

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	Wood End Primary
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Moira Cross
Pupil premium lead	Joanne Smith
Governor / Trustee lead	David Shakespeare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 487
Recovery premium funding allocation this academic year	£3, 480
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	£40, 967

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 have been impacted by partial closures to a greater extent than other pupils. 26% of disadvantaged pupils have been referred by staff for additional social and emotional support in school compared to 12% of their non-disadvantaged peers.
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 51% of disadvantaged pupils have been persistently absent compared to 20% of their non-disadvantaged peers. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress
3	Assessments, observations and discussions with pupils indicate underdeveloped oral skills and vocabulary gaps among many disadvantaged pupils. This is evident from Nursery and throughout the school.
4	Our assessments, observations and discussions with pupils indicates that disadvantaged pupils have lower attainment in Reading and are less likely to be supported with reading at home. Only 26% of disadvantaged pupils regularly attain their home reading targets.

5	Our assessments indicate that the attainment of disadvantaged pupils is lower than that of their peers across the curriculum.
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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.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children will be supported to achieve their reading target. Parents to have an increased awareness of how to support their child with reading.	Reading records will indicate an improvement in children achieving their reading target by being supported well at home.
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 ##% of their non disadvantaged peers.

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>https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4</p>	2, 3, 5
<p>Training for subject leads linked to the Gateway training.</p>	<p>Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3

<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>	<p>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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 5</p>
<p>3:1 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5</p>
<p>Small group intervention for 2 afternoons each week targeting children to attain ARE expectation and to close the gap including disadvantaged children</p>	<p>Research indicates that TA who provide 1:1 or small group targeted intervention have stronger outcomes for children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>5, 4</p>
<p>Daily 1:1 reading for least able</p>	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p>	<p>4</p>

<p>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>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>	
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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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p>Develop a reading café for parents to choose library books alongside their children.</p>	<p>There is extensive evidence that parental engagement can have a moderate positive impact on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

Provide advice on supporting reading at home.		
Introduce a reading club to target disadvantaged children who do not achieve their reading target.	<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>	4

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.

Internal data shows good or better progress

- Reading 79% with 52% notable
- Writing 85% with 55% notable
- Maths 82% with 62% notable

Attainment remains lower than national average but has increased since Summer 2020.

- Reading 57% at ARE up 28%
- Writing 64% at ARE up 35%
- Maths 61% at ARE up 28%

Of the 12 PP pupils in Y6:

83% in reading

100% in writing

83% in maths made expected progress from their starting points in KS1.

During maths lessons, pupils independently select resources to support their work in maths – frequently starting with concrete materials before moving on to abstract. This has improved conceptual understanding.

All children accessed Eschools during lockdown. One platform with a child friendly interface proved useful in lockdown.

All families had access to their learning during the lockdown period if it was requested ensuring pupils could keep up to date.

Families have been supported with uniform so all children feel included. Additional items have been purchased on an individual basis.

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.