

# Woodthorne Primary School Pupil Premium Strategy Statement 2024-2027

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	429
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Tom Hinkley
Pupil premium lead	Sophie Jones/ Elaine Laird
Governor / Trustee lead	Victoria Baker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116.920

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that all children irrespective of background 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.

Our strategy aims to:

- Embed our core values of courage, ambition, respect and excellence to ensure that all children demonstrate these both within and beyond the classroom.
- Ensure that students experience a positive learning culture, where all learners are valued, wellbeing is supported and learning is celebrated.
- Provide wellbeing support to ensure that our disadvantaged students feel supported, safe and happy and are able to learn.
- Give students opportunities to experience rich cultural, creative and inspiring opportunities within and beyond the classroom, raising standards and inspiring them.

## Challenges

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

Challenge number	Detail of challenge
1	Despite substantial improvement in the reading curriculum, there are still lower levels of oracy and vocabulary in disadvantaged children- particularly those that sit within the SEND & PP category.
2	A significant rise in the numbers of children with SEN over the last 3 years (from 20-90 on the SEN register)- many of whom are from a disadvantaged background
3	Persistent levels of poor punctuality amongst disadvantaged pupils

## 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
High quality teaching ensures that all disadvantaged students have improved attainment.	<ul style="list-style-type: none"> <li>All disadvantaged students make expected or better progress.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Concept Cat used in Nursery to embed key conceptual terminology</li> <li>WellComm program embedded throughout EYFS to improve speech and language skills including daily oral language sessions. WellComm Champion appointed to keep the programme high profile.</li> <li>Communication Friendly Status achieved in Early Years</li> <li>Improvement in reading fluency and secure phonics throughout the school. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>Spoken Language Progression materials used to inform planning for opportunities to improve spoken language across the curriculum.</li> <li>Oracy auditing tool used to identify strengths and areas for development throughout the whole school.</li> <li>Language-rich environments across school.</li> <li>Widgit symbols used by all staff to improve communication for most vulnerable pupils.</li> <li>Oracy strategies embedded within classrooms following oracy audit</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Targetted reading aloud and book discussion.</li> <li>Reading assessment is used highly effectively by all practitioners to ensure better than expected progress is made by children from disadvantaged backgrounds.</li> <li>Highly effective use of diagnostic tools e.g. trackers to ensure children who are pupil premium are making expected or better than expected progress</li> <li>Pupils are listened to read at least 3 times per week by an adult so timely interventions can be put in place quickly to address gaps.</li> <li>Teachers are 'reading teachers' and can make recommendations of texts to all children based on their areas of interest</li> </ul>
To achieve and sustain improved punctuality for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance lead works alongside EWO bi-weekly to implement strategic plan to improve attendance and punctuality</li> <li>Strong partnership established with local authority attendance officer: Samantha Cox</li> <li>Clear and frequent communication with parents about importance of punctuality</li> </ul>
To develop staff understanding about how best to meet the needs of children with SEN	<ul style="list-style-type: none"> <li>Bespoke training for all staff around the most predominant needs in school i.e. ADHD, ASD and PDA</li> <li>Embedding emotion coaching to best support children with SEMH needs</li> <li>A secure understanding held by all staff around effective de-escalation strategies</li> <li>Consistent application of behaviour policies and strategies</li> <li>Unstructured times closely monitored for emerging patterns and dynamic interventions put into place.</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (Literacy Counts, NPQs, Outreach support, Educational Psychology Service )	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1 & 2
Weekly staff meetings on specific areas of need and specific teaching and learning strategies.		
Oracy Audit Action Plan implementation to improve quality of oral language interventions	EEF Oral Language Interventions The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language	1
Effective lesson adaptations are made to ensure that all lessons are inclusive of all needs within the classroom	Alex Quigley- Adaptive teaching and the power of anticipation	1 & 2
Understand individual barriers to punctuality on a case-by-case basis. Utilise expertise of Family support worker and EWO to co ordinate support appropriately	'Supporting School Attendance- Reflection and Planning tool'- EEF. <ol style="list-style-type: none"> <li>1. Build a holistic understanding of pupils and families and diagnose specific needs</li> <li>2. Build a culture of community and belonging for pupils</li> <li>3. Communicate effectively with parents</li> <li>4. Improve universal provision or all pupils</li> <li>5. Deliver targeted interventions to supplement universal provision</li> </ol>	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant targeted interventions	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1 & 2
In-class attainment groupings	Within class attainment grouping has a positive impact, on average, of 2 months additional progress	1 & 2
Unqualified Teacher	Additional expertise and capacity to support in class and lead interventions	1 & 2
Targeted 1:1 behaviour interventions in addition to positive whole school culture towards behaviour	Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	2
Seek higher levels of parental engagement- dojo, parents evening, open door policy	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF Toolkit)	3
Parent Workshops to raise engagement and parental understanding of key areas	Birth-5 Matters- 'Parental engagement in the educational development of their children improves attainment more than any other single factor.'	1, 2 & 3
Nurture club offered at lunchtime to identified children with SEMH needs	British Psychological Society- The peer relations of pupils with special educational needs in mainstream primary schools: The importance of meaningful contact and interaction with peers	2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Concept Cat		
WellComm		
Wellbeing Interventions (Wellbeing Warrior, Lego Therapy, Autism Attention)		

Training, Reflexions, Switch, Aspiring Futures)		
Develop strategies in school for improving lateness and attendance of disadvantaged children working closely with the EWO and families.	Low cost, moderate impact according to EEF. Appointment of Family Support Officer will focus on these targets.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5

**Total budgeted cost: £**

## 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 2023 to 2024 academic year.

- Challenges 1 & 2- Low levels of oracy in disadvantaged children/ low levels of reading, writing and spelling in disadvantaged children.
  - Continue with small group phonics interventions.
  - 'Literacy Counts' scheme implemented and CPD delivered to support with the planning and delivery of English lessons.
  - National tutors and Learning Mentor continue to target children and groups with the greatest need.
  
- Challenge 3 & 4- low levels of independence and resilience in learning due to poor metacognitive skills/ some disadvantaged children have emotional issues and self-esteem issues due to difficult home lives.
  - Family Support Worker continuing to work closely with those most in need who are identified and discussed at bi-weekly Inclusion Meetings.
  - Family Support Worker received ELSA training and will implement regular sessions when training is complete.
  
- Challenge 4-
  - Lateness posters on display in entryway
  - EWO working closely with Head Teacher, Family Support Worker and office staff monitoring lateness and attendance- continues to be an issue.
  - Staff working on developing relationships with parents via Class Dojo following up when children have been off sick.

### 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
Literacy Counts	Literacy Counts- Gareth Davies
White Rose Maths	White Rose Maths
PSHE Curriculum	Kapow

Geography, History, Science, Art & Music Curriculum	Primary Knowledge Curriculum (PKC)
French curriculum	Language Angels
PE curriculum	Complete PE
Y1, Y2 & Y3 Maths curriculum & Mastering Number	NCETM

## 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)**