

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
School name	Woodloes Primary School
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023, 2023/2024 and 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Mitchell, Headteacher
Pupil premium lead	Sarah Barlow, Assistant Headteacher
Governor / Trustee lead	Niki Onilari

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,760
Recovery premium funding allocation this academic year	£10,875
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	£115,635

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, and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. At Woodloes Primary School, our curriculum vision is to ensure that all of our pupils have access to a 'broad and balanced, innovative and dynamic based curriculum in which all subjects are valued'. Through engagement with this, our pupils will be provided with a wealth and breadth of knowledge and skills which will enable them to flourish and reach their full potential academically, physically, socially and artistically.

At the heart of our approach is the provision of high-quality teaching for all pupils, with a focus on the identification and targeting of areas in which pupils require the most support. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure that the approaches we have adopted are effective we will:

- Ensure that disadvantaged pupils are challenged in the work that they're set
- Target SEMH areas, as well as academic ones, to ensure that these are not impacting on attainment and progress
- 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

In following this approach, we believe that our pupils will make good progress and aspiration will be raised in our school, resulting in pupils who believe in their capabilities and set and achieve personal goals.

Challenges

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

Challenge number	Detail of challenge
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1	Significantly below age related expectations on entrance to school (as indicated by Reception Baseline Assessments (RBA) September 2023).
2	Significantly lower attainment linked to age related expectations in reading, writing and maths than that of non-disadvantaged pupils (as evidenced in internal assessments (July 2023)). Reading: 39% of disadvantaged pupils working at or above compared to 76% of non-disadvantaged pupils. Writing: 24% of disadvantaged pupils working at or above compared to 63% of non-disadvantaged pupils. Maths: 35% of disadvantaged pupils working at or above compared to 71% of non-disadvantaged pupils. A similar pattern is seen in foundation subjects too.
3	Significantly lower progress than that of non-disadvantaged pupils in reading, writing and maths (evidenced in end of Key Stage 2 SATs progress scores 2023). Reading: -5.5 Writing: -5.0 Maths: -7.8
4	SEMH issues (identified during observations and discussions with pupils and families) which impact on attendance, behaviour, attainment and progress.
5	Financial hardship for families and limited access to resources.
6	Lower levels of parental engagement and capacity to support home learning (evidenced by limited attendance at parent/carer evening, curriculum linked in-school sessions and completion of home learning tasks).
7	Keeping children safe.
8	Lower than average attendance and lateness.

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
Gaps in knowledge, skills and	Tutoring and targeted planned intervention and support packages ensure that attainment of disadvantages pupils in

understanding are closed.	reading, writing and maths is comparable to that of non-disadvantaged pupils.
Improved reading attainment linked to ARE among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment linked to ARE for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment linked to ARE for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
SEMH and safeguarding issues are identified and supported effectively	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice and teacher observations • a significant reduction in CPOMS entries • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Increase parental capacity to support pupil's learning outside the school day.	<p>Additional in-school support is available to support and consolidate the learning of disadvantaged pupils as required (e.g. reading).</p> <p>Increased parental engagement evidenced by increased attendance at parent/carer evening and curriculum linked in-school sessions.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils to be 96+% with the figure among disadvantaged pupils being no more than 2% below their peers.

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: **£51,869**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and enhance quality first teaching through a coaching approach for staff.</p> <ul style="list-style-type: none"> • Growing Great People Professional Development Program • Bespoke support for staff as required with Teaching and Learning Lead (Deputy Head Teacher) • Ongoing use of assessment for learning and prior learning activities to identify and address gaps in pupil understanding 	<p>Research illustrates quality first teaching is of paramount importance to enable pupils to know more and remember more and apply prior learning.</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>https://educationalendowmentfoundation.org.uk/educational-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3</p>
<p>Improve the quality of social and emotional (SEMH) learning and support.</p> <p>SEMH approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Enable all pupils to access the morning academic curriculum (with 1:1 or small group support as required).</p>	<p>Engagement with core subject curriculum increases attainment and progress.</p>	<p>2, 3</p>

<p>Enhancement of maths and English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school.</p>	<p>Research illustrates quality first teaching and good subject knowledge is of paramount importance to enable pupils to gain and retain knowledge.</p>	<p>1, 2, 3</p>
<p>Implement and monitor DfE validated Phonics Programme (Bug Club Phonics) across EYFS and KS1 to secure phonics teaching for all pupils and Time for Phonics programme to provide intervention across KS2.</p> <ul style="list-style-type: none"> • Reading Lead to provide CPD and resources linked to successful implementation of Phonics scheme • Reading and Teaching and Learning Leads to monitor teaching of phonics and evaluate impact on learning providing targeted support as required 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of Kapow planning and assessment tool for foundation subject areas</p>	<p>The DfE statutory guidance has been produced drawing on evidence-based approaches which require pupils to have a broad and balanced curriculum:</p> <p>http://gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</p>	<p>2,3</p>
<p>Purchase of White Rose planning and assessment tool for Maths</p>	<p>Supporting high quality teaching and assessment is pivotal in improving outcomes and can narrow the gap.</p> <p>Education Endowment Foundation</p>	<p>2,3</p>

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

Budgeted cost: **32,446**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional afternoon daily phonics sessions for EYFS and KS1</p> <p>Additional daily phonics sessions for targeted Key Stage 2 disadvantaged pupils.</p>	<p>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:</p>	<p>2, 3</p>
<p>Engage with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils in Key Stage 1 and 2</p>	<p>Tuition sessions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small group arrangements:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3</p>
<p>Deliver a speech and language programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Targeted interventions and in-class support for least able children, including disadvantaged.</p> <ul style="list-style-type: none"> • Focus on use of phonic knowledge for reading • develop reading comprehension 	<p>There is extensive research that phonics and reading comprehension skills are a crucial component of being a successful reader:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>

through effective questioning	https://educationalendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Specialist support to identify and address learning and SEMH issues (including support from the Early Intervention Service, IDS, Educational Psychologist and Speech and Language).	Early identification ensures pupils are able to access all learning opportunities.	

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

Budgeted cost: **£31,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Access to SEMH first aid during unstructured times of the school day.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Develop emotional literacy and support for children to identify and regulate their emotions. <ul style="list-style-type: none"> • Afternoon provision for targeted pupils in The Hive 	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. https://educationalendowmentfoundation.org.uk/education-	4

	evidence/teaching-learning-toolkit/behaviour-interventions	
Ensure safeguarding issues (including those linked to attendance) are discussed and addressed during regular DSL meetings.	Raise in safeguarding concerns, including impact of mental health, impacts family life, attendance and attainment.	7
Provide access to wider curriculum support to ensure that pupils have access to all learning opportunities and relevant resources.	Based on the current economic climate, some families are experiencing financial hardship and have limited access to resources, including trips and wrap around care. The contingency fund will enable support with this.	5
Provide a named member of staff to provide family support and early help meetings.	Increased mental well being and safe guarding issues can impact on behaviour, attainment and SEMH.	6, 7, 8
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
To provide one-to-one learning support for those children who struggle to participate in whole class learning for extended periods of time and an individualized curriculum to cater for specific needs.	Evidence suggests that all learners have different needs, and that an approach that is personally	

Total budgeted cost: £115,635

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 2021 to 2022 academic year.

2020 - 2021 and 2021 - 2022

Due to COVID-19, performance measures do not exist for 2020 and 2021 and 2022 saw the first return of National testing returning to school. However, our internal assessments during 2020/21 and 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, and this was supported by the attainment and progress of disadvantaged pupils in SATs.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and daily lessons delivered via TEAMS (with disadvantaged pupils having access to school equipment to access these).

Our prior assessments and observations also indicated that pupil behaviour, wellbeing and mental health were significantly impacted, particularly for disadvantaged pupils, and were impacting on attainment. Therefore, during the academic year 2021 – 2022, we used pupil premium funding primarily to provide wellbeing support for all pupils, and targeted interventions where required, as well as participating in the tutoring programme to address academic gaps. However, continued attendance issues due to COVID-19 affected the impact of this on attainment and progress.

2022 - 2023

Contextual information:

- In Reception 9 pupils were in receipt of the PPG (15% of the cohort)
- In Year 1 - 6, 82 pupils were in receipt of the PPG (25%)
- Of the 82 PP pupils in Year 1 - 6, 40 of these (49%) are non-SEND PP pupils and 42 (51%) are SEND PP pupils

End of year internal data shows:

- 89% of pupils in receipt of the PP in Reception achieved a GLD
- 39% of Year 1 - 6 pupils in receipt of the PPG were working at ARE, with 6% working above ARE, in Reading
- 24% of Year 1 - 6 pupils in receipt of the PPG were working at ARE in Writing
- 35% of Year 1 - 6 pupils in receipt of the PPG were working at ARE, with 4% working above ARE, in Maths

Year 1 PSC

- 17 of the cohort (29.3%) were in receipt of the PPG
- 53% of pupils in receipt of the PPG achieved a PSC pass

KS1 SATs data

- 8 pupils in receipt of the PPG (18.6% of cohort are PP) sat the KS1 SATs tests
- Reading: 43% of PP pupils were working at ARE
- Writing (Teacher Assessments): 43% of PP pupils were working at ARE
- Maths: 71% of PP pupils were working at ARE

Year 4 MTC information

- 2 pupils in receipt of the PPG were unable to access the MTC
- 13 of the cohort (28%) who were in receipt of the PPG were able to access the MTC
- The average points score of the non-SEND and SEND PP pupils was 14.23 (below that of the national average linked to pupils in receipt of the PP of the PPG who were non-SEND)
- 8% of the pupils in receipt of the PPG scored 100%

KS2 SATs data

- 18 pupils (30% of the cohort) were in receipt of the PPG

Attainment:

- Reading: 47% of PP pupils were working at ARE
- Writing (Teacher Assessments): 42% of PP pupils were working at ARE
- GPS: 42% of PP pupils were working at ARE, with 11% working above ARE
- Maths: 32% of PP pupils were working at ARE, with 5% working above ARE
- Reading, Writing and Maths combined: 21% of pupils in receipt of the PPG were working at ARE

Progress

- Reading progress score for pupils in receipt of the PPG was -5.5
- Writing progress score for pupils in receipt of the PPG was -5.0

- Maths progress score for pupils in receipt of the PPG was -7.8

Internal and external assessments during 2022/23 suggested that the performance of disadvantaged pupils continues to be lower than that attained prior to COVID. However, internal assessments made linked to the implementation of the tutoring programme showed progress from the baseline, and a positive impact linked to the inclusion of SEMH strategies. This will continue to be monitored during the second year of the three-year strategy plan.

Externally provided programmes

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

