

Woodborough CE Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodborough CofE Primary
Number of pupils in school	169 (December 2022)
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 Equa 3 year plan
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Sarah Brewis
Pupil premium lead	Mrs Cheryl Johanson
Governor / Trustee lead	Mrs Hettie Hodgkinson
Pupil premium strategy to be read in conjunction with Equa Pupil Premium Strategy 2021-24	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,626
Recovery premium funding allocation this academic year	£2,000 £2,106 (NTP)
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	£27,732

Part A: Pupil Premium strategy plan

Statement of intent

At Woodborough CE Primary School, our intention is to provide a broad and balanced curriculum, delivered through high quality teaching, which will give all of our pupils the cultural capital they need to succeed in life,

Our intention is to provide Quality First Teaching (QFT), which will make a positive difference to the lives and educational outcomes of all of our pupils, including those who are disadvantaged and vulnerable. Our Pupil Premium Grant (PPG) will be used to strategically tailor our curriculum to best support our most disadvantaged and vulnerable pupils to make consistently good progress from their starting points. We aspire for all of our pupils, regardless of their socio-economic background and myriad challenges they face, to achieve at least the expected standard to attainment.

Central to our approach is delivering QFT, with a focus on early reading, developing oracy and vocabulary using sentence stems, providing a purpose for writing (e.g. KS2 blogging project) and giving our disadvantaged pupils the same opportunities as their non-disadvantaged peers to participate in a wide range of extra-curricular activities. QFT is proven to have the greatest impact on closing the disadvantaged attainment gap as well as improving the attainment of all our pupils.

Our approach will be responsive to the common challenges and individual needs, and supported by robust diagnostic assessment. To monitor the effectiveness of these goals we will:

- adopt a whole school approach where all staff are aware of who our disadvantaged pupils are and take responsibility for their outcomes and raise pupils' expectations of what they can achieve.
- ensure that all pupils receive QFT.
- be pro-active in identifying what pupils' needs are and provide support/intervention at the earliest opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of identified pupils. This low attendance is rooted in mental health challenges.
2	A significant percentage of our disadvantaged pupils are currently working below the expected standard in writing (92%), mathematics (59%) and reading (42%). Only 8% of our disadvantaged pupils are achieving the expected standard in reading, writing and maths combined.
3	Our disadvantaged pupils are not well supported at home with their learning and do not have access to resources to enable them to engage with remote/ home learning.
4	Our disadvantaged pupils have poor oracy skills, which directly impacts on their writing and reading skills.
5	Our disadvantaged pupils have fewer opportunities to engage in a wider range of life experiences. Accordingly, they have lower aspirations for themselves and are not exposed to the opportunities and increased life changes that are available.

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
Progress in Reading	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Reading (74%) by the end of KS2 and maintain school level expected standard of 96%.
Progress in Writing	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Writing (69%) by the end of KS2 and maintain school level expected standard of 71%.
Progress in Mathematics	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Mathematics (71%) by the end of KS2 and maintain school level expected standard of 93%.
Phonics and early reading	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Phonics Screening Check (75.8%) and maintain school level expected standard of 88%.
All children will receive daily QFT in all curriculum subjects	Internal and external monitoring will show that teaching is consistently good. Teachers and support staff will know, use and talk about the guiding principles of QFT as outlined by the Education Endowment Fund, 2020.
The attainment of our disadvantaged children is at expected levels or higher in writing, mathematics and reading.	Data shows that accelerated progress is made over the three years. Attainment shows that at least 80% of our disadvantaged children are working at the expected standard or higher, by the end of Key Stage 2. By focusing on QFT, we aim to increase this to 100% of our disadvantaged pupils achieving the expected standard in reading, writing and mathematics combined by the end of Key Stage 2.

Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they are successful.	Pupil voice data will show that our disadvantaged pupils can use talk for learning during feedback. Pupils will begin to use modelled sentence stems to articulate themselves in order to talk about their learning and successes.
All children will have access to a wide range of experiences that will improve their personal development and cultural capital.	All of our pupils will take part in a range of wider experiences as part of our 11 by 11 initiative. These experiences will include, but are not limited to, residential trips, schools trips, singing, dancing and performing to a live audience and taking part in sports events.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Little Wandle validated Systematic Synthetic Phonics Programme in EYFS and Year 1 to ensure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Ensure all staff (and reading volunteers) have received training on the delivery of phonics and early reading strategies. All staff will have access to high quality CPD (from MAT and LA) for the delivery of QFT. Pupil Premium Lead to attend LA network courses and EQUA network meetings.	EEF – research: Teacher professional development. EEF Key principles document (3) Quality teaching helps every child.	1-5
Introduce and roll out the effective teaching strategies, which form part of the EEF Five a Day Approach.	We recognise that QFT goes beyond teaching the children in the classroom. We carefully consider the progression of our curriculum, which lies at the heart of our approach to QFT. Robust planning and organisation of staff with specialist areas of subject knowledge, work in collaboration to ensure	1, 2, 4

	<p>that clear progression of each subject is evident. They also work to ensure that cross curricular opportunities are offered.</p> <p>In addition to these, subject leaders are aware of framework such as the Reading Framework (July 2021) and OfSTED Curriculum Research Reviews (April –July 2021) and they incorporate outcomes of these reviews into their curriculum areas.</p>	
School specific oracy project.	<p>The frameworks and publications from Voice 21 have the capacity to strengthen the ability of teachers and schools leaders to practically understand what works and how to develop a high-quality oracy education. Alongside this, the EEF identifies the importance of oracy and works closely with Voice 21. The research they have collected identifies that quality oracy projects and activities can on average, have a high impact on pupil outcomes of 6 months additional progress.</p> <p>All teachers use model sentence stems in all subjects and these are taken from the Tower Hamlets Progression in Language Structures document (December 2009). All teachers and support staff set the explicit example that children response to questions in full sentences, using provided sentence stems.</p>	4
NCETM Mastering Number in EYFS and KS1	<p>This programme supports children’s early mathematical developing by strengthening their understanding of number, and fluency with number facts, in the first three years of school.</p> <p>Our EYFS and KS1 teachers have noticed the positive impact this is having on pupils’ number sense. Our children are making connections within and across mathematical concepts including fluency and flexibility with number facts. Pupils’ reasoning is continually developing throughout the programme and supports the use of sentence stems.</p>	1, 2, 4
Strategic teaching of times tables facts.	<p>Children need a consistent and progressive approach to the teaching of times tables facts. This consistency will support pupils to recall and retain their tables and prepare them for the MTC at the end of Year 4. Robust monitoring of their progress will ensure that children are targeted for individual gaps in their knowledge.</p>	1, 2, 4

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

Budgeted cost: £15,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group, 1:1 Tuition and teacher led pre-teach/ intervention sessions. These will be targeted primarily for the lowest 20%.	The average impact of the small group tuition is four additional months progress. Evidence shows that additional tuition is most beneficial in small groups. We aim to target those children identified to be at risk of falling behind, those who have poor attendance and those who come from time-poor families. Evidence shows that increasing the personalised nature of education can have a positive impact on attendance.	1, 2, 3, 4
Additional reading and phonics for the lowest 20%	Children identified to be in the lowest 20% receive regular 1:1 reading tuition sessions. This intervention is carried out by phonics trained TAs and reading volunteers who have also been trained by our phonics and early reading lead. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has an average progress score of four months.	1, 2, 3, 4
Redistribution of Teaching Assistants to enable the provision of TA interventions	When deployed in a meaningful and purposeful way, teaching assistants can provide a positive impact on educational outcomes. Targeted deployment, where teaching assistants are trained, by well-qualified teachers, to deliver an intervention to small groups or individuals has a high impact.	1, 2, 3, 4

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

Budgeted cost: £6,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
11 x 11 initiative	Additional non-academic activities can provide free of low-cost alternatives to sport, music and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to afford. Having the option to attend these after school activities, can also have a positive impact on attendance due to the requirement to be in school in order to attend.	1, 5
Breakfast Club and After School Club	The EEF evaluation of school breakfast clubs, found that a model of free, universal before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they are hungry. There is also evidence that it improves attendance.	1, 5

ELSA to support mental health and well-being of targeted individuals.	EEF_Social_and_Emotional_Learning.pdf	
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Total budgeted cost: £23,732 (contingency of approx £4,000)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Year 6 cohort in summer 2022 included one disadvantaged pupil. This pupil achieved the expected standard in reading, writing and mathematics combined and achieved greater depth in reading. We had no disadvantaged pupils in our Year 2 cohort.

Outcomes for our disadvantaged pupils across the school were below our expectations and results for this cohort are as follows:

	WTS	EXS	GDS
Reading	42%	50%	8%
Writing	92%	8%	0%
Mathematics	59%	42%	0%

These figures are based on a combination of summative assessments that took place in the summer term and formative teacher assessments that are informed by the teachers' understanding of these pupils across the academic year. Although the figures are not in line with our expectations for these pupils, we are confident that progress for our disadvantaged cohort has taken place. It is important to remember that progress for these pupils is slower than their non-disadvantaged peers, which is in line with local and national trends.

The impact of COVID-19 continues to be a contributing factor in the delayed progress of our disadvantaged cohort. Our school also suffered a major fire in September 2021 and despite our stellar efforts to continue to provide a continuous education, the disruption and upheaval this caused to daily routines and teaching space will have the largest impact on the progress of our disadvantaged pupils.

Despite the barriers that our disadvantaged pupils have faced this academic year, we are pleased that our attendance data for this cohort has improved. In 2021-2022, 98.5% of our disadvantaged pupils had an attendance score above 96% with only one pupil falling below the 95% attendance threshold (for valid medical related reasons). We continue to be aware of the attendance patterns of these pupils and we will therefore continue have this as a priority for the duration of this strategy statement.

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)

<i>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</i>
Use of ELSA support for identified pupils. PSA to targeted children and families.
The impact of that spending on service pupil premium eligible pupils
Children are given a safe space to come to when needed. They have time to share their worries and concerns with a trained adult who can support them on an individual basis and/ or as part of a small group. Our PSA works closely with targeted children and families to support them based on their individual needs. Due to the fact that these children are supported in school for pastoral care, they are in a better position to be able to learn.