

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium funding and recovery premium funding for the 2021 to 2022 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

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

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

Statement of intent

At Woodlands, the Pupil Premium will be used to remove 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 even more of an imperative following the Covid-19 crisis. Common barriers to learning disadvantaged pupils at our school, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations 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 vigorously as possible. Challenges are varied and there is no "one size fits all".

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 a range of intervention strategies which include, but are not limited to:

- 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.
- 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.
- 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 Literacy and Numeracy.
- 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

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
2	Deprivation may mean that some of our PP children in school often lack wider experiences and can struggle to engage in the curriculum
3	Speech and language delay – difficulty in communication skills
4	Narrowing the attainment gap across Reading, Writing, and Maths
5	Lower progress scores for disadvantaged children
6	Attendance and Punctuality barriers

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
Pupils to be able to better manage their social, emotional and behaviour so that they are ready to learn in apposite way	Reduction in behavioural incidents

Pupils to experience a broad range of curriculum experiences	Pupils engaged in the wider curriculum Enhanced learning opportunities embedded across school
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.	Increased ability to access learning independently
Attainment gap narrowed between PP pupils and their peers in reading, writing and maths	Outcomes for PP pupils at end of EYFS, KS1 and KS2 at least in line with national
Improved progress in reading, writing and maths	Achieve national average progress scores in KS2 reading, writing and maths
Improved attendance and punctuality for PP children	Ensure attendance of disadvantaged pupils is at least inline with national expectations

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: £21,000

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>	3,4,5
Teacher CPD in reading, writing and maths aimed at enhancing the curriculum offer	Education Endowment Foundation's toolkit (+ 2 months). <i>Training supports highly qualified teachers to continue to deliver targeted support</i>	1,2,3,4,5,
Recruitment of an additional KS2 teacher to deliver structured interventions and support to identified children in Y5 & 6	Education Endowment Foundation's toolkit (+ 4 months) <i>Due to Covid we have identified 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>	3,4,5

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

Budgeted cost: £11,000

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>3,4,5</p>
<p>Structured interventions during the school day e.g. Wellcom</p>	<p>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></p>	<p>3,4,5</p>
<p>Tuition for children not on track to fulfil their potential.</p> <p>School Led Tuition Grant supplemented by recovery premium:</p> <p>Autumn term 2: 15 hours per child working in 1:3 groups 10 Y4 children 12 Y5 children 6 Y6 children (using school led grant and shortfall paid out of recovery premium allocation)</p>	<p>Education Endowment Foundation's toolkit (+ 5 months) <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>Having analysed our cohorts we have identified that the current Y4/Y5/Y6 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>	<p>3,4,5</p>

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

Budgeted cost: £49,500

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 visits.	Education Endowment Foundation's toolkit (+ 4 months)	1,2,3,4,5,6
Provision of a range of therapies e.g. Nurture breakfast, Passion for Learning after school club, School Therapy Dog	Education Endowment Foundation's toolkit (+ 4 months)	1,2,3
Attendance officer to monitor and improve attendance	Education Endowment Foundation's toolkit (+ 3 months)	6
SEMH interventions eg 2 x ELSA + ELSA supervision	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>	1,3,4,5
Full time learning mentor	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>	1,3,4,5
Training of additional ELSA within school. (LA grant)	Education Endowment Foundation's toolkit (+ 4 months)	1,3,4,5

Total budgeted cost: £81,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account</i>	
Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.in RWM	Due to COVID-19 there was no national standards/testing regime. Education was disrupted for 1 term and school moved to online learning (January – March with closure) alongside bubble closures on return to school.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics	No Phonics data 2020. However the Y2 who sat the Phonics screening in November 2020 saw 76% pass. Continue to work with Childer Thornton English Hub & RWI support
Improve attendance	Attendance improved for PP children (notwithstanding COVID19 impact)– and was inline with the other children’s attendance at school
Increased self-confidence and self-esteem of PP children who are experiencing the emotional effects of family break-ups, impacting on focus and concentration. Counselling and therapy sessions with learning mentors, safe spaces, and nurturing breakfasts will be used to address this	Children will make measurable progress in curriculum areas as a result of being more emotionally secure. Behaviour incidents recorded will reflect the increased emotional security of the children and detailed as above. Children will be observably more content and confident as evidenced by both staff and their own testimony.

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
Commando Joes Character Education	Commando Joes
Spelling Shed	Spelling Shed