

## 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	Wodensfield Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	35.7% ↑
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S Walker (HT)
Pupil premium lead	Mr L Gould (DHT)
Governor / Trustee lead	Mrs Lambert (January 2022)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,095.00
Recovery premium funding allocation this academic year	£10,947.50
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	£218,042.50

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium (PP) is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. We aim to use PP funding strategically to support the identified children to reach their full potential which forms our vision for all of our pupils. By accessing a broad and balanced curriculum with individualised support, children should accelerate in their progress and reach expectations. We will also offer an enriched curriculum that will raise aspirations and educational experiences for all our pupils. **During 2022-23 we will focus on;**

#### **Improving Day to Day Teaching:**

We will ensure that all children across the school receive good quality first teaching by ensuring that our leaders:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of school policies (e.g. **marking and feedback**)
- Share good practice within the school and draw on expertise
- Provide high quality CPD
- Improve assessment through levelling and moderation across the school

#### **Individualising Support:**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and teachers communicate effectively and regularly
- Provide high quality interventions across **all Year Groups**
- Working with other agencies to provide additional expertise (e.g. CLL)
- Provide support for parents and families
- Tailoring interventions to the needs of the child.

## Challenges

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

Challenge number	Detail of challenge (In school and <b>outside</b> )
1	Reading (Oracy) – Teacher assessments, lesson observations, and pupil discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident across the school in all key stages in general, however it is more prevalent among our disadvantaged pupils than their peers resulting in many PP pupils working well below age-related expectations.
2	Progress is slower for PP pupils who fall within two or more groups, such as summer born or SEN in comparison to age-related expectations
3	Joint FSM and SEND (multiple factors) needs for a high portion of children, on our disadvantaged register.
4	Persistent absence for a large number of disadvantaged families, impacts upon the 'catch-up' programme impact, in school.
5	Large % of children are regularly late and miss the start of learning each day – e.g. because they are hungry, needing to use the toilet, reading books and other equipment aren't brought into school
6	Some parents of children entitled to pupil premium lack confidence to support children at home and do not engage in parent's evenings, school events, homework and online communications.

## 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
Reading, writing and spelling will improve and % of children entitled to pp achieving greater depth will increase. Children will read for pleasure more frequently.	<ul style="list-style-type: none"> <li>All PP children will pass phonics screen</li> <li>Children will progress through book bands</li> <li>Children's NFER scores will show progress (in-year and year-on-year)</li> <li>Children will want to read in and out of school</li> </ul>
Improved expected levels of progress for disadvantaged pupils across all groups e.g SEN and/or summer born	<ul style="list-style-type: none"> <li>Pupil progress meetings illustrate that disadvantaged pupils are making at least expected levels of progress due to quality first teaching and targeted interventions to accelerate progress.</li> <li>Disadvantaged pupils' outcomes show an increase in the progress made across</li> </ul>

	key stages showing added value due to the impact of quality first teaching
Improved provision for children with SEND will improve behaviour, self-regulation and children's mental wellbeing.	<ul style="list-style-type: none"> <li>• Nurture support</li> <li>• Provision map – accurately identifies additional support (both timely and appropriate) and its impact</li> <li>• Boxall scores will improve, behaviour related incidents will decrease</li> </ul>
To ensure that parents are equipped and empowered to support their children in their learning and that they know how to access support where needed. Measured by: - Attendance at parents' evenings, parental engagement events, etc. - Levels of homework handed in, reading records maintained and times tables and spelling test scores of PP children.	<ul style="list-style-type: none"> <li>• Parents will attend parents evenings comparable with children not entitled to pp</li> <li>• Parents will engage in MME and online communications</li> <li>• Children will participate in more homework activities e.g. times tables rock stars, Mathletics and Oxford Reading owl.</li> </ul>
All PP children will stay above the 95% attendance target. Children will be in school at the start of the school day and be ready to learn.	<ul style="list-style-type: none"> <li>• Lateness will decrease to 5%</li> <li>• Attendance will stay at +96%</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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of teaching for all: To ensure the curriculum is well sequenced, so knowledge is built over the years and that knowledge is generative.  (School Improvement target) (Staff appraisal foci)	Education Endowment Foundation states that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.  Curriculum designed so that knowledge is sequential Strategies are used to help knowledge stick: 1. Subject leader development (Impact Wales CPD) 2. Knowledge organisers. 3. Quizzing. 4. Low-stakes testing (NFER). 5. Kagan seating plans	1 2

<p>To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>CPD and school monitoring focusing on teaching and learning Teachers have a bank of strategies which they will routinely use.</p>	<p>1 2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early readers make accelerated progress:</p> <ul style="list-style-type: none"> <li>• RWI</li> <li>• Early Reading</li> <li>• Echo-reading</li> </ul> <p>Reading books will match children's ability but will be relevant and engaging for their chronological age.</p> <p>Parent reading sessions, in class, before school.</p>	<p>Children entitled to PP have not been reading as much at home as other children.</p> <p>The EEF have completed a variety of projects on the impact of reading and language-rich environments.</p>	<p>1 2 3  4 6</p>
<p>Targeted interventions will improve outcomes for children in specific areas:</p> <ul style="list-style-type: none"> <li>• TA working with small groups delivering evidence based interventions and interventions specific to children's needs designed by the class teacher.</li> <li>• These will have clear outcomes and assessment will show clear area need and measure progress.</li> </ul>	<p>Children will be identified through pupil progress meetings and discussions with the SENDCO.</p> <p>NFER assessments analysed to identify progress and slippage.</p> <p>Specific targets will be addressed.</p> <p>Evidence based interventions will be used to suit the individual's needs.</p>	<p>1 2 3 4</p>

<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Pre-teach and catch up sessions offered to individual children or groups before and after school.</p> <p>Home study club will support children with out of school self –study (including within ASC).</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment. Y6 Breakfast maths in operation.</p> <p>Children not completing home study, not learning spellings and timetables are children entitled to PP. Home study club can help develop good learning habits.</p> <p>Y2 Maths session for targeted children. ASC support.</p>	<p>4 5 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain the positive, consistent and proactive approach to behaviour (extending to our lunchtime staff).</p> <p>Staff training to ensure clear routines are embedded across school that support good behaviour.</p> <p>Staff training and support from behaviour specialists for children with particularly challenging behaviour (Team Teach training).</p>	<p>Our behaviour blueprint, based on the Pivotal pillars, stresses the importance of consistency and relentless routines.</p> <p>The Five Pillars of Pivotal Practice</p> <ul style="list-style-type: none"> <li>• Consistent, calm adult behaviour</li> <li>• First attention to best conduct</li> <li>• Relentless routines</li> <li>• Scripting difficult interventions</li> <li>• Restorative conversations</li> </ul> <p>Inclusive approach</p>	
<p>Punctuality and attendance improves; children feel ready for the school day.</p> <ul style="list-style-type: none"> <li>• <i>Bagels</i></li> <li>• <i>Fruit &amp; Snack</i></li> </ul>	<p>If children are in school earlier they can settle in and be ready for learning at the start of the school day. They will not feel marginalised by walking in after the rest of the class.</p> <p>Children attending breakfast club can have a healthy breakfast then will be given the opportunity to read a book, or take part in an activity.</p>	<p>4 5</p>

<p>Remove factors that could make children entitled to PP feel excluded.</p> <ul style="list-style-type: none"> <li>• E.g. providing a clean PE kit.</li> <li>• Helping fund school trips.</li> <li>• Giving extra reminders about school events such as non-uniform days.</li> </ul>	<p>It is often the same families who forget non-uniform days and special events. They may need a more support with organisation.</p> <p>Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. Small factors can single a child out among peers and make them feel excluded.</p> <p>This can be damaging to their self- esteem and sense of belonging. This cannot always be mitigated by school's intervention but every effort should be made where it can.</p>	<p>2 5 6</p>
<p>Children will have access to IT to support their learning.</p> <ul style="list-style-type: none"> <li>• Families will be offered a loan laptop</li> <li>• Wi-Fi cards may be available for those that need them.</li> </ul>	<p>Most home study is set online and those without IT are given hard copies of tasks. Some learning tasks are delivered through online platforms and children are missing out on some of the advantages of that e.g. interactive games, appearing on leader boards etc.</p> <p>Also, in the event of whole school closure, work would be easier to access online.</p>	<p>2 4 6</p>
<p>Access to high quality extra-curricular clubs – delivered by school staff, free-of-charge</p>		
<p>Promote parental engagement</p> <ul style="list-style-type: none"> <li>• SLT and teacher's make sustained effort to establish good relationships. E.g. by making phone calls home or talking face to face after school to discuss something positive the child has done.</li> <li>• We will establish the most effective form of communication for that parent.</li> </ul>	<p>The number of parents of children entitled to pupil premium attending parents evening has been lower than that of those that aren't entitled to PP.</p> <p>Hybrid/virtual meetings are available and SIMs technology used for booking appointments.</p>	<p>ALL</p>
<p>Uniform – PTA led uniform shop</p>		

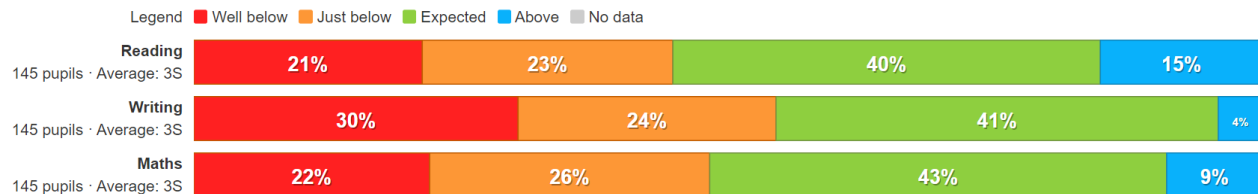
**Total budgeted cost: £ 115,000**

## Part B: Review of outcomes (2022-23)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

#### Attainment:



The comparisons from the academic year 2021-22 to this academic year show a slow improvement in PP children achieving better outcomes:

PPG	Year	Below	WTS	EXS	GD
Reading	21-22	23%	24%	43%	10%
	22-23	21%	23%	40%	15%
Writing	21-22	31%	35%	31%	2%
	22-23	30%	24%	41%	4%
Maths	21-22	25%	24%	45%	6%
	22-23	22%	26%	43%	9%

The table above shows the progress within the different subject areas. The growth of PP children achieving greater depth outcomes is very pleasing, and while expected outcomes have slightly decreased in reading and maths, this can be attributed to the once expected pupils moving up to GD. It is also positive to see the decrease of PP children working at below across RWM. We might expect to see the WTS increase, but more children have moved up from that area which shows our extensive intervention offer and high expectations for PP children is achieving improved outcomes.

What is also very evident, is the greater acceleration in writing, for those achieving expected standard (up 10%). This clearly shows the impact of the new writing curriculum and the target-writer focus. This should be considered in following years and a similar model repeated in other subject areas.

Our pupil premium strategy will continue to be supplemented by additional activity that is not being funded by pupil premium or recovery premium, to ensure we succeed in closing the gap.

That will include:

- embedding more effective practice around feedback and marking. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.



- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy for 2022-2025, we evaluated why activity undertaken in previous years had not had the degree of impact. We triangulated evidence from multiple sources of data including assessments, engagement in class book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils and in conclusion recognise that parental 'buy-in', engagement and attendance are the biggest barrier to closing the gap. We continue to strive to overcome these barriers.

## **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*

<b>Programme</b>	<b>Provider</b>
Lightning Squad	FFT