



Woodhouse Community Primary School

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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	Woodhouse Community Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Smith Headteacher
Pupil premium lead	Rachael Smith Headteacher
Governor lead	Kelly Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,680
Recovery premium funding allocation this academic year	£6700



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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	£193380



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Part A: Pupil premium strategy plan

Statement of intent

At Woodhouse Community Primary School, there is a higher than average proportion of children who are classed as disadvantaged, with 40% of children in receipt of Pupil Premium also on the SEND register. Therefore, there is a definitive need to ensure that school improvement planning and Pupil premium strategy are closely aligned, with key elements of improving outcomes for our pupils in Reading, Writing and Maths so that when they leave our school at the end of year 6, they leave with the core basic skills and knowledge to equip them to be effective, independent, life-long learners thus improving their life chances.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider school plans for education recovery and catch up, notably in its targeted support through the National Tutoring Programme and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language acquisition and application [speaking; Listening and attention; vocabulary].



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	Vocabulary and language gaps remain prevalent across disadvantaged pupils as a whole in comparison to non-disadvantaged.
2	Pupils who are eligible for Pupil Premium have less experience with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition of word reading, fluency and comprehension skills.
3	Pupils who are eligible for Pupil Premium have less experiences in their wider life experience in addition to a more limited vocabulary and language structures which means they struggle with the 'compositional elements' of the writing process.
4	<p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and wider curriculum areas. A significant number of our disadvantaged children have a lack of working memory capacity and have experienced a lack of broader cultural and social experiences, which negatively impacts the knowledge and information they can recall. (sticky knowledge).</p>
5	Our disadvantaged pupils in school have a lower self-efficacy that their non-disadvantaged peers, which has been compounded further due to school closures and lock-downs.
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, notably due to a lack of enrichment opportunities during school closure.</p> <p>Teacher referrals for support have markedly increased during the pandemic and in school support for children through bespoke programmes has increased.</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>School's persistent absence rate remains significantly higher than national and a significant majority of our persistent absentees are disadvantaged pupils. (Autumn term 2021 75%) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	- Assessments and monitoring indicate significantly improved oral language amongst disadvantaged pupils.



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Improved reading attainment among disadvantaged pupils including in Phonics	<p>KS2 reading outcomes in 2023/24 show that the gap is reduced to less than 10% (pre covid)</p> <p>Phonics screen data at the end of year 1 shows that more than 75% of disadvantaged pupils pass the screen.</p>
Improved writing attainment among disadvantaged pupils	<p>KS2 Writing outcomes show that the gap is reduced to 10%</p> <p>Internal data and monitoring shows an increase in disadvantaged children achieving EXS across year groups- reducing the gap to less than 15%</p>
Improved maths attainment for disadvantaged pupils	<p>KS2 Maths outcomes shows that the gap is reduced to 10%.</p> <p>Internal data and monitoring shows an increase in disadvantaged children achieving EXS across year groups- reducing the gap to less than 15%</p>
Improved 'sticky' knowledge and knowledge retention across the wider curriculum for disadvantaged pupils	<p>Assessments and monitoring (pupil discussion/ quizzes, formative assessment) indicate significantly improved sticky knowledge amongst disadvantaged pupils.</p>
Improved 'self-efficacy' and growth mindset in disadvantaged pupils.	<p>Higher % of pupils who demonstrate high levels of self-efficacy and growth mindset seen through discussion, monitoring and responses from pupil voice, teacher observation.</p> <p>A significant increase in independent/ group/paired working throughout the curriculum.</p> <p>Improved peer and self feedback and review.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <p>the percentage of all pupils who are persistently absent being in line with national</p>



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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: £ 39,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ongoing DfE validated Synthetic phonics programme training (RWI) to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	2
<i>Embedding dialogic activities across the school curriculum-supporting children to articulate key ideas, consolidate understanding and extend vocabulary. Resources will be purchased and ongoing teacher and TA training and release time will be funded to support provision.</i>	There is strong evidence base that suggests oral language interventions (NELI) and dialogic classroom activities (high quality discussion) are inexpensive to implement with high impacts upon reading and writing Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3
<i>Enhancement of Maths teaching through investment in CPD to align to White Rose. We will enhance the teaching of Maths and planning in line with DfE</i>	The EEF guidance is based upon a range of the best available evidence. The DfE non-statutory guidance has been produced in conjunction with the National Centre for excellence in the teaching of Mathematics-drawing on evidence- based approaches.	4



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guidance. (teacher release time)		
Training and implementation of structured writing programme (Write Stuff) in KS1 and KS2 to improve outcomes.	The EEF Literacy for Key Stage 2 Guidance document recommends to ' Teach writing composition strategies through modelling and supported practice' .	3,4
Early identification of speech and language need. Language rich environments and additional staff to support and promote oral language through key intervention. (BLAST and NELI)	There is strong evidence base that suggests oral language interventions (NELI) and dialogic classroom activities (high quality discussion) are inexpensive to implement with high impacts upon reading and writing Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Ongoing and current CPD for staff in order to further enhance their professional skills	High Quality staff CPD is essential to improve teaching and learning and to follow the guiding EEF principles.	1,2,3,4,5,6,
CPD and purchase on ICT based reading resources to support and promote reading skills and embed reading across the wider curriculum to cement sticky knowledge (MyOn and AR)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,4,
Effective deployment of Teaching Assistants across school to support children with their learning within the class and in	Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4



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<p>small groups. Specific TA support to target children with additional gaps in core learning.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured and additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support delivered by highly trained TAs. (Y1-3)</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions (Phonics toolkit EEF)</p>	<p>1,2</p>
<p><i>Y3 targeted support – teacher through school led tutoring focusing upon target areas of Reading and Writing.</i></p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p><i>Learning mentor and EWEL team to provide targeted additional support to children to improve their SEL</i></p> <p><i>Nurture group to provide bespoke support for LKS2 pupils</i></p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Research concludes that disadvantaged pupils do better when they have developed strong social and emotional skills.</p>	<p>5,6</p>
<p><i>KS2- additional online tuition for developing</i></p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>



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<i>comprehension skills, grammar, spelling and Maths (National/school led tutoring)</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 55909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor/Attendance Manager to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation	Parental engagement EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Breakfast for all children on entry into school every morning	Research shows hungry children do not perform as well. Food deprivation is high at Woodhouse, and this has been exacerbated due to the ongoing pandemic.	4
<i>Attendance officer and PSA to support HT to embed principles of good practice in the DfE's Improving School attendance advice. Training and release time to allow staff to develop and</i>	Having a multi staff approach to tackling attendance is recommended in the DfE Improving school attendance advice.	7



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<i>implement procedures effectively.</i>		
<i>Targeted support for Persistent absentees to provide Breakfast club places.</i>	An intervention recommended as part of a multi approach to reducing persistent absence.	7
<i>Cultural and Social Capital – curriculum areas and topics will be linked to real life experiences, trips and visitors to provide purposeful and meaningful links and embed knowledge and skills.</i>	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4,5,6,7
<i>Cultural Capital- Ensure all disadvantaged pupils have the opportunity to learn an instrument and to continue through in small group tuition.</i>	A systematic review conducted for the EEF found that there is promising evidence supporting the academic impact of learning to play an instrument (Reaching the Unseen Children -Jean Gross) All children have the right to learn to play an instrument.	5,6,7
Promoting positive mental health and wellbeing throughout the school year, including themed days and weeks (Healthy Me week)	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5,6,7
All children offered chance to attend outdoor and adventurous residential in Key Stage 2.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	5,6, 7



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	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ 55909 and £98842 and £39800

Total Spend = £194551



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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.

Due to COVID-19, there are no government performance measures to be published for 2020 to 2021. School internal data for 2020-21 will not be used to hold schools to account. Given this, other pupil assessments and evaluations have been undertaken during the 2020 to 2021 academic year, and these have been taken into account when evaluating our PP strategy.

Standardised assessments were completed in July 2021 and used alongside a wider evidence base to inform teacher assessments.

Results indicate that the performance of disadvantaged pupils overall, particularly in Key Stage 1 was lower than in previous years in key areas of the curriculum and lower than that of non-disadvantaged pupils. At the end of Key stage 2, disadvantaged pupils performed in line with National (FFT comparative) showing good outcomes for these children, despite the challenges of the pandemic. Targeted support and intervention, focus upon reading and embedding a structured and modelled writing scheme plus external visitors and trips to enhance the children's experiences have had good effect.

Our evaluation of the reasons for this, points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Clear gaps in Maths, Reading and Writing have formed and our younger disadvantaged pupils have been disproportionately impacted negatively as a result of last year's lockdown and the resulting staffing instability.

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access a high quality wider curriculum during lockdown. Use of digital platforms such as SeeSaw, Dojo and My On supported our children in accessing the curriculum as did provision for technology and data to allow our



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disadvantaged children to access the same provision as our non-disadvantaged pupils. However engagement was varied despite the best efforts of teachers and leaders.

46% of our Reception disadvantaged cohort achieved GLD (internal) ,showing good progress from their starting points (0% ready for Reception curriculum). Additional staff and targeted intervention, including a focus upon CLL and core areas plus social and emotional meant that good progress was made. School's baseline data had identified that our youngest children had been most significantly impacted by the pandemic and this was corroborated through analysis of remote learning engagement and parental feedback.

Our assessments and observations plus discussions with families indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide emotional well-being support for all pupils, and targeted interventions where required. There has been positive impact although there is still work to do this year.

Ensuring our children took part in weekly Commando Joe sessions and utilising resources such as NowPress Play helped the children in developing their resilience and supporting their social and emotional needs which was of utmost importance following periods of lockdown.

Attendance of Pupil premium pupils was 90.8% for 20/21 compared to 92.2% for all pupils, which was in line with national for last year. Due to the ongoing pandemic, attendance has been affected and school continues to work on this as a target in the coming year, particularly in reducing the rate of persistent absence for our disadvantaged pupils.

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
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TT Rockstars	
Kapow	
Spelling Shed	
Literacy Shed	
Read Write Inc	
White Rose	
Commando Joes	
NowPressPlay	
NELI	
BLAST	

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



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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.