

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Woodseaves CE C Primary Academy
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs Easthope Headteacher
Pupil premium lead	Mrs Linda Alliband
Governor / Trustee lead	Lois Harley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2,000
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	£19,485

Part A: Pupil premium strategy plan

Statement of intent

Our school is experiencing a rise in the proportion of disadvantaged pupils. All staff and the governors are committed to addressing the barriers experienced by these pupils. Our school is also aware that there are pupils in the school who do not meet the threshold for pupil premium and yet experience disadvantage. Our strategy takes account of this so that all pupils can have equal opportunities.

We are exploiting the advantages of being a small setting. We develop a good understanding of the situations of families. We are able to identify all contributing factors to disadvantage pupil by pupil: special educational needs, disability, low attainment, mental health and wellbeing issues as well as the consequences from economic disadvantage. Through our close relationships with families, we are able to become quickly aware of changes in circumstances and needs.

We have identified a number of pupils who have issues with social interaction and emotional regulation. In order to prepare these pupils for the next stage in their education and adulthood, as well as improving their current school experience, we are delivering interventions which address these needs. In addition the school, for its size, has an unusually high number of pupils with a diagnosis of autism. School have sourced ongoing support from external specialists to address individual needs so that these pupils have full access to school and not experience disadvantage through their disability.

We recognise that poor communication skills impact on access to teaching and learning. We have increasing numbers of pupils entering Reception who require speech therapy. Working closely with speech therapists, we deliver programmes in school. In addition, to ensure that all pupils who are below age related expectations, in this area have their needs identified and addressed through the WELCOMM intervention. This extends from Reception to Year 1.

We recognise that poor early reading skills produce a layer of disadvantage which contributes to overall low attainment. We have introduced Little Wandle phonics programme. This strategy will ensure that pupils not making expected progress have immediate intervention to prevent gaps emerging compared to their peers, eliminating this area of disadvantage.

In our small setting, pupils who are not able to take up activities or wider experiences are quickly identified by staff. Although the numbers of pupils experiencing disadvantage is rising, the school community is mainly made up of pupils from middle income families. This means that those experiencing economic disadvantage could be

more visible. Staff and governors are committed to ensuring that pupils are not excluded from activities due to economic issues and take steps to address this.

Our Pupil Premium Strategy is therefore comprised of two main strands.

1. identifying the profile of disadvantage for individual pupils to plan their provision accordingly
2. improve teaching and learning which impacts on all pupils who experience disadvantage regardless of meeting the threshold for pupil premium

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that pupils have gaps in learning in core subjects which have been exacerbated by the pandemic
2	SEN assessments/records indicate that there are increased numbers of pupils with long standing identified SEMH needs. These needs impact on well-being/access to teaching and learning/overall school experience including social success
3	Knowledge of families and positive relationships with parents shows that some could miss out on wider experiences.
4	Baseline assessments demonstrate increased numbers of pupils on entry to Reception are showing poor communication skills below or well below those expected for their age

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 Core Subjects are reduced through accelerated progress	Pupils make accelerated progress from their individual starting points
Pupils with an identified SEMH have accessed teaching around friendship skills and developing resilience	Reduced numbers of incidents related to friendship difficulties. Improved learning behaviours in class. Improved scores in SEN assessments around SEMH or ASD
All pupils have equal access to wider experiences to build Cultural Capital	Children's socio economic background does not impact on their access to wider

	curriculum and enrichment experiences in school
Pupils' early communication needs have been addressed to reduce or eliminate impact on learning and overall development	On entry to year 2 all pupils' communication skills are in line with their peers (unless there is a significant special educational need)

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD : systemic phonics programme Little Wandle for all staff. Purchase of associated resources. Ongoing training as required and additional resources.	The EEF states in the Teaching and Learning Toolkit, <i>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £13,485

A	Evidence that supports this approach	Challenge number(s) addressed
Adult support to deliver speech therapy programmes under the direction of the speech therapist	The EEF states, <i>“The studies in the (EEF) Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Purchase and introduction and embedding of the WELLCOMM Intervention for	The EEF states, <i>“The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

Reception and Yr 1		
Purchase (where necessary) and adult support related to implementation of targeted interventions such as Toe by Toe.	The EEF states, “ <i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</i> ” https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1
Adult support to deliver phonics ‘Keep up’ sessions in EYFS and Key Stage 1	The EEF states: “ <i>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</i> ” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention on friendship skills/improving resilience for pupils with identified SEMH needs including purchase of resources.	The EEF states, “ <i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i> ” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2

<p>Fund an adult to support access to before and after school club across transition points.</p> <p>Fund additional experiences which involve a financial cost including access to school trips, residential experiences, extra-curricular clubs with coaches.</p>	<p>Research from European Commission states, <i>“The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs.”</i></p> <p>https://www.observatoriodelainfancia.es/ficherosoia/documentos/7529_d_BeneficiosActividadesExtraescolares.pdf</p>	<p>2, 3</p>
<p>Fund CPD and resources to enable a member of staff to be trained as a Forest School Practitioner Level 3.</p>	<p><i>‘Engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities. This type of ‘experiential’ learning also appears to equip children with practical skills and an appreciation for being outdoors, which they can then transfer to family activities outside of school.’</i></p> <p>https://doi.org/10.1111/geoj.12302</p> <p>The Geographical Journal, Dr Janine Coates 2019</p>	<p>2,4</p>

Total budgeted cost: £ 19,485

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.

Over-arching priorities:

- Improve rates of progress across the school to ensure that children achieve end of key stage outcomes in line with National expectations or their prior attainment when higher.
- Continue the development of pupil's physical and mental well being so that pupils have the tools required to flourish in the wider world.

Targeted Priority: Ensure ongoing training and professional support to ensure that all staff teaching phonics in KS1 have the necessary support and training to deliver phonics teaching effectively.

Actions and Impact:

Reading for pleasure: all class libraries have been refreshed with high quality texts which engage children, as a result, pupil voice shows that children throughout the school enjoy reading and see the value of reading for pleasure.

Small group interventions to improve reading fluency and comprehension: children have had targeted support in reading in between periods of remote learning. Interventions focused on reading has been hampered by lack on face to face contact, however in year data shows that children are making progress despite lockdowns, identified children received additional input from highly experienced teacher in small group sessions during lockdowns in KS2.

Targeted Priority: Ensure a consistent approach to maths across the whole school, developing mathematical core skills and language to improve progress. (Maths Hub training and weekly release of Maths lead focused on improving provision). Succession planning of the Maths Lead role to ensure that staff changes have minimal impact on the quality of leadership within the school.

Actions and Impact:

Maths Hub: Use of the Maths Hub has supported staff CPD in the development of teaching for Mastery, as a result the level of challenge in maths has developed in some classes.

Further develop the use of concrete resources: Children have access to concrete resources to support their learning, as a result, learning walks and pupil feedback shows that children have improved learning behaviours in mathematics.

Access to Testbase to enable staff to see the 'expected' standard questions: Staff are aware of the national expectations of children and book scrutinys have shown that children have accessed appropriate mathematical questioning and activities to support their learning.

Targeted Priority: Improve rates of progress in writing.

Actions and Impact:

Targeted CPD: As a result of targeted CPD, including coaching, the teaching of writing improved across the school, evidenced by in year assessment and through external moderation.

Support from advisors to embed the 'writing journey': All staff are confident in the writing journey and the curriculum expectations of writing.

Targeted Priority: Well-being and mental health

Actions and Impact:

Progressive sports resilience and mental health focus: as a result of focusing on mental health and the benefits of sport, children are able to talk about how to maintain and improve their own mental health.

Forest Schools provision for Yr1 and Reception children to develop reflection techniques and appropriate risk taking behaviours: Children participating in forest school sessions have shown increased teamwork skills and there has been a lower incidence of negative behaviour reports in groups participating.

CPD for TAs working with SEMH pupils: as a result of attachment disorder have received targeted cpd to support their understanding of the needs of pupils and specific strategies and approaches to support.

Targeted Priority: Aspirations and cultural capital

Actions and Impact:

Learning experiences incurring additional costs to be paid for and barriers (additional costs associated to a learning experience) are removed: All children have been able to access learning experiences outside of the classroom regardless of any disadvantage.

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
n/a	

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