

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	419
Proportion (%) of pupil premium eligible pupils	17
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 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Vicky Platten
Pupil premium lead	Sharon Stubbins
Governor / Trustee lead	Luke Bowers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,500
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£89,500</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 show 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 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	KS2 maths outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard. Times tables check results in 2024/25 show that disadvantaged pupils achieve in line with other pupils.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2024/25 show that 81% of disadvantaged pupils meet the expected standard.
Improved engagement of disadvantaged pupils in school visits and extra-curricular activities.	By 2024/25 we expect to see: Uptake of school visits and extra-curricular activities clubs for pupils is in line with other pupils. Uptake of instrumental tuition for disadvantaged pupils in KS2 is proportional to total number of pupils.



## 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: £ 22,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased TA provision, to support the delivery of quality first teaching.	EEF guidance on the effective use of teaching assistants.	1, 2
Purchasing resources to support Power of Reading	EEF guidance on improving Literacy in Key Stage 2.	1, 2
Resources to aid quality first teaching.	EEF guidance on high-quality teaching.	1, 2
Small group tuition providing by intervention teacher.	EEF guidance on small group tuition.	1, 2

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

Budgeted cost: £37,434

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

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

Budgeted cost: £ 21,108

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

**Total budgeted cost: £ [80,798]**

## 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.

From the data below, the progress data from KS1 to KS2 shown that PPG children have made more progress in reading and maths. Comparing their progress to the cohorts from the previous 2 years, it is clear that the amount of progress made has improved. The PPG children were making good progress across the autumn term. During lockdown, we had 37% of PPG children in school, compared to 29% of non-PP children. We provided chrome books to 14 PP children (20%), and 4 PPG children, (6%) did not engage with learning and we made phone calls or door knocked throughout lockdown.

	2017/ 18	2018/1 9	Target 2020/2 1	2020/21 All	PP
Reading	-4	-3.86	0.1	-0.27	0.02
Writing	-3.8	-4.77	0.06	-0.56	-0.06
Maths	-1.5	-2.11	0.13	-0.35	-0.22



		A1	A2	Su1	Su2
Year 1 8	R	37%	75%	38%	39%
	W	50%	75%	25%	13%
	M	0	50%	13%	13%
Year 2 8	R	0	33%	67%	50%
	W	25%	8%	33%	8%
	M	0	25%	8%	8%
Year 3 7	R	14%	27%	0	0
	W	0	0	0	0
	M	0	27%	0	0
Year 4 11	R	9%	45%	9%	55%
	W	9%	55%	9%	27%
	M	0	73%	27%	55%
Year 5 17	R	0	6%	0	17%
	W	0	6%	0	0
	M	0	12%	0	0
Year 6 14	R	6%	36%	0	0
	W	0	36%	7%	7%
	M	6%	29%	7%	14%

Due to Covid, the children were limited in the time they spent in school. Our attendance target was 96%, whole school met this target, but PP children was 94%. The reasons for this were that some children were shielding or on holiday. Families were supported throughout the lockdown, and on return, by our nurture team and the class teachers. Every child was in contact with the school throughout the lockdown, and those who had 1:1 nurture or ELSA sessions at school continued with those sessions using Teams.

We continued providing music lessons throughout the lockdown period using Teams, as well as continuing to pay for drum, guitar and key board lessons in school. 14 of our

PPG pupils received music tuition. For these children, the tuition continued online during lockdown.

## 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)**