

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	Woodlands Primary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J. Fleetwood
Pupil premium lead	J.Fleetwood/M. Duggan
Governor / Trustee lead	V.Maher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238 830
Recovery premium funding allocation this academic year	£23 345
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	£262 175

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for **all** children to achieve highly and make rapid progress in their learning. We want to ensure they feel safe and happy in school and ready to learn. We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.

We will offer high quality teaching to all our disadvantaged pupils and ensure that intervention for all pupils, including disadvantaged pupils, is closely matched to ongoing and accurate assessment. Our strategy aims to offer targeted support to those most affected by recent school closures and to help them catch up on lost learning. This includes the use of small group tuition funded by the National Tutoring Programme.

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.

We will continually self-evaluate our practice in light of assessments in order to adapt practice as necessary to support our most disadvantaged children and help to close the gaps.

We will implement a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have difficulties in spoken language skills and there is a lack of reciprocity between spoken language into vocabulary acquisition in their writing.
2	As children enter the school, baseline levels for many areas of development, particularly the prime areas, are well below age-related expectations. Communication and language, understanding and speech are significantly below for those children eligible for PP.

3	Many pupils come from homes that are unable to support a positive learning culture and do not have access to quality book, reading environments or the skill to improve mathematics.
4	Pupil attendance, in particular persistent absence, is a barrier for many PP children. High levels of absence has continued and leave of absence requests to home country in term time have increased.
5	Mental health and low self-esteem has affected mental health and resilience often resulting in chaotic family lives and increased social services involvement.

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
Disadvantaged children to achieve at least in line with National Average Progress score in reading	<ul style="list-style-type: none"> Children working in smaller classes Focused TA support Whole school focus on vocabulary every year Gaps in phonics knowledge closed EYFS & KS1 effectively implementing Rocket Phonics Accelerated reader used consistently to raise attainment at KS2 Steady increase in percentage attaining age related expectations by 2026
Disadvantaged children to achieve at least in line with National Average Progress score in writing	<ul style="list-style-type: none"> Children working in smaller classes Focused TA support Purposes of writing clear Staff trained in delivery of a new writing curriculum Writing activities carefully planned to meet interests and needs of children Clear progression in writing skills planned and taught by all staff Handwriting scheme to follow through school in a phased way Steady increase in percentage attaining age related expectations by 2026
Disadvantaged children to achieve at least in line with National Average Progress score in maths	<ul style="list-style-type: none"> Children working in smaller classes Focused TA support Catch up NCETM materials used for specific groups of children Number facts & number sense used to develop fluency

	<p>End points for maths reviewed and re-planned to ensure key knowledge is revisited</p> <p>Progress and attainment assessed against end points</p> <p>Small group maths tuition in place</p> <p>Steady increase in percentage attaining age related expectations by 2026</p>
<p>For disadvantaged children to attend at least in line with national figures</p>	<p>Attendance incentives effectively in place</p> <p>Daily messages home for non-attenders</p> <p>Teachers proactive to encourage attendance</p> <p>Attendance is at least 95%</p> <p>Persistent absence rates reduced to less than 7% (national average for primary schools)</p> <p>All children arrive on time.</p>
<p>For children and their families to have good mental health</p>	<p>Children have access to the appropriate mental health support through external or school based services.</p> <p>Families effectively supported by appropriate agencies</p> <p>My Happy Mind Program implemented effectively.</p> <p>Thumbs up counselling for select groups of children</p> <p>Support from mental health practitioner</p> <p>CAMHS referrals</p> <p>School staff linked with agencies to provide parenting courses e.g. sleep clinic, ADHD</p> <p>Introduce mental health ambassadors</p> <p>Organised regular coffee mornings/events for the school community</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 (for example, CPD, recruitment and retention)

Budgeted cost: £188 552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller single age classes to continue to be funded. TAs used to support specific groups of children	More individual attention has led to greater progress in our pupils EEF Toolkit +3 months	1, 2, 3
<i>Delivery of EAL support within class.</i>	EEF evidenced interventions support	1, 2, 3
<i>Funding TAs to make smaller more focused groups for guided reading and phonics</i>	More individual attention has led to greater progress in our pupils EEF Toolkit +3 months	1, 2, 3
CPD to focus on refining the teaching of writing, twilights to provide staff CPD, time for planning and resourcing. Continue to refine Hertfordshire Spelling at KS2. CPD will continue to focus on metacognition, SEN and continuing to improve the retention of new vocabulary Staff to continue to use VIPERS	Children taught a focused writing curriculum that develops skills progressively based upon research and training Children given tools to decipher unknown words Children have strategies to spell accurately 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF Oral Language Interventions + 6 months EEF toolkit – Reading Comprehension Strategies + 6 months EEF toolkit – Metacognition +7 little cost for high impact	1, 2, 3

approach for whole class reading comprehension		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32 390.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school led tutors for targeted children in Maths, Phonics and Reading	EEF – small group tuition + 4 months Children in 2021-2022 made good progress following individual and small group tuitions	1, 2, 3
<i>Delivery of and resources Talking Partners, EAL individual /1:1 support</i>	EEF evidenced interventions EEF Toolkit +3	1, 2, 3
<i>Cost and resourcing of accelerated Reader</i>	Children are more enthusiastic about reading and read a wider variety of books EEF Toolkit +3	1, 2, 3

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

Budgeted cost: £53 182.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve Mental Health, Wellbeing and learning behaviours amongst pupils through using My Happy Mind curriculum. Revise whole school behaviour policy so consistent in procedures throughout. Behaviour system trauma informed and</i>	EEF Social and Emotional Learning Research in clinical practise (CBT) British Association for Behaviour and cognitive Psychotherapies (BABCP) Trauma Informed practise training – NPQBLC – National Professional Qualification for Behaviour Learning & Culture.	4, 5

<p><i>used to motivate positive behaviour.</i></p> <p><i>Access to mental health practitioner</i></p> <p><i>Access to trained adults in a safe area 'Rainbow Room'</i></p> <p><i>Targeted group and individual mental health programmes that are evaluated</i></p> <p><i>Training all staff in supporting pupils with SEN within the classroom including the introduction of sensory circuits and regulation stations</i></p>		
<p><i>Decrease persistent absence for disadvantaged pupils through various strategies included in full implementation plan including attendance cards and prizes and various rewards and weekly assembly.</i></p> <p><i>Embedding principles of good practice set out in Improving School Attendance advice</i></p>	<p>Prior to lockdown PA decreased using these strategies but has risen again since return to school</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3, 4, 5</p>

Total budgeted cost: £274 125.30

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.

Attainment

The effect of the pandemic has had an impact on children's resilience and mental health and as a consequence attainment. School led tutoring led to rapid progress in reading and phonics for a number of children in 1, 2, 3, 4 and 5. Small group work and intervention programs led to gains in mathematics and speech and language for children in years 2 – 6.

Additional adult support, new phonics teaching / books and a focus on vocabulary acquisition led to significant progress in reading and writing.

At the end of Foundation 2 the percentage of children assessed as a Good Level of Development was 76% overall with 78% of children entitled to Pupil Premium funding reaching this standard.

In year 1 the percentage of children who attained the pass mark in the phonics check was 80% overall with 74% of children entitled to Pupil Premium funding. National data (unvalidated) 79%

At the end of Key Stage 1 57% attained the expected level in reading (Pupils Premium children 50%) In writing 55% attained the expected level (Pupil Premium 47%). In maths 57% (Pupil Premium 58%)

At the end of Key Stage 2 63% attained the expected level in reading (Pupils Premium children 56%) In writing 54% attained the expected level (Pupil Premium 50%) In maths 60% attained the expected level (Pupil Premium 44%)

School Led Tutoring will continue to be in place to support disadvantaged children who have fallen behind in their learning in order to close the gaps.

Attendance

Attendance will continue to be an action plan for 2023-2024 as 2022-2023 was a poor year for attendance for various reasons. The impact of Covid has left some pupils and families less resilient. More holidays, that were cancelled due to Covid have been taken in term time. Many families took extended leave back to their homeland and infections such as stomach bugs have caused a lot of absence.

The overall whole school attendance up to the end of July was 91% (national 94%)

Persistent absence was 30%. Improving attendance will be a priority for the next academic year.

Mental Health, Wellbeing and learning behaviours

Reduced incidents of poor behaviour around school. Less incidents of disruptive behaviours in classes meaning more effective learning could take place. The number of fixed term exclusions significantly reduced. Action taken following these incidents meant there was no repeat incidents.

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
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle
Wellcomm	GL Assessment
Spelling Shed	Ed Shed
Phonics Shed	Ed Shed
Nessy	Nessy Store
Learning Village	The Learning Village Academy Trust
Bug Club	Active Learn
Epic Books	Epic
Maths Seeds	3P Learning
My Happy Mind	University of Chester

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

According to DFE guidance 51% of pupils attending Woodlands are disadvantaged. However of the remaining 49% who are classed as non-disadvantaged 62% are of them are EAL pupils. This means that due to their culture they are isolated within the community. They do not have experience of high quality English discussions at home and they have very limited life experiences as they tend to remain indoors with family or at the mosque where they feel secure. This means that although we target pupil premium children as a priority we are always looking for opportunities to provide for all of our pupils.