



Pupil Premium Strategy Statement 2022-2025

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 2023

Detail	Data
School name	Woodborough Wood's C o E Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	8%
Breakdown of Year Group	Yr6 = 5 children Yr5 = 1 children Yr4 = 2 children Yr3 = 4 children Yr2 = 1 children Yr1 = 2 children
Breakdown of criteria	Post LAC = 1 child 12 children current FSM 2 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	Linda Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,555 <ul style="list-style-type: none"> • FSM6 x10 (£1455) • Post LAC x1 (£2,530) • Service x3 (£335)
Recovery premium funding allocation this academic year	£2674
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	£17,229

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: £8614.50

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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1,2
<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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3
<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>	2
<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>	4, 5

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

Budgeted cost: £4307

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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>	<p>1,3</p>
<p>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>	<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>	<p>1, 4</p>
<p>Teaching assistant intervention.</p>	<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>	<p>1,4,5</p>
<p>Wrap around care provided.</p>	<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>	<p>2</p>

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

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £4307

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>Take 5 delivered within school.</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: £17,229

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 2022 to 2023 academic year.

	School (all children)	Number of FSM6	School (FSM6)	Local (FSM6)	National (FSM6)
EYFS	58.8%	0%	0%	60.4%	52.2%
Year 1 Phonics	93.3%	1	0%	71.4%	66.8%
End of KS1 Phonics	78.6%	4	75%	84.4%	81%
KS1 SATs (Combined)	54%	4	25%	44.3%	40.4%
Year 6 (Combined)	75%	2	50%	59.5%	59%

In Year 1, the one FSM6 child did not pass the phonics screening test. This child will now receive weekly interventions from a specialist phonics teaching assistant. They will be tracked and monitored closely to ensure they have every possibility to pass the re-check in Year 2. In comparison, one non-FSM6 child did not pass the Year 1 phonics test.

3 out of 4 FSM6 children passed the phonics re-check at the end of Year 2. This was less than the figures locally and nationally. This child will now receive extra phonics intervention in Year 3.

1 out of 2 FSM6 children achieved the expected standard or above in reading, writing and maths at the end of Key Stage 2. This was slightly below local and national figures. This child did not achieve the expected in any of the subjects. The Year 6 teacher is now targeting FSM6 children for extra boosting during assembly times in the school day to help close gaps in their learning ahead of next year's SATs test.

Intended Outcome 1 – Improvement in Reading.

The school is making good progress in meeting this outcome. The percentage of children achieving the pass mark in the Year 1 phonics screening rose from 83.3% to 93.3%. 66.7% of FSM6 children, who did not pass the phonics screening in Year 1, passed the re-check in Year 2. The school's phonics scheme is clearly becoming embedded in school throughout school and this follows further training for all staff on the scheme and purchasing of books linked to the scheme for the children to read at home with their parents. Before children begin school in Reception class, their parents are invited along to an information evening where the phonics is introduced to them before their child starts to they know what happens from the September onwards. We have also built links with the local pre-school (where a large number of our reception children come from) and they are going to start using the same scheme too.

Intended Outcome 2 – Increase the attendance of disadvantaged children

The school is making limited progress in meeting this outcome. Attendance of FSM6 children in academic year 2021 to 2022 was 86% and in 2022 to 2023 it was 87%. (National is 93.6%). The school has a new attendance policy with designated roles for staff members to follow to help tackle the attendance of FSM6 children and to encourage their families to bring them to school. The school will be following the ATTEND Framework, as introduced by Nottinghamshire County Council, to help structure conversations with the families impacted.

Intended Outcome 3 – Aspirations

The school is making good progress towards meeting this outcome. Disadvantaged children attended 100% of trips in Key Stage 1, with school subsidising 50% of the cost for each family. Feedback from these children, via pupil voice, told us how they 'loved the opportunity to go to places they had never been before' and 'they had the best time'. The number of disadvantaged children attending the school's wrap around care has increased in the last year. This year, wrap around care has been brought in-house and these children are more likely to attend due to having positive relationships with the staff members.

Intended Outcome 4 – Well-being

The school is making good progress towards meeting this outcome. More disadvantaged children compared to last year are accessing packages of support provided by our school ELSA. This has been positively received by the children and their families. Our ELSA has also supported the families of disadvantaged children around not only well-being, but school attendance too.

Intended Outcome 5 – Access to Wider Opportunities

The school is making good progress towards meeting this outcome. More disadvantaged children are now accessing our after-school clubs, including staff run clubs or clubs from an outside provider. Feedback, via pupil and parent voice, has been positive and these clubs will continue to run this year. 100% of disadvantaged children attended residential trips, with subsidising 50% of the trip and flexible payment plans playing a key part in this.

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

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.
- A review of the school's leadership structure and capacity.

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