

Woodthorne Primary School Pupil Premium Strategy Statement 2021-2024

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	Woodthorne Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Tom Hinkley
Pupil premium lead	Elaine Laird
Governor / Trustee lead	Victoria Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£11600
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	£119200

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that children who are Pupil Premium are catered for and are given all of the tools and support that they need in order to be successful in their education. We wholeheartedly believe that all children should have equal opportunities regardless of background and everyone deserves to be given their best chance to achieve.

The key principles we are focusing on in this strategy are to improve overall literacy amongst disadvantaged children including: oracy, vocabulary, reading fluency, spelling and comprehension- all of which have been impacted by the knock-on effect of COVID. Additionally, we are aiming to support the children and their families with any acute needs whether it be attendance or SEMH to reduce the impact on the children's learning and wellbeing.

Last year marked the end of our previous strategy, which we have reviewed, as well as conducting a staff survey to look for trends in need across the school, which has helped us to pin point the areas to focus on for our new strategy. This has allowed our staff to have a say in areas they feel they need support with as we all submit any ideas or strategies they are interested in exploring. With the impact COVID has had, we feel the new strategy is an excellent starting point for beginning to close gaps (academic and pastoral) and to inspire a love of learning in each and every child. All of this combined will aid us in reaching our ultimate goal of giving all children the opportunity to progress, develop and learn.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of oracy and vocabulary in disadvantaged children.
2	Low levels of reading, writing, spelling and comprehension skills.
3	Low levels of independence and resilience in learning due to poor metacognitive skills.
4	Some disadvantaged children have emotional issues and lack of self-regulation due to difficult home lives.
5	High levels of lateness and poor attendance amongst disadvantaged children.

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.	Improvement in reading fluency and secure phonics throughout the school. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard and that at least 90% make better than expected progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard and that at least 90% make better than expected progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Marked improvement in attendance and sustained high standards demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (below the national average). the percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being in line with their peers.
To develop effective and consistent behavioural strategies throughout the school to target low-level behavioural issues.	Sustained high levels of positive behaviour demonstrated by: <ul style="list-style-type: none"> Reduced need for use of 'yellow' and 'red' cards in line with school's 'Good to be Green' behaviour strategy and increased use of 'gold' and 'platinum' cards. Reduced reports of behaviour incidents on CPOMS. Qualitative data from parent, staff and pupil voice

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: £ 29800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in use of metacognitive strategies in the classroom.	EEF predicts that effective use of metacognitive strategies in schools can have an impact of +7 months progress in children. The aim is to create resilient and independent learners who can problem solve in difficult situations- many children have lost much of their independence due to home learning and the lack of stability of the past two years.	3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Recruitment of family support officer to liaise with disadvantaged families	The family support officer will liaise with families of disadvantaged children focusing on parental engagement, wellbeing/ SEMH needs and encourage improved attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4, 5
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 3, 4

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

Budgeted cost: £ 71520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions and targeted teaching to target oracy, comprehension, phonic knowledge and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	High impact (6+ months) based on extensive evidence according to EEF. These groups will contribute towards our aim to improve literacy amongst disadvantaged children, broaden vocabulary, phonic knowledge and oracy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Establish small group speech and language (such as Neli and Elklan) interventions for children who need to develop their oracy and language skills.	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 2
Early interventions to challenge misconceptions and offer support for those struggling with phonics early on and implementation of Fresh Start for KS2 children who require phonic interventions.	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 over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Reading initiative to encourage, track and monitor reading activity amongst PP children	Small group 'Book in a Box' reading initiative aims to encourage excitement about reading for pleasure among disadvantaged children as well as tracking and monitoring their activity ensuring they	1, 2

	<p>have access to a range of high quality texts through a 'book club'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Ensure all relevant staff receive ongoing training and support to deliver RWI and reading comprehension effectively so that teaching is never less than good and differences continue to diminish.</p>	<p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	1, 2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: £ 17880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop strategies in school for improving lateness and attendance of disadvantaged children working closely with the EWO and families.</p>	<p>Low cost, moderate impact according to EEF. Appointment of Family Support Officer will focus on these targets.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Develop positive relationships with parents to encourage parental involvement in school life.</p>		5
<p>Develop strategies to help children with emotional issues to develop resilience and independence (e.g. working with a charity to have an emotional support animal visit school).</p>	<p>Possible use of Emotion Coaching within the school and F.S.O along with inclusion team to provide targeted and individual support for PP children and their families as well as developing strategies to support children with complex needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4

<p>Whole staff training on dealing with difficult behaviour to challenge behavioural issues developing in school.</p>	<p>Whole school approach developed targeting difficult behaviour as well as behaviour interventions for those who need it have been shown to have an impact of +4 months in children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3,4</p>
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Total budgeted cost: £ 119200

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.

The impact of COVID-19, school closures and home learning account for much of the widened gap in PP children compared to non-PP children. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not all able to benefit from regular online teaching during this time for a variety of reasons. Despite keeping in regular contact and inviting the most vulnerable children to attend school, the impact is undeniable. In an attempt to mitigate this, we have had an overhaul of many aspects of school life to ensure we are providing the highest quality curriculum possible. After extensive research carried out by SLT, we have adopted a new curriculum covering a number of our foundation subjects- PKC (Primary Knowledge Curriculum)- to ensure our children have access to a wide range of high quality lessons and topics. In addition we continue to work closely with specialist outside agencies and consultants (Mark Smith and Amerjit Bandal) to continue to develop our English curriculum.

Although overall attendance in 2020/21 was lower than in the preceding years at 93% compared to a previous 95.5% in 2019, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 4% higher (almost double the non-PP figure). In addition, persistent absences are currently at an all-time high amongst PP children at 30%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

After conducting a staff survey about their classes, the results indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. In light of this, we have used Pupil Premium funding to employ a Family Support Officer to provide for all pupils, and targeted interventions where required.

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
RWI (Read, Write Inc.)	Ruth Miskin Phonics Training

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

Further information (optional)

Strategies implemented in previous academic year linked to PP priorities:

- Regular Inclusion Team meetings to track support and wellbeing of identified children.
- Employment of unqualified teacher to support children with a focus on interventions (catch up funding used for this.)
- Employment of Assistant Head Teacher to take the lead on staff coaching for quality-first teaching
- Knowledge-rich curriculum implemented to aid in committing information/learning to long-term memory.

20/21 Data summary: Overall less PP children are working at ARE and GD compared to non-PP children across all areas

Reading Attainment				Progress			
Cohorts	Below	Expected	Exceeding	Cohorts	Below	Expected	Exceeding
FSM	40.19%	59.81	20.97	FSM	13.11	86.89	78.9
Non FSM	21.79%	78.22	33.85	Non FSM	5.66	94.34	86.73
Pupil Premium	38.44%	61.56	22.44	Pupil Premium	11.48	88.52	80.06
Non Pupil Premium	22.06%	77.94	33.79	Non Pupil Premium	6.18	93.82	86.59

Writing Attainment				Progress			
Cohorts	Below	Expected	Exceeding	Cohorts	Below	Expected	Exceeding
FSM	49.14	50.86	10.92	FSM	22.72	77.28	63.31
Non FSM	33.59	66.41	22.28	Non FSM	10.45	89.55	72.41
Pupil Premium	47.41	52.59	12.04	Pupil Premium	20.62	79.38	64.49
Non Pupil Premium	33.91	66.09	22.49	Non Pupil Premium	11.08	88.92	72.24

Maths Attainment				Progress			
Cohorts	Below	Expected	Exceeding	Cohorts	Below	Expected	Exceeding
FSM	40.99	59.01	12.85	FSM	21.43	78.57	67.45
Non FSM	23.71	76.29	29.47	Non FSM	8.64	91.36	76.97
Pupil Premium	39.51	60.5	13.64	Pupil Premium	21.5	78.5	66.16
Non Pupil Premium	23.65	76.35	29.69	Non Pupil Premium	8.36	91.64	77.62

Summary of Autumn 21/22 Baseline Assessments

The data summary below was taken from the baseline tests carried out in Autumn 1 of the 21/22 academic year. It shows the average scaled score in PP children compared with non-PP children. From this, we can see that PP children are consistently performing lower in most year groups compared with non-PP children as well as the LA. Additionally, it shows that very low numbers of PP children are achieving EXS+ or GDS.

	PP		Non PP		Gap		LA Gap	
	Ave SS	% EXS + Sum 22	Ave SS	% EXS + Sum 22	Ave SS	% EXS + Sum 22	Ave SS	% EXS + Sum 22
Year 6 Maths	93	20%	98	17%	-5	3%	-1.3	-5%
Year 6 Reading	101	20%	101	37%	0	-17%	-0.9	-4%
Year 5 Maths	100	9%	97	3%	3	6%	-2.9	-11%
Year 5 Reading	105	15%	103	21%	2	-6%	0	0%
Year 4 Maths	96	9%	96	5%	0	4%	-1	-6%
Year 4 Reading	92	0	95	0	-3	0%	-1	-5%
Year 3 Reading	94	7%	96	12%	-2	-5%	-0.6	-3%
Year 3 Maths	94	0%	95	2%	-1	-2%	-2	-9%
Year 2 Maths (2C)	88	0%	93	0%	-5	0%	-2.3	-13%

