

# Pupil premium strategy statement – Woodseaves Primary C. E. Academy

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	80
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024/2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Miss Easthope
Pupil premium lead	Miss Easthope
Governor / Trustee lead	Kay Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year	£ 2,465
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>	n/a
<b>Total budget for this academic year</b> <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>	£24,625

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to address the individual barriers experienced by each disadvantaged pupil in our school. This includes those who do not necessarily meet the threshold for Pupil Premium funding. By making the most of the advantages of being a small setting, we develop a good understanding of pupils and their families and the challenges they may face. We are able to identify all contributing factors to disadvantage pupil by pupil: special educational needs, disability, low attainment, poor mental health and wellbeing as well as the consequences from economic disadvantage, including resulting from the pandemic. Through our close relationships with families, we become quickly aware of changes in circumstances and needs and can adapt our support accordingly.

Constantly improving the Quality of Education for all the pupils at Woodseaves is a priority. All pupils benefit and particular regard is paid to targeted personalised support for disadvantaged pupils, covering all areas of school life. Disadvantaged pupils, including high attainers, benefit especially from a deepening and rich curriculum and specific areas of improvement in teaching.

Like many schools, attendance has been inconsistent in the aftermath of the pandemic. The head teacher, governors, SENCo and all staff are focussed on addressing this key issue, which impacts on progress and the whole primary school experience, especially for those who are disadvantaged.

The school, for its size, has a usually high number of pupils with a diagnosis of autism, or social, emotional and mental health needs under assessment, within year 5 and 6. Some of these pupils experience disadvantage beyond their disability. These pupils access school well overall. Transition to high school is a challenge for pupils with ASD or other social, emotional and mental health needs. We continue to access support from specialist agencies, work with parents and the pupils to provide extended enhanced transition to high school. This is a long term strategy and not a plan simply to be in place at the end of Yr. 6.

We recognise that poor communication skills impact on access to teaching and learning. We have increasing numbers of pupils in Reception and KS1 who require speech therapy. 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. Working closely with speech therapists, we deliver programmes in school.

We recognise that poor early reading skills produce a layer of disadvantage which contributes to overall low attainment. Little Wandle phonics programme is delivered.

Pupils not making expected progress have intervention to prevent gaps emerging compared to their peers and impacting on progress in English.

In our small setting, pupils who are not able to take up activities or wider experiences are quickly identified by staff. The school community is mainly made up of pupils from middle income families which means that without action, those experiencing economic disadvantage could be more visible, impacting on pupils' wellbeing and inequality in access to activities. Reduced access to opportunities to develop cultural capital, friendships and wider skills acquisition impacts on development of the whole child and potentially on future economic and social success. Staff and governors take steps to ensure all pupils are able to access activities and wider experiences through meeting the costs where required.

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

1. taking a holistic approach to identifying specific barriers for individual pupils and providing appropriate targeted holistic provision
2. improving teaching and learning for all, which impacts each pupil who experiences 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	<p>Our records show that attendance for some pupils is inconsistent in the aftermath of the pandemic, impacting negatively on their progress and attainment and whole school experience.</p> <p>In 2021-22, 57 % of those persistently absent were disadvantaged.</p> <p>Assessments show that absenteeism is negatively impacting on their progress especially for pupils with SEND.</p>
2	<p>Assessments show that disadvantaged pupils attain less well and make less progress in Core Subjects. A particular discrepancy has been identified through assessments and observations in arithmetic.</p>
3	<p>Assessments and observations show that disadvantaged pupils in Reception and KS1 need more support to acquire and embed phonic skills, which impacts on their development as early readers. Pupils with</p>

	SEND in KS2 do not make expected progress in phonics impacting on their progress in reading.
4	In school assessments indicate that disadvantaged pupils enter school below age related expectations in oral language development
5	Discussions with parents, pupils and specialist external agencies, indicate that disadvantaged pupils with ASD or other social, emotional and mental health need, need to further develop their emotional regulation, resilience, problem solving and social skills to successfully transition to high 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
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	Sustained improved attendance by 2024/25 demonstrated by 10% of those who are persistently absent to be deemed as disadvantaged (a reduction of 47%)
Improved attainment in Core subjects for disadvantaged pupils by the end of KS2.	End of KS2 outcomes in 2024/25 reading, writing and maths show that more than 70% of disadvantaged met the expected standard.
Improved phonics attainment in year 1 and beyond.	By 2024/25 95% of disadvantaged pupils met expectations for phonic skills in Reception and Year 1. Pupils not meeting this standard in year 2 and beyond made accelerated progress towards the standard.
Pupils' early communication needs have been addressed amongst disadvantaged pupils to reduce or eliminate impact on learning and overall development.	By 2024/25 by the end of year 2 assessments showed that 90% of disadvantaged pupils' oral communication skills met with age related expectations. Assessments and reports from speech therapists showed that those who have not met age related expectations have made good or better progress towards the standard,
Long term enhanced transition plans have been developed for each disadvantaged pupil with ASD or social, emotional and mental health needs have	By 2024/25 all pupils with a diagnosis of ASD or significant social, emotional and mental health need complete Yr. 7 successfully.

## 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: £ 13,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of release time for teachers to observe good practice in school and within the MAT, engage in professional discussions with leaders for individual target settings and overall CPD, coaching and mentoring for teachers, with a focus on progress and lifelong learning for disadvantaged pupils.	The EEF Attainment Gap Report 2018 states that <i>“Quality of teaching is one of the biggest drivers of pupil attainment particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus all the resources (not just Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.”</i> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</a>	2
Training for all staff to embed pedagogical skills and content knowledge in Little Wandle on delivering targeted sessions for disadvantaged pupils who require further support.	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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Purchase of and CPD of a programme to develop number sense and automaticity targeted at disadvantaged pupils.	Summary of recommendations (EYFS and KS1) resulting from EEF research states: <i>“Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy.”</i> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-</a>	2

	<a href="https://www.eef.org.uk/media/1669324859/maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1669324859">maths/EEF Maths EY KS1 Guidance Report.pdf?v=1669324859</a> Summary of recommendations (KS2/KS3) states, Continuing Professional Development (CPD) will be an important component of implementation and is key to raising the quality of teaching and teacher knowledge.” <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1669324861">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1669324861</a>	
Purchase of National College subscription so that teachers access training which will support disadvantaged pupils in their particular cohort.	Evidence review by the Institute of Education on high quality teacher CPD (Feb 2020) states, “Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider” <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	2
Purchase of CPD on supporting effective language interventions in disadvantaged pupils for EYFS and KS1 teachers and support staff.	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> ” <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	4

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

Budgeted cost: £ 8,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils.	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> ” <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	3
Structured interventions targeted for disadvantaged pupils	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> ”	4

below age related expectations in oracy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Developing and delivering a long term enhanced transition plan for pupils with ASD and other layers of disadvantage.	The Autism Education Trust Funded by the DfE) states in their guidance on transition for pupils with ASD, “ <i>Under the Equality Act (2010), schools and Early Years settings have a duty to make reasonable adjustments. Reasonable adjustments are positive steps to ensure that learners with autism can fully participate in all aspects of school life. The duty to make reasonable adjustments is an anticipatory one, so schools should think in advance about what a learner with autism might need (e.g. when moving from Primary to Secondary school). A proactive, rather than reactive, approach is required.</i> ” <a href="https://www.autismeducationtrust.org.uk/sites/default/files/2021-11/Supporting-learners-with-autism-during-transition.pdf">https://www.autismeducationtrust.org.uk/sites/default/files/2021-11/Supporting-learners-with-autism-during-transition.pdf</a>	5

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

Budgeted cost: £ 2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of DfE Working Together to Improve School Attendance (Sept 22)</p> <p>This will involve allocated time for teachers and other key staff to meet with parents, pupils and relevant agencies, develop record keeping and the purchase of rewards for individual and whole class good or improved attendance.</p>	<p>Dfe Working together to improve school attendance document (Sept 22) has been informed by engagement with schools that have significantly reduced levels of absence and attendance.</p> <p>Activities taken from this document.</p>	1

**Total budgeted cost: £ 24,625**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Performance data 2022/23 shows positive impact from improvements in the Quality of Education. The attainment gap in Performance Outcomes for pupils at the end of KS2 from their peers has decreased with 100% of the disadvantaged pupils achieving age expected, however the low cohort size can skew this data. We have reviewed our assessment data in the light of the fact that the impact of the pandemic continues to be felt, especially by some disadvantaged pupils. Although some disadvantaged pupils performed in line with their non-disadvantaged peers, overall both disadvantaged and non-disadvantaged performed less well in the national context. We have analysed the specific areas of impact of the pandemic which have contributed to this. These areas are being addressed within the 2022/23 strategy. Plans to further improve the Quality of Teaching also take these areas into consideration.

We had areas of success for some disadvantaged pupils in 2021/22. Reports from external speech therapists showed that pupils in Reception and KS1 requiring speech therapy made good progress towards their targets. A pupil in year 3 was discharged as all targets were met. The Wellcomm programme assessments also showed that disadvantaged pupils made good progress in language development in Reception.

Assessments via the Boxall Profile, and wellbeing monitoring records, showed that pupils with social emotional and mental health needs including those with a diagnosis of autism, made accelerated progress in emotional regulation, social skills in unstructured time, positive perception of self and engagement in school life due to support from outside agencies and the interventions and at point of need support delivered in school. A year 5 pupil with autism attended and enjoyed a week long outdoor activities residential as a direct result of the work done with parent and the pupil.

Our records and analysis show that no disadvantaged pupil was excluded from wider activities or experiences due to economic constraints meaning that all pupils had equal opportunities in this area.

The roll out of the Little Wandle programme took place. However, assessments have shown that the programme needs to be further targeted towards supporting disadvantaged pupils in achieving the expected standard. This is addressed in the strategy.

Funding an adult to support access to the daily externally run before and after school club did not have the expected impact. One disadvantaged pupil continued to have significant difficulties with access. This has now been ceased as the pupil no longer attends.

Tutoring provided via the Recovery Funding had some positive impact on closing gaps in identified areas of maths. Tutoring via external services is not continuing this academic year, and will be replaced with targeted intervention groups delivered by a member of staff.

### 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

### Service pupil premium funding (optional)

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

**Further information (optional)**

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