

Pupil Premium Strategy Statement

2022-2025



Our vision

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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.

This strategy is reviewed every 6 months to ensure the effective use of funding is in place.

School overview – September 2022

Detail	Data
School name	Woodborough Wood's C o E Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	7%
Breakdown of Year Group	Yr6 = 2 children Yr5 = 3 children Yr4 = 2 children Yr3 = 1 children Yr2 = 4 children Yr1 = 1 children

Breakdown of criteria	Post LAC = 1 child 8 children current FSM 3 children Service children
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Statement authorised by	Duncan White Ashley Mcilwaine
Pupil premium lead	Duncan White
Governor lead	Deborah White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,130 <ul style="list-style-type: none"> • FSM x8 (£11,080) • Post LAC x3 (£2,410) • Service x2 (£640)
Recovery premium funding allocation this academic year	£1,000 + £590 Tutoring
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	£15,720

Part A: Pupil premium strategy plan

Statement of intent

At Woodborough Wood's Primary School we aim to be committed to all children regardless of their background and circumstances. We intend to support all children to achieve their full potential. Teaching will ensure all of our pupils achieve their potential and our aims and ambition is for the attainment gap to narrow for disadvantaged pupils to make good and more rapid progress in their learning and for their life experiences

Within our curriculum we will plan to implement deliberate extra measures.

All stake holders have strong confidence that we can maintain and develop as a vibrant and successful school which continues to attain and improve on the very high standards we want and what our children deserve.

To ensure that this is effective we will:

- Focus on the achievement for all disadvantaged students to be a priority within all aspects of school life.
- Improve disadvantaged pupil achievements and outcomes, through high-quality teaching, targeted academic support and wider strategies.
- Use data and evidence on current disadvantaged pupils' performance to inform a clear implementation strategy, maximising current systems and structures in closing the attainment gap between disadvantaged children and their peers.
- Raise the aspiration, resilience and ambitions for all disadvantaged students, maximising their outcomes and future careers.

Through analysing the school's published (and internal) data is evident that the progress gap needs to be addressed as a priority for the school moving forward. Although the published data shows low statistical numbers there are pockets of children who need rapid intervention and support to narrow the gaps within our school.

This Pupil Premium strategy aims to ensure that any gaps in learners' knowledge are identified and all learners are supported, both academically and holistically, to achieve their full potential and to ensure that their aspirations are raised.

Challenges

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

Challenge number	Detail of challenge
1	Assessment Our assessments of literacy skills (Reading & Writing) show that disadvantaged pupils are lower than for other students on entry.
2	Attendance Our attendance data indicates that disadvantaged pupils' attendance is on average lower than for non-disadvantaged pupils.
3	Aspiration Raising aspiration, levels of engagement and participation with disadvantaged pupils and their families in securing their future ambitions.
4	Well-being Our assessments and observation indicated that some disadvantaged pupils have low self-esteem.
5	Wider curriculum opportunities A small number of our disadvantaged pupils' parents financially struggle. This impacts on a small number of disadvantaged pupils as a lack of income prevents participation and attendance in some wider curriculum opportunities (school trips, residential, curriculum enrichment opportunities, wrap around care).

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
1. The progress in children's reading and writing will increase as a result of our waves of intervention. High quality teaching and learning will drive this.	Data analysis will show an increase in reading ages for disadvantaged pupils with accelerated progress. Higher percentage of children achieving ARE and greater depth in reading. Disadvantaged pupils show an increase in phonics stage progression. Targeted Tuition funding will be allocated through the Recovery premium and tutoring funding allocation.
2. To increase the attendance of disadvantaged children in line with remainder of school.	Disadvantaged pupils shown to be closing the gap to national figures than with disadvantaged pupils. The overall attendance will be in line with non-disadvantaged pupils. There will be a very low persistent absence rate.

<p>3. For disadvantaged pupils to have an aspirational opportunity for the Key Stage 1 & 2 Curriculum, in line with their non – disadvantaged students.</p>	<p>All disadvantaged pupils’ uptake on trips/residentials/enrichment opportunities. Disadvantaged pupils access wrap around care if needed.</p> <p>Parent partnership established where disadvantaged families fully engage in school life.</p>
<p>4. To increase student articulation of their learning and its placement within the wider curriculum and the world around them.</p> <p>To achieve and sustain improved well-being within school, particularly for our disadvantaged pupils.</p>	<p>Children increase their oracy skills through our phonics programme delivery.</p> <p>High levels of well-being year on year, evidenced through pupil voice, surveys and teacher observations.</p> <p>Higher profile focus of PP children in daily Teaching and Learning in all year groups.</p>
<p>5. All children will have the access to all curriculum opportunities.</p>	<p>Attendance for disadvantaged pupils is at 100% for all school events.</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 (CPD, recruitment and retention)

Budgeted cost: £7,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments</p> <p>Staff training and moderation.</p>	<p>Standardised tests provide reliable data into strengths and developments of each pupil. This ensures additional support through teaching and learning and intervention is in place. Staff training and moderation ensures accurate assessments, leading to targeted learning.</p>	<p>1,2</p>
<p>Purchase of Monster Phonics to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3</p>
<p>To attend staff training regarding Scholar Pack (attendance & data analysis)</p>	<p>Regular attendance at school for pupils. Staff understand the procedures/protocols for any disadvantaged children's absence.</p> <p>An attendance level of 90% means that, on average, half a day per week, 4 weeks in a year or 6 months during the 5-year term at Woodborough Wood's Primary would be missed.</p> <p>Studies show that students who attend at 90% or below are highly unlikely to achieve their potential and will almost certainly drop an expected grade.</p>	<p>2</p>
<p>Wider curriculum opportunities</p>	<p>Full participation in school life, leads to curriculum enrichment and full access to disadvantaged pupils (taught and hidden curriculum).</p> <p>Arts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Extended school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>4, 5</p>

Targeted academic support (Tutoring, one-to-one support structured interventions)

Budgeted cost: £3907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>High quality phonics interventions 1:1 and small group work have a strong evidence base indicating a positive impact on pupils, particularly for disadvantaged pupils. In house extra teaching assistant intervention. Track closely by phonics leader/SLT.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-three:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Enrolment onto Lightning Squad for all disadvantaged pupils from year 1-6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Lightning Squad https://fft.org.uk/tutoring/</p>	1, 4
Teaching assistant intervention.	<p>Teaching assistants provide large positive impact on learners and use targeted intervention to meet the needs of the children. These are devised in conjunction with class teachers, SLT and teaching assistants to maximise impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,4,5
Wrap around care provided.	<p>We will facilitate working parents by offering a high-quality wrap provision. Where appropriate disadvantaged pupils are accommodated. This includes targeted breakfast club and after school club provision.</p>	2

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £3907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition training	<p>Effective metacognitive strategies allow learners to think about their own learning more explicitly, usually by teaching them to set goals and monitor and evaluate their own academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 3
<p><i>School mental health lead in place. Training accessed.</i></p> <p><i>Emotional Literacy Support Assistant in place</i></p>	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>TA trained to provide emotional and social skills support to children including disadvantaged pupils</p>	4

Total budgeted cost: £15,720

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.

Our internal assessments for 2021/22 indicated that the disadvantaged pupils need extra provision.

Our overall attendance for 2021/22 indicated showed that there was a difference between our disadvantaged and non-disadvantaged children within the year which is similar to previous years.

Targeted intervention was put in place throughout the curriculum. Each child was tracked and a specific support programme was in place.

Due to the large turnover of staff, including a new senior leadership team, the pupil premium outcomes will now be monitored more closely in the next academic year. This statement will be reviewed termly as the needs of disadvantaged children become more apparent and the correct provision can be put in place. This will help determine the training, targeted support and wider strategies that are needed to be put in place.

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

Further information (optional)

Our strategy will be supplemented by additional funding not included within the above allocation. It will include:

- Deliver effective marking and feedback.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> By refining our feedback and marking policy, will improve pupil outcomes as proven in the EEF research.
- Extra-curricular activities improve wellbeing, attendance, behaviour and aspiration, trips and residential. Disadvantaged children will be encouraged to participate.

We will review our strategy each year to ensure it has the best possible impact for our children and in particular our disadvantaged children.