

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	Woodborough CofE Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 EQUA three year plan
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Brewis
Pupil premium lead	Cheryl Johanson
Governor / Trustee lead	Hettie Hodgkinson
Pupil premium strategy to be read in conjunction with Equa Pupil Premium Strategy 2021-22	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,830
Recovery premium funding allocation this academic year	£2,175
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	£23,005

Part A: Pupil premium strategy plan

Statement of intent

At Woodborough CE Primary School, it is our intention to provide a broad and balanced curriculum, delivered by 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 our all of our pupils, including those who are disadvantaged. 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 of 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 disadvantage attainment gap as well as improving the attainment of all our pupils.

Our approach will be responsive to 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 and COVID-19 related anxieties.
2	A significant percentage of our disadvantaged pupils are currently working below the expected standard in writing (93%), mathematics (69%) and reading (62%).
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 learning.
4	Our disadvantaged pupils have poor oracy skills which directly impacts on their writing.
5	Our disadvantaged pupils have fewer opportunities to engage in a wide range of life experiences. Accordingly, they have lower aspirations for themselves and are not exposed to the opportunities and increased life chances 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
All children will get access to daily QFT.	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 attendance of our disadvantaged children is at least in line with the rest of the school and meeting the set target of 97%.	Attendance is at 97% or greater. Attendance is the same as or greater than their non-disadvantaged pupils.
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.
Our disadvantaged children can talk more confidently about their	Pupil voice data will show that our disadvantaged pupils can use talk for learning during feedback. Pupils will begin to use

learning, particularly when talking about how they are doing and why they are successful.	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, school 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: **£1,015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in all areas of the curriculum.	<p>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 that clear progression of each subject is evident. They also work to ensure that opportunities for cross curricular learning opportunities are offered.</p> <p>In addition to this, subject leaders are aware of frameworks 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>	2, 4 and 5
School specific oracy project.	The frameworks and publications from Voice 21 have the capability to strengthen the ability of teachers and school 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	2 and 4

	<p>activities can on average, have a high impact on pupil outcomes of 6 months additional progress.</p> <p>All teachers model using sentence stems in all subjects and these are taken from the Tower Hamlets Progression in Language Structures document (December 2009).</p>	
<p>Blogging Project for KS2 pupils</p>	<p>Writing for a purpose and a real audience is the basis for the Blogging project. Our KS2 pupils have been working on this project since September 2021.</p> <p>Our English lead has liaised with other teachers on the success of the project. Colleagues report that progress in writing is rapid and significant. As well as this, colleagues also report positively on the children's engagement with the Blogging project and how it can instill a love of writing.</p>	<p>2, 3, 4 and 5</p>
<p>Mastering Number in EYFS and KS1.</p>	<p>This programme supports children's early mathematical development 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 are already beginning to notice that pupils are making connections with mathematical concepts including fluency and flexibility with number facts. Pupils' reasoning is also continually developed throughout the programme and supports the use of sentence stems.</p>	<p>2, 3 and 4</p>

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

Budgeted cost: £17,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tuition	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 and 3
Additional reading and phonics for the lowest 20%	Children identified to be in the lowest 20% receive daily 1:1 reading tuition sessions. This intervention is carried out by phonics trained TAs, led and monitored 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 and 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 to deliver an intervention to small groups or individuals has a high impact.	1, 2, 4 and 5

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

Budgeted cost: **£2,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
11 x 11 initiative	Additional non-academic activities can provide free or 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 and 5
Breakfast Club and After School Club	The Education Endowment Foundation (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're hungry. There is also evidence that it improves attendance.	1 and 5

Teaching	£1,015
Targeted Academic Support	£17,827
Wider Strategies	£2,040
Total budgeted cost:	£20,882
	(£2,123)

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.

Analysis of our internal assessments for 2020/21 indicated that our disadvantaged pupils are performing below their non-disadvantaged peers in core curriculum areas.

The impact of COVID-19 has continued to cause disruption to all of our pupils but most notably amongst our vulnerable and disadvantaged cohort. School closure was the most detrimental factor to their educational outcomes and whilst we continued to provide 1:1 interventions and a higher calibre of remote learning in lockdown three, these pupils were not able to fully benefit from our pupil premium funded improvements.

Upon return to school, our assessments and observations indicated that pupil behaviour (including learning behaviours), wellbeing and mental health were significantly impacted as a result of COVID-19. The pupil premium funding was used to provide wellbeing support for all pupils and targeted interventions where needed.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We employ two ELSA trained teaching assistants who work with our service children to support their emotional wellbeing. They help pupils create resources to stay connected to their deployed parent/s, and transition resources if they move schools.</p> <p>We employ a PSA who has worked with the parents of our service children. This work involved giving parents coping strategies to support their children when another parent has been deployed. A number of our teachers and teaching assistants come from military backgrounds and they use their own experiences to support our service children.</p> <p>Teachers identify gaps, in a timely manner, that our service children may have as a result of moving schools. Any academic needs that have been identified are incorporated into our intervention timetable and monitored frequently.</p>
What was the impact of that spending on service	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided. Our service children are

pupil premium eligible pupils?	well supported with their emotional literacy and as a result, staff observed that these pupils have a good level of personal development. They feel safe and secure in our school and their overall wellbeing remains a top priority for their continued success.
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Further information (optional)

Our school is at the heart of an affluent rural village in Wiltshire with many of our pupils commuting to school from surrounding villages and larger towns. 5% of our children are in receipt of the Pupil Premium Grant (PPG), 12% of our children are in receipt of Service Pupil Premium (SPP). Our plan is informed by the specific needs of the children across our community.

We have ensured that our spending supports these challenges. Through robust monitoring we ensure that our commitment to giving all pupils QFT is consistent.

Time and funding is allocated to train teachers and teaching assistants well so all children get the best teaching. We balance this by using a proportion of our funding to ensure 1:1 tuition and small group work is available for all children who would benefit to mitigate the challenges arising from our time-poor communities: we aspire to provide our children with the most impactful strategies that we are able to e.g. 1:1 reading, tuition, small group interventions.

Our Disadvantaged Learner Lead sits on our Governing Body as staff Governor and reports to Governors on the progress and attainment of our Disadvantaged Learners regularly across the year. The LGB links these reports to monitoring of the SIP. The PPG governor is involved in the strategic overview of the strategy, using our data and self-evaluation to hold the school to account and challenge proposals and outcomes.

Our strategies have been informed by the following research:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

<https://www.gov.uk/government/collections/curriculum-research-reviews>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

<https://teachinglive.net/category/case-studies/>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

