

# 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	78
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> )	2023-24 to 2025/2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs Easthope
Pupil premium lead	Mrs Easthope
Governor / Trustee lead	Kay Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	17,460
Recovery premium funding allocation this academic year	£ 2,000
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>	£19,460

## 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. OFSTED Report Oct 2023 : *“Staff know pupils very well and have built strong working relationships with them.”*

Continuing to improve 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 continues to be 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 and demographics, has a usually high number of pupils (13%) who are on the special educational needs register. A significant number of these pupils have needs which require support and assessment from outside agencies. A high proportion of these pupils are also disadvantaged economically. Reception Class this academic year which is a cohort of 7, has 3 pupils with special educational needs and a further 2 pupils who may also receive an identification of special needs which means that prompt and targeted support is required. To support early identification of need, the school uses the WELCOMM intervention to assess communication skills, the Boxall Profile to identify SEMH needs and also the Stoke Speaks Out Child Development tool to identify age related skills, across all areas of early development. In order to ensure pupils with SEMH and other needs are supported well in transition, personalised enhanced transition support is planned and developed

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. There are a small

number of pupils in KS2, including disadvantaged, who are not making good progress in phonics. The school is developing the use of the SEND programme via Little Wandle to address these needs and has also purchase subscription to online Nessy phonics/spelling programme for targeted pupils.

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	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. In 2022-23, 60 % of those persistently absent were disadvantaged. Assessments show that absenteeism is negatively impacting on their progress especially for pupils with SEND.
2	Assessments show that disadvantaged pupils attain less well and make less progress in Core Subjects. This can be variable due to small numbers in cohorts.
3	Assessments and observations show that disadvantaged pupils in Reception and KS1 continue to need support to acquire and embed phonic skills, which impacts on their development as early readers. Some pupils in KS2 find

	reading fluency challenging therefore targeted interventions and support are required.
4	In school assessments indicate that disadvantaged pupils enter school below age related expectations in oral language development
5	A significant percentage of disadvantaged pupils also have an identification of special educational needs. A significant proportion of these pupils require support from outside agencies for specialist assessment and recommendations.

## 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 reading fluency throughout the school	By 2025/26 100% of disadvantaged pupils meet 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.
Early and accurate identification of special educational needs of pupils entering Reception.	By 2025/26 by the end of year 2 assessments show that all pupils with an early identification of need in Reception make good progress from their starting points.
Pupils with special educational needs who require assessment and support from outside agencies all access relevant agencies.	By 2025/26 pupils with needs which require support from outside agencies will make good progress in all areas of school life as outside agencies have provided assessment and support to enhance provision.

## 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: £ 10,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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>”</p> <p><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></p>	2
<p>Training for all staff to continue to embed pedagogical skills and content knowledge in Little Wandle on delivering targeted sessions for disadvantaged pupils who require further support.</p> <p>Training for identified staff on delivering of the SEND programme for Little Wandle.</p> <p>Purchase of subscription to Nessy online reading phonics and spelling programme for targeted pupils in KS2</p> <p>Purchase of subscription of eye tracking software for identified pupils.</p>	<p>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>”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p>Purchase of National College subscription so that teachers access training which will support disadvantaged pupils in their particular cohort.</p>	<p>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”</p>	2

	<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>	
Subscription to WELCOMM Communication programme	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: £ 7,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils.</p> <p>Little Wandle SEND programme of phonics delivered to identified pupils.</p> <p>Nessy online phonics and spelling programme for identified pupils in KS2</p> <p>Purchase of subscription of eye tracking software for identified pupils.</p>	<p>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>”</p> <p><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></p>	3

<p>Structured language interventions targeted for disadvantaged pupils below age related expectations in oracy.</p>	<p>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>”</p> <p><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></p>	<p>4</p>
<p>Developing and delivering a long term enhanced transition plan for pupils with ASD and of SEMH needs and other layers of disadvantage.</p>	<p>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>”</p> <p><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></p>	<p>5</p>

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

Budgeted cost: £ 1,885

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>	<p>1</p>

**Total budgeted cost: £ 19,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Performance data 2023 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 increased, however the progress of disadvantaged pupils was significantly above national figures. 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, the data can be skewed by the cohort's low numbers.

Phonics outcomes in 2023 – of the two Y1 disadvantaged pupils in the cohort, one child passed the phonics screen whilst the other did not however due to ongoing intervention and targeted teaching, the remaining disadvantaged child is on track to pass the recheck in 2024. There were no disadvantaged children in the Y2 cohort re-check in 2023.

In October 2023 the school's grading was updated to Good by OFSTED with Outstanding in Behaviour and Attitudes and Early Years. The following extract from the report demonstrates the impact of the school's strategy to improve education for disadvantaged and all pupils.

“The school has designed an ambitious curriculum for all. This includes pupils with special educational needs and/or disabilities (SEND). The curriculum is underpinned by the national curriculum. Careful thought has been put into developing the curriculum and it is sequenced well from the early years into Year 6. Teachers have appropriate subject knowledge and present information clearly. However, sometimes they do not consistently identify and clarify pupils' misunderstandings during lessons. This means that, on occasions, pupils are not able to recall key learning. In the early years, staff assess children's progress very well and use this information to plan next steps in their learning. They ensure that assessment is ongoing and considers the unique needs and abilities of each child. The school has a sharp focus on ensuring pupils learn to read as soon as they join. Pupils develop an understanding of phonics quickly. Staff regularly assess pupils and use this information to offer extra help when needed. If any pupil falls behind the pace of the phonics programme, staff provide swift and effective support to help them catch up. As a result, pupils learn to read with fluency and accuracy. Leaders have put a number of strategies in place to promote an enjoyment of reading. In early years, there is a focus on ensuring that children acquire a wide vocabulary. Staff help to develop children's communication and language skills highly effectively. Staff identify the needs of pupils with SEND swiftly. They are well trained to ensure they can provide high-quality support for pupils with a range of needs. Effective



adaptations to learning are made to ensure that pupils with SEND can fully participate in lessons and understand what is being taught.”

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 Little Wandle programme is now embedded and continuing training for staff is in place. However, assessments have shown that the programme needs to be further targeted towards supporting disadvantaged pupils with SEND in KS2 in achieving the expected standard.

## 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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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