

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	153
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£40,004
Recovery premium funding allocation this academic year	£4,205
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	£44. 209

# 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. 55% of children requiring 1:1 emotional support to access learning are disadvantaged. 14% of disadvantaged pupils have been referred by staff for additional social and emotional support in school compared to 5% of their non-disadvantaged peers. 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 been 5% lower than for non-disadvantaged. Last year 54% of disadvantaged pupils have been persistently absent compared to 18% of 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 43% of disadvantaged children attained the expected standard compared to 60% for non-disadvantaged. No disadvantaged children achieved the higher standard.
5	National assessments indicate that the attainment of disadvantaged pupils is lower than that of their peers in writing and 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"> <li>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%.</li> <li>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.</li> </ul>
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.
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"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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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: £ 10,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Maestro planning and assessment tool.</p> <p>Training for staff to ensure correct coverage of the foundation curriculum developing a knowledge and skills rich curriculum which builds on previous learning.</p>	<p>The DfE statutory guidance has been produced drawing on evidence-based approaches which required children to have a broad and balanced curriculum:</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4">https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</a></p>	3, 4, 5
<p>Bespoke training for teachers and teaching assistants through access to the National College.</p>	<p>Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate 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>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on learning:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

<p>To develop and enhance quality first teacher through a coaching approach for staff.</p> <ul style="list-style-type: none"> <li>- Use of growing great people.</li> <li>- Bespoke support for staff with Teaching and Learning lead.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 3, 4, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional support in 1:1 sessions or small group nurture groups</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>1, 5</p>
<p>3:1 maths tutoring for disadvantaged pupils in KS2</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>4</p>
<p>Small group intervention for 4 afternoons each week to provide targeted catch up support for phonics learning</p>	<p>Research indicates that TA who provide 1:1 or small group targeted intervention have stronger outcomes for children:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>3, 5</p>
<p>Daily 1:1 reading for least able children, including disadvantaged.</p>	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p>	<p>3, 5</p>

<p>- focus on use of phonic knowledge for reading</p> <p>- develop reading comprehension through effective questioning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17, 400

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 5
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2, 5

<a href="#">Attendance</a> advice.		
Supporting the cost of Outdoor Adventurous weekend camp	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1, 5

**Total budgeted cost: £ 40,960**

## 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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 5% higher than their peers in 2021/22 and persistent absence 36% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.



Internal data shows...

## PROGRESS

- Reading 75% with 14% notable
- Writing 68% with 11% notable
- Maths 71% with 25% notable

## ATTAINMENT

Attainment remains lower than national average

- Reading 48% at ARE down 6%
- Writing 43% at ARE down 6%
- Maths 33% at ARE down 19%

Of the 7 PP pupils in Y6 SATS results 2022:

- 86% in reading with 14% GDS
- 43% in writing with 14% GDS
- 86% in GPS with 14% GDS
- 43% in maths with 0% GDS

Disadvantaged pupils outperformed their non-PP peers in reading and GPS

Combined R,W and M was 29% for PP pupils and 55% for non-disadvantaged pupils  
2 disadvantaged pupils also had SEND needs (29%) compared to 25% of SEND pupils in the non-PP demographic.

Progress and attainment data in 2022 was better for disadvantaged pupils than in 2019.

## 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
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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.*