

## 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 Academy
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Vicky Platten
Pupil premium lead	Trudie Jowett
Governor / Trustee lead	Jason Howard – AIB Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,680
Recovery premium funding allocation this academic year	£9,425
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	£102,105

## Part A: Pupil premium strategy plan

### Statement of intent

At Woodlands Primary Academy, our intention is that all disadvantaged pupils achieve well, make good progress and have access to opportunities that expand their life chances. We want to close the gap between disadvantaged and non-disadvantaged pupils and help children to fulfil their potential, both academically and socially.

Our mission is to ensure that all children, including our disadvantaged pupils, have the knowledge, understanding and skills to be confident and successful. This includes ensuring that those pupils most affected by learning loss during the pandemic catch-up to their peers.

The key principles behind our use of pupil premium funding are:

- Effective use of data and evidence to identify needs and to act early
- Identify the individual needs of disadvantaged pupils
- Work with families and pupils to identify specific needs and how school can support.
- Plan intended impact, implement strategies effectively, review regularly and adjust to have the best possible impact.

Quality first teaching is at the forefront of our approach, ensuring that there is an effective teacher at the front of every class. Quality first teaching is proven to have the greatest impact on closing the disadvantaged gap. Wider strategies include personal development, which enables pupils to make a positive contribution to their local community and the wider world.

The key principles to the strategy:

- Quality first teaching – high-quality, inclusive teaching for all pupils in a class
- Ensure that all staff have high expectations and are accountable for learning outcomes
- Remove barriers to learning created by poverty, family circumstances and background
- Access to high-quality enrichment activities to develop their knowledge and understanding of the world

- Develop oracy skills and vocabulary of children to break down learning barriers and accelerate progress
- Personalised approaches are used to tailor-fit the needs of the individuals

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external data shows that there is an attainment gap between Pupil Premium and non-Pupil Premium pupils.
2	Achievement data shows the continuing need for precise identification of learning needs so disadvantaged pupils achieve better.
3	Research evidence shows that disadvantaged pupils can face other barriers to success, e.g., financial barriers to engagement at school or additional worries which can affect concentration at school (e.g., needing food, uniform).
4	Disadvantaged children have a lower attendance rate than other pupils and a higher persistent absence rate than other 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
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.

Improve maths attainment among disadvantaged pupils	<p>KS2 maths outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.</p> <p>Times tables check results in 2024/25 show that disadvantaged pupils achieve in line with other pupils.</p>
Improved phonics attainment among disadvantaged pupils.	<p>KS1 phonics outcomes in 2024/25 show that 81% of disadvantaged pupils meet the expected standard.</p>
Improved engagement of disadvantaged pupils in school visits and extra-curricular activities.	<p>By 2024/25 we expect to see:</p> <p>Uptake of school visits and extra-curricular activities clubs for pupils is in line with other pupils.</p> <p>Uptake of instrumental tuition for disadvantaged pupils in KS2 is proportional to total number of pupils.</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: £78000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA provision, to support the delivery of quality first teaching.	EEF guidance on the effective use of teaching assistants.	1, 2
Continue subscription to Read Write Inc phonics scheme to further embed systematic synthetic phonics using DfE validated scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils.	1,2
Resources to aid quality first teaching.	EEF guidance on high-quality teaching.	1, 2
Increase access to a wider range of high-quality reading materials in class reading areas, at home and the library.	The Redding Framework: Teaching the foundations of literacy document identifies the importance of high-quality books being available for story time, in book corners and for the children to read at home.	1
Mastery approaches to the maths curriculum	EEF mastery	1
Provide with materials to support/reinforce learning at home	EEF recognise the value of homework in supporting learning	1

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs provide additional targeted intervention in reading, writing and maths.	EEF guidance on effective use of teaching assistants.	1, 2
Use of teaching tutors to provide tuition to pupils whose education has been most impacted by the COVID pandemic. A significant proportion of pupils receiving tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge can be an effective method to support low-attaining pupils or those falling behind (EEF)	1, 2
Additional member of staff deployed in Y6 to target gaps in learning as a result of the pandemic.	EEF One to One Tuition and Small Group Tuition	1
Provide specific 1:1 support to address communication and language difficulties with identified needs through Wellcomm resources.	EEF guidance report on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1, 2

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

Budgeted cost: £15105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to provide social and emotional support.	EEF guidance on improving social and emotional support in school.	3
Provide funding for bushcraft enrichment activities	EEF outdoor adventure learning – <i>there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</i>	3
Funding for Breakfast and After School Club for disadvantaged pupils to attend.	Government evaluation of breakfast club identified that wraparound care can support children with concentration, social skills and attention by having a breakfast/after school club meal.	3, 4
Employ a counsellor to provide counselling to pupils to improve SEMH.	Place2Be Longer term effects of school-based counselling in UK Primary Schools.	3
Support disadvantaged pupils in the participation of residential experiences	EEF research states that enrichment approaches can directly improve pupil's attainment.	1, 3
Family support worker who works with pupils and their families: <ul style="list-style-type: none"> <li>- Accessing appropriate support from outside agencies to overcome external barriers</li> <li>- Engaging with 'hard to reach' families</li> <li>- Supporting with procedures outlined in attendance and punctuality policies to improve the</li> </ul>	Stress caused by a range of factors outside of school can have a detrimental impact on learning.  DfE research shows a link between improved attendance and improved achievement at the end of KS2.	1, 3, 4



attendance of disadvantaged pupils.		
Provision of music tuition, delivered by a music specialist, for disadvantaged pupils.	EEF – Arts participation	3
Lunchtime support for children with challenging behaviour & strategies to promote positive behaviour of children including disadvantaged children.	EEF guidance on improving social and emotional support in school.	3
Attendance administrator to monitor and identify pupils and families that need attendance support and the reasons for low attendance.  Additional rewards for pupils with good attendance.	EEF – Attendance interventions rapid evidence assessment (Clayton 2012 study)	4
Provide additional before school breakfast club provision to Y6 pupils in KS2 assessment weeks.	Government evaluation of breakfast clubs identified that wrap-around care can support children with concentration, social skills and attention by having a breakfast/after school meal.	1, 3

**Total budgeted cost: £102,105**

## 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 2021 to 2022 academic year.

Year 6 SATS 2022					
Measure	Results	Measure	Results	Measure	Results
Y6 reading ES	66%	Y6 PP pupils reading ES	37%	Y6 Non-PP pupils reading ES	79%
Y6 writing ES	62%	Y6 PP pupils writing ES	37%	Y6 Non-PP pupils writing ES	74%
Y6 mathematics ES	60%	Y6 PP pupils mathematics ES	47%	Y6 Non-PP pupils mathematics ES	64%
Y6 RWM ES	44%	Y6 PP pupils RWM ES	16%	Y6 Non-PP pupils RWM ES	57%

Year 1 Phonics Screening: 48% of all pupils achieved 32 marks or above. 17% of PP pupils passed their phonics screen; 51% of Non-PP pupils passed their phonics screening.

EYFS – GLD: 76% of all pupils achieved GLD. 100% of PP pupils achieved GLD; 75% of Non-PP pupils achieved GLD.

## 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
N/A	

## 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?	

## Further information (optional)

--