum area they are responsible for</p> <p>-Continue to work closely with local & national Learning Hubs (White Rose & Literacy Company) and local networks to enhance provision for all pupils, develop subject knowledge through CPD for all staff where relevant (funded by wider school budget).</p>		
<p>Subject leader training for curriculum subject leads</p> <p>Continue to work closely with the English hub & RWI development Days to develop subject knowledge through CPD opportunities (£2,000)</p> <p>All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long-term memory</p>	<p>Education Endowment Foundation's toolkit (+ 2 months). <i>Training supports highly qualified teachers to continue to deliver targeted support</i></p> <p>Mastery Learning evidence of impact shows +5 months based on a 3/5 for evidence strength according to EEF teaching and learning toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,3,4,5,
<p>Recruitment of an additional 0.5 KS2 teacher to deliver structured, small</p>	<p>Education Endowment Foundation's toolkit (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2,

group interventions / tuition and support to identified children in KS2 (£13,940)	<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>	
Assessment of pupils is purposeful and has impact. INSIGHT database is used to store & track data, allowing for comparisons to be made between disadvantaged children and peers (£1600)		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions during the school day e.g. 1:1 RWI phonics, P2P Portal £860 RWI Training £600	Education Endowment Foundation's toolkit (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Phonics - +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 5
Structured interventions during the school day e.g. Wellcom	Education Endowment Foundation's toolkit (+5 months) <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>	1, 2, 3, 5
Enhance learning experiences for all pupils	Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.	1, 2, 3,

through the use of Now Press Play (interactive technology) (£2,175)		
Address gaps in spelling and maths Spelling Shed (£336) TTR (£226) Teach Active Maths (£475)	Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.	1, 2, 3
Ensure maximised use of the school Lead Tutoring Grant allocation for our PP children (£3083.87 – 60% funded by NTP)	Education Endowment Foundation's toolkit (+ 5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit <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>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Education Endowment Foundation's toolkit (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5,6

visits. This will to enrich & widen life experiences – enhance emotional & social learning (£2621.70)		
Commando Joes Character Education Curriculum (£2,250)		
Provision of a range of therapies e.g. Nurture breakfast, Passion for Learning after school club (£1200) School Therapy Dog (£1,770)	Education Endowment Foundation's toolkit (+ 4 months)	3, 4
Attendance officer to monitor and improve attendance: <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 (£9,216)	Education Endowment Foundation's toolkit (+ 3 months) Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	6

<p>SEMH interventions eg 2 x ELSA + ELSA (£15,770 – 50% costs –)</p> <p>ELSA supervision (£525)</p>	<p>Education Endowment Foundation’s toolkit (+ 5 months) <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 (£25,780)</p>	<p>Education Endowment Foundation’s toolkit (+ 4 months) <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: £105,000

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome 1 & 2 2022-2023: Attainment/progress gap narrowed between PP pupils and their peers in reading, writing and maths in achieving the expected standard/Higher standard

Statutory assessments for 2022/23 shows that the performance of disadvantaged pupils was lower than other cohorts/groups of pupils in our school. As a school we continue to maintain a high-quality curriculum for all pupils using interventions and recovery premium funding to support disadvantaged pupils make good progress in all year groups.

Using school led tutoring, 3 staff targeted support for 56 disadvantaged pupils from Y2 – Y6, implemented using recovery premium funding. Support was targeted in maths basic skills using an experienced maths tutor/teacher via the school led tutoring route. 2 additional TA's in KS1 undertook writing interventions for identified PP children in 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:

<p>EYFS Outcomes</p> <p>9 out of the 49 children were in receipt of Pupil Premium, 1 PP child also had additional SEN support</p> <p>5/9 56% of PP children achieved GLD</p>

<p>Y1 Statutory Phonics</p> <p>3 out of the 58 children were in receipt of Pupil Premium (1 child out of the 3 PP children had EHCP)</p>	<p>PP Children who achieved the expected standard</p>
<p>Phonics Pass</p>	<p>2/3 children 66%</p>

Y2 Cohort 12 out of 74 children were in receipt of Pupil Premium (3 child out of the 12 PP children have an EHCP)	PP children who achieved the expected standard	PP Children who achieved a higher standard
Reading	7 children 58%	0 children 0%
Writing	6 children 50%	0 children 0%
Maths	9 children 75%	0 children 0%

Y6 Cohort 16 out of 81 children were in receipt of Pupil Premium (2 children out of the 16 PP children had EHCP)	PP children who achieved the expected standard	PP children who achieved a higher standard
Reading	3 children 19%	4 children 25%
Writing	6 child 38%	0 children 0%
Maths	6 children 38%	0 child 0%

Intended Outcome 3 2022-2023: Pupils to be able to regulate 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 continue to be impacted on for a variety of reasons – family breakdowns, social care involvement, increase in identified additional needs (SEND), financial impact on families due to the cost-of-living crisis and also the continuation of post-Covid related issues. We continued to use pupil premium funding to put in place additional wellbeing support for pupils, and targeted interventions and resources to pupils when and where necessary at time of need eg Passion for Learning support, Learning Mentor support and 2 x ELSA support.

Intended Outcome 4 2022-2023: Pupils access a wide range of enrichment experiences, both inside and outside of school

We continued to support inclusion for all of our disadvantaged pupils, by ensuring our disadvantaged pupils were financially supported to attend educational trips, visits and residentials,

subsidising trips and visits by 50%. This ensured that all PP children were able to attend trips/visits and this 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. No child was disadvantaged due to their PPG status. All children accessed all workshops and visits on offer for their respective year groups.

Intended Outcome 5 2022-2023 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.

During the year 2022/2023 staff in EYFS used Wellcomm to deliver speech & language interventions. New to school EAL children were also assessed using the Bell Foundation resources and targets put in place to support language acquisition and development. We continue to use 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), were also utilised in EYFS. Due to ongoing SEMH needs across school communication & language skills for PP children will continue to be a focus in our new updated PP strategy for 2023/2024.

EYFS Communication & Language On Entry 2022	EYFS Communication & Language Summer 2023
9 out of the 49 children were in receipt of Pupil Premium (1 child with SEN support) 6/9 children 66% on track on entry	9 out of the 49 children were in receipt of Pupil Premium (1 child with SEN support) 7/9 child 78% on track end of summer

Intended Outcome 6 2022-2023 Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged

Attendance officer, SLT lead for attendance, learning mentor and SENDCo have worked closely with families struggling with attendance of their child. Attendance policy has been updated to reflect new guidance and legislation. Monthly attendance checks take place. There has been regular liaison with the EWO and family support including TAFs in relation to specific cases and regular attendance panels have been held to support families.

	2019-2020	2020-2021	2021-2022	2022-2023
PP Attendance	91.57%	90.42%	91.41%	89.07%

Improving attendance will continue to be a priority in 23/24 and attendance panels will continue to be held for the most vulnerable children.

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
Phonics Development Days	RWI
Commando Joes Character Education	Commando Joes
Spelling Shed	Spelling Shed
Data analysis/demographic analysis/assessment	INSIGHT
Teach Active Maths	Teach Active