

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wood End Primary
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Moira Cross
Pupil premium lead	Joanne Smith
Governor / Trustee lead	Martin Eade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,486
Recovery premium funding allocation this academic year	£5,256
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	£61,742

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We have considered the challenges faced by our disadvantaged children when identifying how to allocate the money effectively. The activities we have outlined in this statement are also intended to support the needs of any children who have a social worker or who are a young carer regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils impacts their participation in lessons. 62% of children requiring 1:1 emotional/nurture support are disadvantaged. Discussions with pupils and families have identified social and emotional issues for many pupils with a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has improved however they are still lower than the national target of 95% Last year the average attendance of disadvantaged children was 91.6%, lower than that of the other children. Unauthorised absences were significantly greater than their non-disadvantaged peers. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

4	Our assessments, observations and discussions with staff indicates that disadvantaged pupils have lower attainment in Maths. SATs results for Year 6 last year 14% of disadvantaged children attained the expected standard compared to 58% for non-disadvantaged. No disadvantaged children achieved the higher standard.
5	Our assessments indicate that the attainment of disadvantaged pupils is lower than that of their peers in reading, writing and maths. National data indicates that disadvantaged children are significantly lower than their peers in maths.

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
Disadvantaged children feel safe and are supported to express their needs in an appropriate way.	Observations indicate an improvement in self-regulation for all pupils. Disadvantaged children will understand who they can ask for help and how to express their needs in a safe way.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Children have an engaging curriculum which builds skills progressively throughout their learning journey.	Planning, assessments and work trawls show clear progression of skills across the curriculum. The attainment of disadvantaged children is within 5% of their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved attainment in reading and writing for disadvantaged pupils at the end of KS2.	KS reading and writing outcomes in 2023/25 that more than 75% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £ 21,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Maestro planning and assessment tool. Training for staff to ensure progress of pupils is assessed accurately.	The DfE statutory guidance has been produced drawing on evidence-based approaches which required children to have a broad and balanced curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4	3, 4, 5
Bespoke training for teachers and teaching assistants through access to the National College.	Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 4, 5
Embedding dialogic activities across the school curriculum. These can support pupils to artic-	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive	3

<p>ulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will provide staff training and have a focus on vocabulary across the curriculum in planning. Links will be made across the curriculum using ‘big ideas’.</p>	<p>to implement with high impacts on learning:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To develop and enhance quality first teacher through a coaching approach for staff.</p> <ul style="list-style-type: none"> - Use of growing great people. - Bespoke support for staff with Teaching and Learning lead. 	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3, 4, 5
<p>Little Wandle phonics program and decodable books to promote early reading.</p> <ul style="list-style-type: none"> - Training for staff - Assessments to identify targeted children - Tracking of children to quickly identify gaps and provide catch up. 	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3,5
<p>Times tables rock stars to promote fluency in times tables.</p> <ul style="list-style-type: none"> - Login codes sent home to support learning - teachers to set challenges for pupils - resource available and used during curriculum time 	<p>There is evidence that children require fluency in basic facts to build their understanding in maths, particularly when solving problems:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Up-date.pdf?v=1696484709</p>	4
<p>Purchase of manipulatives to support understanding of mathematical concepts</p>	<p>Guidance on improving maths at KS1 and KS2 indicates that the use of manipulatives is essential in embedding mathematical understanding.</p>	4

	https://d2tic4wvo1iusb.cloud-front.net/production/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1696474322	
Mathematics advisor to provide training for all teaching staff.	Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	

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

Budgeted cost: £ 17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide social and emotional support in 1:1 sessions or small group nurture groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 5
3:1 maths tutoring for disadvantaged pupils in KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Small group intervention for 1 afternoon each week to provide targeted catch up support for phonics learning	Research indicates that TA who provide 1:1 or small group targeted intervention have stronger outcomes for children: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 5

<p>Daily 1:1 reading for least able children, including disadvantaged.</p> <ul style="list-style-type: none"> - focus on use of phonic knowledge for reading - develop reading comprehension through effective questioning. 	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop and embed a restorative approach to behavior management.</p> <p>Staff training and work with children around relationships</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 5</p>
<p>Develop emotional literacy and support for children to identify and regulate their emotions.</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 5</p>
<p>Embedding principles of good practice set</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 5</p>

<p>out in the DfE's Improving School Attendance advice.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Supporting the cost of Outdoor Adventurous weekend camp</p>	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 5</p>
<p>To provide opportunities for children in KS2 to learn an instrument</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1</p>

Total budgeted cost: £ 61,700

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that in the Y6 SATs disadvantaged pupils out performed their non-disadvantaged peers in reading and writing. Their attainment in maths was significantly below that of their peers. Although their attainment was lower than the national average for the expected standard in all areas it was above the national average for disadvantaged pupils in reading and writing.

Attainment in KS1 SATS demonstrate the attainment of disadvantaged pupils is lower than their non-disadvantaged peers. This is the same for the Year 1 Phonics screen. There is a correlation between SEND and disadvantaged in this year group.

Attainment of disadvantaged pupils at the end of the EYFS was significantly lower than their peers in English and maths. It needs to be considered that this relates to 5 children with 2 out of the 5 identified as SEND.

Attendance data demonstrates that although attendance of disadvantaged children remains lower than their non-disadvantaged peers, the gap has narrowed to 3%. The attendance of disadvantaged pupils is in line with the national average for 2022-23.

Based on all the information above, the performance of our disadvantaged pupils met expectations in reading, writing and attendance and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Disadvantaged pupils have not met expectations in maths and we are at present not on course to achieve these outcomes.

Our evaluation of the approaches delivered last year indicates that reading intervention and curriculum progression have been particularly effective. A focus on tracking and intervention for attendance has had a positive impact on attendance for disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This is closely linked to progress and attainment in maths.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.