

Woodhouse Community Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers	Final year of previous 3-year plan 2023-24
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Andrea Norman Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510
Service children	£335
Post Looked After Children	£10,120
Recovery premium funding allocation this academic year	£19,602
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£207,567

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

At Woodhouse Community Primary School, there is a higher-than-average proportion of children who are classed as disadvantaged, with 40% of children in receipt of Pupil Premium also on the SEND register. Therefore, there is a definitive need to ensure that school improvement planning, and Pupil premium strategy are closely aligned, with key elements of improving outcomes for our pupils in Reading, Writing and Maths so that when they leave our school at the end of year 6, they leave with the core basic skills and knowledge to equip them to be effective, independent, life-long learners thus improving their life chances.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. 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 and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider school plans for education recovery and catch up, notably in its targeted support through the National Tutoring Programme and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related expectations in communication and language. This means they

	<p>need to make more progress than their peers to catch up over time and address issues with language acquisition and application [speaking; listening and attention; vocabulary].</p> <p>Vocabulary and language gaps remain prevalent across disadvantaged pupils in comparison to non-disadvantaged.</p>
2	<p>Pupils who are eligible for Pupil Premium have less experience with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition of word reading, fluency and comprehension skills.</p>
3	<p>Pupils who are eligible for Pupil Premium have less experiences in their wider life experience in addition to a more limited vocabulary and language structures which means they struggle with the 'compositional elements' of the writing process.</p>
4	<p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils during COVID years. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and wider curriculum areas. A significant number of our disadvantaged children have a lack of working memory capacity and have experienced a lack of broader cultural and social experiences, which negatively impacts the knowledge and information they can recall.</p>
5	<p>Our disadvantaged pupils in school have a lower self-efficacy than their non-disadvantaged peers, which has been compounded further due to school closures and lockdowns.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, notably due to a lack of enrichment opportunities during school closure.</p> <p>Teacher referrals for support markedly increased during the pandemic and in school support for children through bespoke programmes has increased.</p>
7	<p>Our attendance data over the last five years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>School's persistent absence rate remains significantly higher than national and a significant majority of our persistent absentees are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and monitoring indicate significantly improved oral language amongst disadvantaged pupils.
Improved reading attainment among disadvantaged pupils including in phonics .	KS2 reading outcomes in 2023/24 show that the gap is reduced to less than 10% (pre-covid) Phonics screen data at the end of year 1 shows that more than 75% of disadvantaged pupils pass the screen.
Improved writing attainment among disadvantaged pupils.	KS2 Writing outcomes show that the gap is reduced to 10%. Internal data and monitoring shows an increase in disadvantaged children achieving EXS across year groups- reducing the gap to less than 15%.
Improved maths attainment for disadvantaged pupils.	KS2 Maths outcomes shows that the gap is reduced to 10%. Internal data and monitoring shows an increase in disadvantaged children achieving EXS across year groups- reducing the gap to less than 15%.
Improved knowledge retention across the wider curriculum for disadvantaged pupils.	Assessments and monitoring (pupil discussion/quizzes, formative assessment) indicate significantly improved knowledge retention amongst disadvantaged pupils.
Improved 'self-efficacy' and growth mindset in disadvantaged pupils.	Higher % of pupils who demonstrate high levels of self-efficacy and growth mindset seen through discussion, monitoring and responses from pupil voice, teacher observation. A significant increase in independent/group/paired working throughout the curriculum. Improved peer and self-feedback and review.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being in line with national.

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: £84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated Systematic Synthetic phonics. Programme and training to secure stronger phonics teaching for all pupils. Changing from RWInc to Little Wandle due to 2023 Y1 43% outcomes.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading, particularly for disadvantaged pupils. Phonics. EEF (educationendowmentfoundation.org.uk) Local comparison between RWInc. and Little Wandle (The School Data Company Anthony Conlin) states slightly better outcomes achieved using Little Wandle.</p>	<p>2</p>

<p>Embedding dialogic activities across the school curriculum-supporting children to articulate key ideas, consolidate understanding and extend vocabulary. Resources will be purchased, and ongoing teacher and TA training and release time will be funded to support provision.</p>	<p>There is strong evidence base that suggests oral language interventions (NELI) and dialogic classroom activities (high quality discussion) are inexpensive to implement with high impacts upon reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 3</p>
<p>Enhancement of Maths teaching through investment in CPD to align to White Rose. We will enhance the teaching of Maths and planning in line with DfE guidance (teacher release time)</p>	<p>The EEF guidance is based upon a range of the best available evidence. 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.</p>	<p>4</p>
<p>Training and implementation of structured writing programme (programme to be sourced – considering pens to paper) in KS1 and KS2 to improve outcomes.</p>	<p>The EEF Literacy for Key Stage 2 Guidance document recommends to ‘Teach writing composition strategies through modelling and supported practice’.</p>	<p>3</p>
<p>Early identification of speech and language need. Language rich environments and additional staff to support and promote oral language through key intervention. (BLAST and NELI)</p>	<p>There is strong evidence base that suggests oral language interventions (NELI) and dialogic classroom activities (high quality discussion) are inexpensive to implement with high impacts upon reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>CPD and purchase of ICT based reading resources to support and promote reading skills and embed</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 4</p>

reading across the wider curriculum aid knowledge retention (Little Wandle home reading, AR and Reading Plus)		
Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups. Specific TA support to target children with additional gaps in core learning.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3 & 4

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

Budgeted cost: £52,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured and additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support delivered by highly trained TAs. (Y1-3)	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 (Phonics toolkit EEF)	2
Y3 targeted support – teacher through school led tutoring focusing upon target areas of Reading and Writing.	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2 & 3
Learning mentor and EWEL team to	Social and emotional learning	5 & 6

provide targeted additional support to children to improve their social and emotional wellbeing.	EEF (educationendowmentfoundation.org.uk) Research concludes that disadvantaged pupils do better when they have developed strong social and emotional skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing employment of highly experienced PSA offering support to families and children to aid social and emotional wellbeing and development. Signposting families to a range of agencies and supporting with improvements in attendance.	Understanding the use of attendance and family liaison officers as a school level strategy to improve attendance. EEF (educationendowmentfoundation.org.uk) Working with parents to support children's learning. EEF (educationendowmentfoundation.org.uk)	5, 6 & 7
Breakfast for all children on entry into school every morning	Research shows hungry children do not perform as well. National School Breakfast Programme EEF (educationendowmentfoundation.org.uk) Food deprivation is high at Woodhouse, and this has been exacerbated due to the cost-of-living crisis.	4
Attendance officer and PSA to support HT to embed principles of good practice in the DFE's Improving School attendance advice. Training and release time to allow staff to develop and	Having a multi staff approach to tackling attendance is recommended in the DfE Improving school attendance advice .	7

implement procedures effectively.		
Targeted support for Persistent absentees to provide Breakfast club places.	An intervention recommended as part of a multi-agency approach to reducing persistent absence .	7
Cultural Capital- Ensure all disadvantaged pupils have the opportunity to learn an instrument and to continue through into small group tuition.	A systematic review conducted for the EEF (education endowment foundation) found that there is promising evidence supporting the academic impact of learning to play an instrument (Reaching the Unseen Children -Jean Gross) All children have the right to learn to play an instrument.	5 & 6
All children offered chance to attend outdoor and adventurous residential in Key Stage 2.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence, and motivation.	5 & 6
All staff to be trained in and to deliver restorative approaches and zones of regulation to begin to embed these approaches across school.	A collaborative (or s-operative) learning approach involves pupils working together on activities or learning tasks to ensure everyone participates. Our children need to begin to self-regulate to achieve co-operative working EEF (education endowment foundation)	5 & 6

Total budgeted cost: £207,567

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year can not be established as the school has undergone great turbulence in leadership over the past 18 months (new substantive headteacher appointed in Sept 2023) Governors were informed during the Ofsted Inspection of April 2023 that Pupil Premium Funding was not, at that time being spent effectively. One example of this was the outcomes in Y1 phonics screening that followed in June 2023 where only 43% of the pupils met the standard of the phonics screening check.

Externally provided programmes

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

Programme	Provider

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors should be involved in evaluating the Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Committee Date
<i>Teaching Priorities</i>	<i>Little Wandle resources have been purchased. School is working with St. Michael's English Hub. First two reports have been very positive. Heat maps show children have large gaps in phonics but the regular delivery of the new phonics scheme is showing early signs of good impact.</i>	<i>Wednesday 13th December 2023</i>

	<p>Staff in EYFS have begun training to deliver the NELI programme. Work is underway to develop dialogic teaching to extend vocabulary beginning in Early Years.</p> <p>The maths leader continues to work with White Rose maths – has attended a course and works following advise from Lingfield Trust maths leader Peter Foulds. Release time has enabled maths monitoring to take place and work on embedding problem solving for greater impact is well under way.</p> <p>BLAST and NELI are being used to identify children with speech and language needs in EYFS to support with the next steps of building a language rich environment.</p> <p>Teachers’ buddy partner work has led to an interest in Reading Plus – reading fluency programme to support access to reading comprehension. This will be explored further in the spring term.</p> <p>Further TA appointments have enabled an existing TA to be released from her current role to work 0.5 in class and 0.5 across the school to delivery further speech and language support and interventions from Jan 2024</p>	
<i>Targeted Academic Support</i>	<p>Initial targeted support for phonics is taking place in year 3 (Y2 delivery – instead of rapid catch-up) Plans to introduce further phonics sessions in Y1 are in place for spring term 2024</p> <p>1:1 and small group tuition for writing has not yet begun.</p> <p>EWEL team are offering targeted support to three pupils. Requests have been submitted for further hours of support but EWEL are experiencing capacity issues. School has been added to a waiting list. HT will seek to find alternative arrangement if nothing is enabled in the spring term through EWEL.</p>	<p>Wednesday 13th December 2023</p>
<i>Wider Strategies</i>	<p>PSA offering support to families and signposting to external agencies has supported the increase in Early Help referrals and work completed around safeguarding with the increase in families moving to CP level. A further two early help referrals have been made and a further 4 children have progressed to CP.</p> <p>This has released the HT time to focus on further developing attendance. Letters have been sent half termly relating to every child’s attendance and a raffle reward has been established. Whole school attendance to date is 90.7%</p> <p>Funding spent to support Magic Breakfast purchasing of bagels for all children in school at a much-reduced cost. Current optional breakfast</p>	<p>Wednesday 13th December 2023</p>

	<p>club provided at 50p per pupil per day. Cost implications of this require further analysis.</p> <p>Two training sessions undertaken by HT for attendance (one LA one DfE). Autumn term meeting held with LA attendance officer. Impact on attendance is showing through fewer absence without reason given. Actual attendance is showing small gains. FPN are being pursued.</p> <p>PA and SAs targeted support, breakfast club, purchase of alarm clocks and SA bespoke curriculum with items bought to support.</p> <p>Ensuring disadvantaged pupils have opportunities to learn an instrument – Autumn Term Ukulele and extra tuition offered targeted to PP funded pupils.</p> <p>All children from Y4-6 offered access to outdoor residential in March 2024. Places increased from 25 to 45 and financial support given.</p> <p>Restorative Approaches training booked for February PD day.</p>	
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Activity	Spring 2024 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Summer 2025 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		