

## 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	Woodlands Primary School
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2022/2023 – 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2023 (year review)
Statement authorised by	The Governing Body
Pupil premium lead	Lauren Johnstone
Governor / Trustee lead	Oliver Wright / Janet Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,575
Recovery premium funding allocation this academic year	£35,525
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	£421,100.00

# Part A: Pupil premium strategy plan

## Statement of intent

Woodlands children who are disadvantaged will have some or all of the following barriers:

- Easily distracted
- Find staying engaged on one task difficult
- Desire being social often due to lack of positive relationships at home
- Emotionally less mature than their age
- Lack intrinsic motivation
- Anxious and 'suspicious of the world'
- Have a lack of affection and/or routine at home.

The pandemic has had a significant impact on disadvantaged pupils in our school, including the attainment of disadvantaged children and attendance. Our vision for Pupil Premium is that we continue to close the gap for all children, including the COVID gap, with Reading as the priority. We want every disadvantaged child to be able to read confidently and fluently, with a deep understanding and love of books. In order to do this, we know that we need to ensure additional emotional support, particularly for children with social and emotional needs. This ensures that the children feel secure and safe in school, in order to thrive in their learning environment.

Therefore:

- We want all disadvantaged children to pass their Phonics Screening Test at the end of Y1.
- We want all children across school to have delivered an exceptional reading curriculum, teaching the skills of reading, but also a love of Reading.
- We want 100% of children to feel secure and safe in school, and able to thrive in their learning environment. As a result, 95% of those children meet their personalised targets.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils continues to be an area of focus.
2	An increasing number of children in school who are disadvantaged also have additional needs, including social and emotional gaps.
3	The interruption of education because of the COVID pandemic has had a significant impact on the attainment of disadvantaged pupils.
4	Sometimes, disadvantaged children have limited wider experiences which means they lack the knowledge of the world to apply to curriculum subjects.
5	Children's mental health has been challenged significantly because of the pandemic, resulting in some children not wanting to come to school.

## 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
<p><b>Quality of Education:</b> To continue to refine and renew ambitious curriculum across all subjects, ensuring teachers use pedagogical content knowledge and assessment as the drivers for implementation. As a result, high levels of knowledge retention from pupils lead to successful transition in the vast majority of cases (95%+).</p>	<p><b>Formative assessment strategies</b> are used systematically and habitually, and inform responsive teaching to allow children to know more and remember more.</p> <p><b>CPD processes</b> focus on <b>subject knowledge enhancement</b>, and the <b>specific pedagogical approaches</b> to deliver subject content successfully. Teachers' <b>pedagogical content knowledge</b> is used and adapted to ensure the subject curriculum is taught effectively. Children develop strong fluency and automaticity of the core knowledge in each subject.</p> <p>The core knowledge in the curriculum is identified. In humanities and Science, trials of a proactive <b>curriculum pathway of connected facts</b> for the <b>weakest 20%</b> of learners is to be implemented through an intervention approach.</p> <p>The <b>quality of Teaching Assistants</b> is variable, and so a planned <b>intervention programme</b> across school is planned to deliver core knowledge to the <b>weakest 20%</b> through a series of planned schemes. This focuses on RWM and foundation subjects (humanities and science). This is <b>systematically monitored</b> regularly and reshaped to ensure strong retention from children.</p> <p><b>Quality assurance systems</b> are enhanced through systematic and</p>

	<p>robust monitoring of all subjects and teaching, feeding straight back into <b>powerful metrics</b> and <b>evaluations of the school improvement</b> plan.</p> <p>The <b>communication provision</b> for children in the EYFS is <b>well planned, deliberately implemented</b> and as a result, there is an increase in the number of children <b>meeting age related expectations</b> in Communication, Language and Literacy (ELG).</p> <p><b>Phonics outcomes</b> are moving towards (at least) being in line with national standards. <b>The Phonics Lead</b> places <b>sharp</b> and <b>consistent</b> focus on <b>routines, habits and systems</b> surrounding the daily delivery of phonics which means that <b>time is used effectively</b> and pupils are learning more and remembering more.</p> <p>In Reading, Writing and Mathematics, progress is moving towards being (at least) in line with <b>national standards</b>.</p> <p><b>Assessment methods</b> are <b>reviewed and renewed</b> in Reading, Writing and Maths so that they are <b>purposeful, reliable, valuable</b> and <b>valid</b> and teachers know how to use them to work towards improved outcomes.</p>
<p><b>Behaviour and Attitudes:</b> Current in school systems are reviewed and improved in terms of effectiveness (particularly improving and refining the behaviour policy. monitoring and tracking of behaviour and interventions) particularly for those who are disadvantaged or have SEND. The metrics show bespoke intervention, and as a result, there is a reduction in behavioural incidents over time (comparatively year on year and comparatively through terms).</p>	<p>Implementation of a <b>new behaviour policy</b>, focused on the removal of sanctions, and a focus on restorative practice.</p> <p>Sharper focus on the <b>delivery of the teaching of protected characteristics</b> to contextualise behaviours.</p> <p><b>Analysis and tracking of bullying and behaviour is systematic</b> and informing whole school actions including behaviours by type, incident and suspensions over time (including repeats)</p> <p>A new plan is developed to <b>improve lunchtimes</b> so that children are engaged and excited by the opportunities given to them, including dining room routines, manners and respect.</p> <p>The new <b>“Woodlands Way”</b> is introduced through school with clear guidance on what this looks like within each area of school. This means adults and teachers are clear about what is expected of them, and where they should be.</p>
<p><b>Leadership:</b> Leaders at all levels have full clarity on their roles and responsibilities.</p>	<p>Leaders, particularly those who are new to the role, are given the appropriate <b>training and skills</b>, through <b>coaching and mentoring</b></p>

<p>Line management systems are strategic and clear so that all staff know what to do and this feeds into staff wellbeing and school effectiveness. External evaluation from School Improvement Partners, and Trust Central Team provide specific strengths and areas for development which help to drive the school forward.</p>	<p>from senior staff in school, focused on leadership and what this means.</p> <p><b>Subject leadership</b> continues to develop and grow, using a clear strategy and methodology (granular next steps, instructional coaching processes).</p> <p>There is a planned programme in place to develop the <b>subject knowledge and assessment of support staff</b> to be able to <b>a) provide high quality support in the classroom and b) deliver high quality interventions to the lowest 20%.</b></p>
<p><b>Safeguarding:</b> There is a whole institution (Gold Standard) approach to safeguarding which means that safeguarding and child protection are at the forefront of, and underpin all relevant aspects of, process, practice and policy development. All systems, processes and policies operate with the best interests of children at their core. Attendance is (at least) in line with national average and numbers of pupils who are persistently absent is reducing over time.</p>	<p><b>Systems</b> in place to <b>reduce absence</b> (including persistent absence) are robust and effective in improving <b>attendance</b> and <b>punctuality</b> for all pupils. These systems are <b>monitored carefully</b> and consistently reviewed and improved so that attendance remains <b>high priority</b> for all staff in school.</p> <p>There is a <b>strong safeguarding culture across school</b>, and all staff understand and can verbalise their role to keep children safe. The continued implementation of the gold standard will prioritise areas of need (PREVENT, sexual violence and harrasment)</p> <p>All staff understand the risks associated with using <b>technology</b>, including social media, of bullying, grooming, exploiting, radicalising or abusing children and there are well developed strategies in place to keep children safe and for children to know how to keep themselves and others safe.</p>
<p><b>SEND:</b> Systems of early identification and support are clear and effective. Leaders of SEND have a clear and thorough understanding of teaching and learning and this is effective in supporting teachers with classroom strategy to support SEND. The curriculum is effectively developed and its implementation is adapted for pupils with SEND. Pupils with SEND are included in all areas of school life <b>measure?</b></p>	<p>There is a <b>clear process of identification</b>, and the <b>systems within the assess, plan, do review stage</b> are carefully tracked and monitored.</p> <p>The <b>intervention planning</b> of the curriculum runs <b>alongside (and in conjunction with)</b> the identification and review stage.</p> <p>The curriculum within the <b>three provisions</b> (particularly The Treehouse and The Nest) is <b>bespoke</b> to the needs of children, and written with <b>SCERTs</b> in mind.</p> <p>A clear and deliberate process where <b>staff training needs</b> are <b>identified</b> and <b>successfully met</b> utilising both internal, external and Trust wide expertise.</p> <p><b>Classroom provision</b> for all pupils is meeting the needs of all pupils through <b>first wave teaching</b>.</p>

<p><b>Personal Development:</b> The personal development strategy continues to prepare pupils for life in modern Britain, equipping them with the skills and knowledge they need for their next steps. Strengthening core areas of the curriculum (protected characteristics, online safety, bullying) through refined curriculum opportunities leads to strength in children's knowledge in these areas and as a result, the vast majority of children feel confident to address these.</p>	<p>The <b>knowledge of debate</b> is deliberately planned into the curriculum, using the <b>oracy strategy</b> - "loud and proud" is a core theme of a unit of work.</p> <p><b>Protected characteristics</b> are explicitly taught through a planned assembly structure (alongside curriculum implementation).</p> <p>A review of the <b>relationships curriculum</b> to consider the teaching of sexual orientation, collaboratively with parents.</p> <p><b>The curriculum for Religious Education</b> links explicitly with Fundamental British Values, particularly respect and tolerance of others.</p> <p><b>Personal, Social and Emotional Development</b> in the Early Years is a key focus - a PSED pathway of deliberate opportunities is created, implemented and assessed to address children's gaps in knowledge.</p> <p><b>Training and development for staff</b> who deliver PSHE lessons is robust, providing opportunity and strategy for teaching difficult concepts.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA2 capacity with a clear focus on enhancing Quality First Teaching through supporting staggered teaching inputs in class	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	2.3

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Embedding of Read Write Inc to secure stronger phonics teaching for all pupils. We will fund further support from our RWI consultant to coach our reader leader and all staff delivering the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school. We will also fund specific training around effective problem solving and reasoning activities for children of all abilities, as well as the purchase of additional concrete resources and manipulatives.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2,3
Peer tutoring and reciprocal reading training	Education Endowment Foundation: Peer tutoring approaches have a strong evidence base that indicates a positive impact, particularly for disadvantaged pupils	2,3
Music lessons - Rock Steady	Education Endowment Foundation: Music Tuition approaches have a strong evidence base that indicates a positive impact, particularly for disadvantaged pupils	1,2,3,4
External Sports Coaches - Primary	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a>	2,3,4

Sports Coaches x 3 1 day a week.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">learning-toolkit/outdoor-adventure-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
Forest School - 1 x week fully qualified teacher and and 1 x TA3	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1,2,3,4,5
Power Maths - The Mastery Approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2,3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group SEN support and provisions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3
Small group SEN support and provisions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3
Additional speech and language interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips	<a href="https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf">https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf</a>	1,4
Therapy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,4,5
Nurture	<p>The <u>Education Endowment Foundation</u> (EEF) Teaching &amp; Learning Toolkit identified tuition (in small groups or 1:1) as one of the more effective (and cost-effective) interventions.</p> <p>Research by Adoption UK also found that adopted pupils could be up to <u>20 times more likely to be excluded</u>. Inclusion should, therefore, play a significant part in any PP+ strategy. According to <u>Adoption UK</u>, successful interventions have included:</p> <ul style="list-style-type: none"> <li>● Using PP+ to pay for a child's therapist to come into school and train members of staff</li> </ul>	1,5

	<ul style="list-style-type: none"> <li>● Providing training in attachment and trauma for all school staff</li> <li>● Funding a key person to ‘meet and greet’ a child with severe separation anxiety at the start of the school day</li> <li>● Enabling a teenager to participate in extra-curricular sporting activities that boosts self-esteem</li> <li>● Putting ‘drawing and talking’ in place for an adopted 6-year-old who carries a lot of <u>anxiety</u></li> </ul>	
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2022 to 2023 academic year.

Last year's targeted programmes of support and intervention had a positive impact on children classed as pupil premium in the following ways:

- Less PP children were suspended and/or excluded last year than in the last 3 years
- More PP children reached national averages in core subjects in Year 2 and Year 4 than they did in the last 3 years
- Almost all PP children in Year 2, who did not pass the Y1 phonics screening in Y1, passed.

Attendance of PP children is increasing over time.

Persistent absence of PP children is decreasing over time.

### 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
Read Write Inc	Oxford University
Power Maths	Pearson Schools and Colleges
Fresh Start	Oxford University
Times Tables Rockstars	Maths Circle