Pupil Premium Strategy Statement

Woodloes Primary School

This statement details our school's use of pupil premium 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.

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Mrs S Byrne
Pupil premium lead	Mrs S Byrne
Governor / Trustee lead	Mrs N Onilari

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,000
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*	£149,000

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high-quality research and publications such as the EEF Pupil Premium Guide. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We believe that:
- ❖ All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- ❖ Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- ❖ Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.

- ❖ Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- ❖ Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- ❖ Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- ❖ Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some our long-term objectives will take more than an academic year to come to fruition.

This report will outline how the Pupil Premium Funding will be used following a 3-tiered approach:
- High quality teaching
- Targeted academic support
- Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	**Poor language and communication skills** • Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills • Assessments, observations, and discussions with pupils indicate vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	**Writing** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as writers.
3	**Maths** Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Social deprivation impacting on children's ability to learn.
5	Children's vulnerability due to a range of external factors i.e., parental separation, mental health, alcohol, financial and drug misuse which impact on attendance, behaviour, attainment and progress.
6	Fostering strong parental engagement, enhances support for learners, addressing both academic and social needs. Active participation from families

	significantly contributes to the overall success and well-being of children at school.

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
Improved levels of phonics, oral language skills and vocabulary among disadvantaged pupils.	• All PP pupils meet the phonics screening expectations. • Pupils' reading and fluency skills will improve due to increased phonological knowledge. • Children at risk of not achieving expected level in Communication and Language will complete NELI. • Pupils spoken vocabulary will be enhanced through the implementation tier 3 vocabulary in all subjects. • Tier 3 vocabulary will be displayed in all classrooms and referred to throughout lessons.
All PP pupils make good progress due to bespoke packages of targeted support.	Increased % of PP pupils working at ARE in reading, writing and maths in line with national expectations. • Pupils with significant welfare issues are making good progress from their starting points. • PP pupils achieve at least as well as non-PP.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• All pupils are motivated to learn and attend school 96% over the academic year.
	• Sustained high attendance by the end of 2024/2025 demonstrated by:
	  ➢ the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers are in-line
	  ➢ the percentage of all pupils including disadvantaged, who are persistently absent being below 10%.

All pupils have access to experiences that enhance the curriculum.	• PP children have access to a range of experiences to enable them to participate in all learning opportunities. • All children have opportunities to take part in extracurricular activities. • All PP have the opportunity to attend residentials.
Improved writing attainment among disadvantaged pupils.	• KS1 writing outcomes in 2023/24 show that 36% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	• KS2 maths outcomes in 2023/2024 show that 31% of disadvantaged pupils met the expected standard.

	• KS1 maths outcomes in 2023/24 show that 57% of disadvantaged pupils met the expected standard.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *48,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable learners receive verbal feedback in every lesson from teachers and LSA's to address misconceptions and move learning forward rapidly.	EEF Feedback to improve pupil learning	5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1 2
Staff and external providers will deliver workshops to parents that enable them to support their children's learning.	EEF parental engagement EEF Working with parents to support children's learning	6
Professional development for teachers focused on proven writing instruction techniques to deliver high-quality writing instruction.	EEF Guidance reports and toolkits	2
Retrieval practice is implemented and embedded across the whole curriculum to	EEF Teaching and Learning Toolkit How to use Retrieval Practice to improve learning - *retrievalpractise.org* Effective Retrieval Practice: What should we consider? – *Research Schools Network*	2 3 4

improve children's application skills and their ability to transfer their knowledge to new concepts and new situations.		
Adaptive teaching is responsive to information about learning through effective AFL from both the class teacher and LSA resulting in teaching being adjusted to better match pupils need.	DfE- Early Career Framework EEF Teaching and Learning Toolkit EEF Moving from 'differentiation' to 'adaptive teaching'	2 3 4

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

Budgeted cost: £ *47,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide intervention groups for MA to ensure they make at least expected progress at the EoKS1 and EoKS2	EEF Guidance reports and toolkits EEF parental engagement EEF Working with parents to support children's learning	2 3
Intervention groups are effective and targeted for KS1 phonics. Consolidation time for practice and application of phonics skills.	DfE Reading framework EEF Early Years Toolkit Teaching phonics: information for schools DfE EEF Phonics EEF Improving Literacy at KS1 Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2
Early intervention of children with SAL which will aid improvements in progress.	EEF Early Years Toolkit Nuffield Early Language Intervention (NELI)	1

Implement small-group writing interventions that focus on structured writing strategies.	EEF Small group tuition EEF Improving Literacy at KS1 EEF Improving Literacy at KS2	2
Daily reading with a focus on comprehension.	DfE Reading framework July 2023 EEF Improving Literacy at KS1 EEF Improving Literacy at KS2 EEF parental engagement EEF Working with parents to support children's learning	1 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school and to access Maths Readiness resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring: guidance for education settings	One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	2 3

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

Budgeted cost: £ *52,900*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extra in-class support for children with behaviour and/or emotional needs.	EEF behaviour interventions EEF improving social and emotional learning in schools EEF improving behaviour in schools EEF Making Best Use of Teaching Assistants EEF Maximising the Impact of Teaching Assistants	4 6
Develop a range of sports clubs for ALL children to access during and after school.	The EEF Guide to the Pupil Premium EEF Physical activity	4 6

Subsidise after school sports coaching for PP children.	EEF Physical activity	2 4
Provide a range of opportunities for PP children both residential and non-residential.	The EEF Guide to the Pupil Premium	4 6
To ensure targeted PP children attend a range of clubs to boost their learning opportunities.	EEF Physical activity	4 6
PP children to have help with swimming costs.	EEF Physical activity The EEF Guide to the Pupil Premium	4 6
Increased attendance rates of our PP pupils.	Research project from EEF on attendance interventions for school-aged pupils DfE Guidance - Working together to improve school attendance EEF parental engagement EEF Working with parents to support children's learning Children's Commissioner 'Attendance is everyone's business'	4 6
Rapid response to first day absence.	Research project from EEF on attendance interventions for school-aged pupils DfE Guidance - Working together to improve school attendance Children's Commissioner 'Attendance is everyone's business' EEF parental engagement EEF Working with parents to support children's learning	5 6
Attendance Lead supports attendance with first day calling, home visits, regular meetings, liaising with EWO and FSW.	DfE Guidance - Working together to improve school attendance EEF parental engagement EEF Working with parents to support children's learning	5 6
Embedding principles of good practice set out in the DfE's Working together to improve school attendance This will involve training and release time for staff to develop and implement new procedures and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 6

appointing attendance/support officers to improve attendance.		
To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence so it is broadly in-line with National).	DfE Guidance - Working together to improve school attendance EEF parental engagement EEF Working with parents to support children's learning	5 6
To respond to the specific emerging financial needs of children across the school.	DfE Guidance - Working together to improve school attendance	4 5
Raising Attainment with Wellbeing helps teaching professionals create an inclusive learning environment that supports emotional wellbeing, building social and emotional resilience and meeting the needs of neurodiverse learners.	Raising Attainment with Wellbeing	4 5 6
Organise regular events such as parent workshops, that focus on understanding the curriculum, digital literacy, E-Safety and methods to support learning at home.	EEF parental engagement EEF Working with parents to support children's learning	6

Total budgeted cost: £ *149,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception Attainment (linked to GLD - Good Level of Development

Reception Groups of learners		Number of pupils	% weighting of each pupil	Communication and Language	Physical development	Personal, Social and Emotional Development	Literacy	Mathematics	On track for GLD
PP (including non-SEND pupils)	Baseline	16	6.3%	81%	75%	56%	6%	31%	0%
	End of Autumn Term 2023	16	6.3%	88%	88%	75%	31%	63%	25%
	End of Spring Term 2024	17	5.9%	88%	94%	71%	65%	82%	52.9%
	End of Summer Term 2024	16	5.9%	75%	81%	69%	63%	69%	56.3%
Non-PP	Baseline	31	3.2%	65%	84%	52%	23%	58%	16.1%
	End of Autumn Term 2023	31	3.2%	65%	90%	61%	58%	74%	45.2%
	End of Spring Term 2024	33	3%	64%	855	73%	70%	82%	54.5%
	End of Summer Term 2024	33	3%	64%	82%	73%	61%	67%	51.5%

Year 1 – 6 Progress of groups of learners

(% of pupils making at least expected progress from September baseline assessments / % of pupils making better than expected progress from September baseline)

Year 1 - 6 PP pupils Progress in Reading, Writing and Maths (% of pupils making at least expected progress from September baseline assessments / % of pupils making better than expected progress from September baseline)			
	Reading	**Writing**	**Maths**
Autumn 2023	**88% / 21%**	**88% / 13%**	**74% / 18%**
Spring 2024	**78% / 33%**	**69% / 28%**	**72% / 32%**
Summer 2024	**79% / 34%**	**71% / 34%**	**69% / 37%**

Progress of PP Pupils (including SEND PP pupils) linked to specific year groups (% of pupils making at least expected progress from September baseline assessments / % of pupils making better than expected progress from September baseline)						
Year group	*1*	*2*	*3*	*4*	*5*	*6*
No. of PP pupils (Autumn Term 2023)	**14**	**16**	**14**	**13**	**14**	**11**
No. of PP pupils (Spring Term 2024)	*15*	*18*	*13*	*13*	*17*	*11*
No. of PP pupils (Summer Term 2024)	*15*	*18*	*13*	*13*	*17*	*11*
No. of PP pupils (Summer Term 2024) who are also SEND	*4*	*7*	*9*	*9*	*10*	*7*
No. of NON-SEND PP pupils (Summer Term 2024)	*11*	*11*	*4*	*4*	*5*	*4*
Reading Autumn 2023	*100% / 14%*	*50% / 6%*	*86% / 21%*	*100% / 54%*	*100% / 14%*	*100% / 18%*
Reading Spring 2024	*80% / 27%*	*33% / 6%*	*100% / 23%*	*85% / 62%*	*94% / 47%*	*91% / 45%*
Reading Summer 2024	*87% / 40%*	*61% / 22%*	*85% / 38%*	*85% / 46%*	*82% / 41%*	*82% / 45%*
Writing Autumn 2023	*100% / 0%*	*75% / 6%*	*86% / 7%*	*100% / 23%*	*71% / 36%*	*100% / 9%*
Writing Spring 2024	*80% / 27%*	*44% / 0%*	*54% / 15%*	*92% / 54%*	*65% / 35%*	*91% / 45%*
Writing Summer 2024	*73% / 20%*	*67% / 33%*	*77% / 23%*	*85% / 54%*	*59% / 35%*	*73% / 45%*
Maths Autumn 2023	*100% / 7%*	*56% / 6%*	*64% / 14%*	*92% / 23%*	*64% / 36%*	*73% / 27%*
Maths Spring 2024	*80% / 33%*	*44% / 11%*	*100% / 38%*	*85% / 31%*	*65% / 47%*	*73% / 37%*
Maths Summer 2024	*67% / 27%*	*72% / 33%*	*85% / 46%*	*69% / 54%*	*59% / 41%*	*64% / 18%*

Year 1 – 6 Progress of groups of learners

(% of pupils making at least expected progress from September baseline assessments / % of pupils making better than expected progress from September baseline)

Groups of learners		No. of pupils	% weighting of each pupil	Reading	Writing	Maths
PP Pupils (including SEND PP pupils)	Autumn Term	82	1.2%	88% / 21%	88% / 13%	74% / 18%
	Spring Term	87	1.1%	78% / 33%	69% / 28%	72% / 32%
	Summer Term	87	1.1%	79% / 38%	71% / 34%	69% / 37%
Non-PP Pupils	Autumn Term	249	0.4%	92% / 33%	91% / 20%	90% / 25%
	Spring Term	251	0.4%	88% / 45%	82% / 24%	84% / 32%
	Summer Term	256	0.39%	93% / 55%	87% / 35%	85% / 40%

Year 1 - 6 PP pupils Attainment in Reading, Writing and Maths
(% of pupils working at or above end of term ARE (age related expectations) / % working above end of term ARE (age related expectations))

	Reading	Writing	Maths
Autumn Term (out of 82 pupils)	40% / 6%	30% / 0%	24% / 1%
Spring Term (out of 87 pupils)	32% / 6%	22% / 0%	24% / 6%
End of Summer Term (out of 87 pupils)	43% / 6%	28% / 1%	29% / 8%

Attainment of PP Pupils (including SEND PP pupils) linked to specific year groups
(% of pupils working at or above end of term ARE (age related expectations) / % working above end of term ARE (age related expectations))

Year group	1	2	3	4	5	6
No. of PP pupils (Autumn Term 2023)	14	16	14	13	14	11
No. of PP pupils (Autumn Term 2023) who are also SEND	2	6	7	7	8	7
No. of NON-SEND PP pupils (Autumn Term 2023)	12	10	7	6	6	4
No. of PP pupils (Spring Term 2024)	15	18	13	13	17	11
No. of SEND PP pupils (Spring Term 2024)	11	12	6	5	6	4
No. of NON-SEND PP pupils (Spring Term 2024)	4	6	7	8	11	7
No. of PP pupils (Summer Term 2024)	15	18	13	13	17	11
No. of SEND PP pupils (Summer Term 2024)	4	7	9	9	10	7
No. of NON-SEND PP pupils (Summer Term 2024)	11	11	4	4	7	4
Reading End of Summer Term 2023		41% / 6%	38% / 0%	31% / 8%	47% / 13%	36% / 0%
PP Reading Autumn Term 2023	57% / 14%	25% / 0%	36% / 0%	31% / 8%	57% / 14%	36% / 0%
SEND PP Reading Autumn Term 2023	50% / 50%	0% / 0%	0% / 0%	0% / 0%	38% / 0%	0% / 0%
Non-SEND PP Reading Autumn Term 2023	58% / 8%	40% / 0%	71% / 0%	67% / 17%	83% / 33%	100% / 0%
PP Reading Spring Term 2024	47% / 7%	11% / 0%	31% / 0%	23% / 15%	47% / 12%	36% / 0%
SEND PP Reading Spring Term 2024	25% / 25%	0% / 0%	0% / 0%	0% / 0%	27% / 9%	0% / 0%
Non-SEND PP Reading Spring Term 2024	55% / 0%	17% / 0%	67% / 0%	60% / 40%	83% / 17%	100% / 0%

PP Reading Summer Term 2024	60% / 7%	50% / 0%	31% / 0%	23% / 15%	47% / 12%	36% / 0%
SEND PP Reading Summer Term 2024	50% / 25%	14% / 0%	0% / 0%	0% / 0%	10% / 0%	0% / 0%
Non-SEND PP Reading Summer Term 2024	64% / 0%	73% / 0%	100% / 0%	100% / 50%	86% / 57%	100% / 0%
Writing End of Summer Term 2023		24% / 0%	38% / 0%	15% / 0%	7% / 0%	27% / 0%
PP Writing Autumn Term 2023	36% / 0%	19% / 0%	29% / 0%	31% / 0%	36% / 0%	36% / 0%
SEND PP Writing Autumn Term 2023	50% / 0%	0% / 0%	0% / 0%	0% / 0%	13% / 0%	0% / 0%
Non-SEND PP Writing Autumn Term 2023	33% / 0%	30% / 0%	43% / 0%	67% / 0%	67% / 0%	100% / 0%
PP Writing Spring Term 2024	33% / 0%	6% / 0%	8% / 0%	23% / 0%	29% / 0%	36% / 0%
SEND PP Writing Spring Term 2024	25% / 0%	0% / 0%	0% / 0%	0% / 0%	9% / 0%	0% / 0%
Non-SEND PP Writing Spring Term 2024	36% / 0%	8% / 0%	17% / 0%	60% / 0%	67% / 0%	100% / 0%
PP Writing Summer Term 2023	27% / 7%	28% / 0%	23% / 0%	23% / 0%	29% / 0%	36% / 0%
SEND PP Writing Summer Term 2023	25% / 0%	14% / 0%	0% / 0%	0% / 0%	10% / 0%	0% / 0%
Non-SEND PP Writing Summer Term 2023	27% / 9%	73% / 0%	75% / 0%	75% / 0%	57% / 0%	100% / 0%
Maths End of Summer Term 2023		29% / 0%	63% / 13%	38% / 8%	33% / 7%	9% / 0%
PP Maths Autumn Term 2023	57% / 0%	19% / 0%	21% / 0%	31% / 8%	14% / 0%	0% / 0%
SEND PP Maths Autumn Term 2023	50% / 0%	0% / 0%	0% / 0%	0% / 0%	13% / 0%	0% / 0%
Non-SEND PP Maths Autumn Term 2023	58% / 0%	30% / 0%	67% / 17%	67% / 17%	17% / 0%	0% / 0%
PP Maths Spring Term 2024	47% / 0%	11% / 0%	38% / 15%	31% / 8%	18% / 11%	0% / 0%
SEND PP Maths Spring Term 2024	25% / 0%	0% / 0%	14% / 0%	0% / 0%	9% / 9%	0% / 0%
Non-SEND PP Maths Spring Term 2024	58% / 0%	30% / 0%	67% / 17%	67% / 17%	17% / 0%	0% / 0%
PP Maths Summer Term 2023	40% / 0%	33% / 0%	38% / 15%	31% / 23%	24% / 12%	0% / 0%
SEND PP Maths Summer Term 2023	25% / 0%	14% / 0%	0% / 0%	0% / 0%	20% / 10%	0% / 0%
Non-SEND PP Maths Summer Term 2023	45% / 0%	45% / 0%	100% / 50%	100% / 75%	29% / 14%	0% / 0%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Bug Club (reading)	Pearsons
Foundation Subject delivery and assessments	Kapow
Maths	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This Pupil Premium strategy is designed for the academic year following a change in Headteacher and Pupil Premium Lead. In September 2024, Ofsted highlighted that the previous statement was not robust enough, necessitating further data comparisons to ensure effectiveness and accountability. This year's strategy focuses on targeted interventions, enhanced tracking of pupil progress, and the engagement of families to support learners from disadvantaged backgrounds. We are committed to creating an inclusive environment that fosters achievement and personal growth, ensuring that all pupils, regardless of their socioeconomic status, can thrive academically and socially.