

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	30%
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 2022
Statement authorised by	Mrs S Walker
Pupil premium lead	Mr L Gould
Governor / Trustee lead	Mrs Lambert (January 2022)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,715.00
Recovery premium funding allocation this academic year	£21,895.00
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	£219,610.00. The total received for the financial year was £172,815.00

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.

Challenges

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

Challenge number	Detail of challenge (In school and outside)
1	Reading – Children are not practising reading beyond the classroom
2	Low self- esteem and resilience
3	Joint safeguarding and SEND needs for a high portion of children on our disadvantaged register.
4	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.
5	Large % of children are regularly late and aren’t ready to start learning when they come into school –e.g. because they are hungry, needing to use the toilet, reading books and other equipment aren’t brought into school
6	Persistent absence for a large number of disadvantaged families, impacts upon the ‘catch-up’ programme impact, in 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
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"> All PP children will pass phonics screen Children will progress through book bands Children’s NFER scores will show progress

	<ul style="list-style-type: none"> Children will want to read in and out of school <p><u>Where are we in 07/2022?</u></p> <p>Most recent outcomes:</p> <p>73% EXS+ 2022 KS2 Reading</p> <p>59% EXS+ 2022 KS2 GPS</p> <p>88% Y2 Phonics</p> <p>32% EXS+ 2022 KS1 Reading</p> <p>19% EXS+ 2022 KS1 Writing</p> <p>44% EXS+ 2022 KS1 Maths</p>												
<p>Improved provision for children with SEND will improve behaviour, self-regulation and children’s mental wellbeing.</p>	<ul style="list-style-type: none"> Nurture support Provision map – accurately identifies additional support (both timely and appropriate) and its impact Boxall scores will improve, behaviour related incidents will decrease <p><u>Where are we in 07/2022?</u></p> <p>Pupils with SEND = 7.5% (National 14.7%)</p> <table border="1"> <thead> <tr> <th></th> <th># Pupils</th> <th>% Pupils</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>24</td> <td>5.2%</td> <td>12.6%</td> </tr> <tr> <td>EHC Plan</td> <td>11</td> <td>2.4%</td> <td>2.1%</td> </tr> </tbody> </table>		# Pupils	% Pupils	National	SEN Support	24	5.2%	12.6%	EHC Plan	11	2.4%	2.1%
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SEN Support	24	5.2%	12.6%										
EHC Plan	11	2.4%	2.1%										
<p>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.</p>	<ul style="list-style-type: none"> Parents will attend parents evenings comparable with children not entitled to pp Parents will engage in MME and online communications Children will participate in more homework activities e.g. times tables rock stars, Mathletics and Oxford Reading owl. <p>07/2022</p> <p>MTC outcomes are low</p>												
<p>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.</p>	<ul style="list-style-type: none"> Lateness will decrease to 5% Attendance will stay at +95% <p><u>Where are we in 07/2022?</u></p> <p>Absence rate = 5.5% (National 5.8%)</p> <p>Persistent ab = 15.7% (National 19.5%)</p>												

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.	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: <ol style="list-style-type: none"> 1. Subject leader development (Impact Wales CPD) 2. Knowledge organisers. 3. Quizzing. 4. Low-stakes testing (NFER). 5. Kagan seating plans 	1 2
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	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. CPD and school monitoring focusing on teaching and learning Teachers have a bank of strategies which they will routinely use.	1 2

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
Early readers make accelerated progress: <ul style="list-style-type: none"> • RWI • Early Reading • Echo-reading Staff training so all staff, have a deep understanding of early	Children entitled to PP have not been reading as much at home as other children. The EEF have completed a variety of projects on the impact of reading and language-rich environments.	1

<p>reading and know how to support children to make progress.</p> <p>Reading books will match children's ability but will be relevant and engaging for their chronological age.</p>		
<p>Targeted interventions will improve outcomes for children in specific areas:</p> <ul style="list-style-type: none"> • TA working with small groups delivering evidence based interventions and interventions specific to children's needs designed by the class teacher. • These will have clear outcomes and assessment will show clear area need and measure progress. 	<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 6</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.</p> <p>ASC support.</p>	<p>5 6</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-establish the positive, consistent and proactive approach to behaviour</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"> • Consistent, calm adult behaviour • First attention to best conduct • Relentless routines • Scripting difficult interventions • Restorative conversations 	<p>2 5</p>
<p>Punctuality and attendance improves; children feel ready for the school day.</p> <ul style="list-style-type: none"> • Bagels • Fruit & Snack 	<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>5 6</p>
<p>Remove factors that could make children entitled to PP feel excluded.</p> <ul style="list-style-type: none"> • E.g. providing a clean PE kit. • Helping fund school trips. • Giving extra reminders about school events such as non-uniform days. 	<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</p>
<p>Children will have access to IT to support their learning.</p> <ul style="list-style-type: none"> • Families will be offered a loan laptop • Wi-Fi cards may be available for those that need them. 	<p>Most home study is set online and those without IT are given hard copies of tasks.</p> <p>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</p>

<p>Promote parental engagement</p> <ul style="list-style-type: none"> • 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. • We will establish the most effective form of communication for that parent. 	<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.</p>	<p>3 5 6</p>
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Total budgeted cost: £ 115,000

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Lightning Squad	FFT

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?	
What was the impact of that spending on service pupil premium eligible pupils?	