



## Woodton Primary 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	Woodton Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Dawn Read, Headteacher
Pupil premium lead	Sarah Querelle, Deputy and SENDCo
Governor / Trustee lead	Will Potter, Governor for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,760
Recovery premium funding allocation this academic year	£2,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,822
<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	£53,086

## Part A: Pupil premium strategy plan

### Statement of intent

At Woodton Primary our intention is for all pupils to make good progress and be successful across all subject areas, regardless of their social circumstances and any challenges that may be a barrier to their learning.

The focus of our pupil premium strategy is to support **all** disadvantaged pupils, including those who are already high attainers.

Quality first 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.

In addition to quality first teaching at Woodton Primary we also consider the wider needs of our children, so that as well as receiving quality first teaching, children also experience enriched provision.

Our Pupil Premium strategy is part of our wider plan to support all pupils, following a global pandemic, to ensure that pupils' gaps in learning are identified and addressed. We will be using the National Tutoring Programme to enhance our current provision within school to ensure that the needs of our disadvantaged pupils are met.

Our approach at Woodton Primary will be to identify shared challenges and individual needs for disadvantaged pupils. This will be done through assessment and our knowledge of the pupils and their circumstances.

The approaches we have adopted complement each other to guarantee that pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Assessments of Reading and Writing shows that only 19% of disadvantaged pupils are meeting the expected standard in both Reading & Writing. Disadvantaged pupils are significantly below their peers in reading and writing.
2	Assessments and observations identify disadvantaged pupils as having greater difficulties with phonics and this is having a negative impact on their progress and attainment in Reading and Writing.
3	Through observations and teacher assessments disadvantaged pupils have underdeveloped oracy and more limited vocabulary in comparison to their peers. In Reception, half of the disadvantaged pupils have been identified as needing additional language support.
4	Assessments of Maths shows that only 25% of disadvantaged pupils are meeting the expected standard in Maths. 56% of pupils are also SEND. Disadvantaged pupils are significantly below their peers.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the global pandemic to a greater extent than non-disadvantaged pupils.
6	Through our observations and knowledge of the pupils and their social circumstances, disadvantaged pupils do not always have the same opportunities and wealth of experience as their peers.
7	56% of our disadvantaged pupils also have SEND.

## 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 for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make accelerated progress in reading</li> <li>Disadvantaged pupils to achieve the same attainment (or better) than their peers.</li> </ul>
Improve phonics attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make accelerated progress in phonics</li> <li>Disadvantaged pupils to achieve the same attainment (or better) than their peers.</li> </ul>
Improve the oracy for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Teacher assessments and observations indicate significantly improved oral language amongst disadvantaged pupils.</li> <li>The improvement in oral language will support disadvantaged pupils to access and improve attainment.</li> </ul>
Improved Maths attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make accelerated progress in Maths</li> <li>Disadvantaged pupils to achieve the same attainment (or better) than their peers.</li> </ul>

<p>The wellbeing of disadvantaged pupils will be improved, so that they are ready to learn.</p>	<ul style="list-style-type: none"> <li>• Qualitative feedback from teacher assessments and observations show that pupils are settled, emotionally balanced and confident in using strategies to self-regulate.</li> </ul>
<p>Disadvantaged pupils will have the same access to clubs, peripatetic music lessons, trips and other extra-curricular opportunities.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are accessing a wide range of clubs, music lessons, trips and other enrichment activities.</li> <li>• Pupil voice shows the impact of the extra-curricular activities and that their aspirations are improved.</li> </ul>
<p>Improved outcomes for those pupils that are Pupil Premium and SEND.</p>	<ul style="list-style-type: none"> <li>• Data shows that those children who are Pupil Premium and SEND make accelerated progress, particularly in reading.</li> </ul>

## 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: £8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PiXL to support with assessment and interventions.	<ul style="list-style-type: none"> <li>PiXL assessments show improvements in attainment for Pupil Premium children.</li> <li>Standardised tests can provide reliable insights into the specific strengths of each pupil. PiXL supports with providing a national outlook as well as a local picture.</li> <li>PiXL programme is used to identify groups of children, including disadvantaged pupils to have 'therapies' which are interventions to support gaps in their learning.</li> <li>Progress is measured against the intervention targets and objectives.</li> </ul>	1, 3, 4 & 7
Purchase of VNET to support quality first teaching, by providing quality CPD and networking opportunities for staff.	<ul style="list-style-type: none"> <li>Staff to attend network meetings for their lead curriculum area and then disseminate to teachers in staff meetings, to ensure best practice.</li> <li>Opportunities for all staff to attend CPD to support teaching and learning.</li> </ul>	1, 2, 3, 4 & 7
Purchase of a DfE validated systematic synthetic phonics programme and early reading books, to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged.</li> </ul> <p><i>Education Endowment Foundation (EEF): Phonics has a positive impact (+5 months).</i></p>	1, 2 & 7
To review and purchase Maths resources to improve the provision of teaching for Maths for all pupils.	<ul style="list-style-type: none"> <li>To investigate and purchase a times table programme or APP to support all pupils' arithmetic skills.</li> <li>To investigate and purchase a Maths scheme to support teachers in delivering high quality Maths lessons in line with - DfE <i>Maths Guidance for KS1 &amp; 2</i></li> </ul>	4 & 7

<p>To embed an approach to improve Vocabulary and Oracy across the school for all pupils.</p>	<ul style="list-style-type: none"> <li>• To investigate and research the most effective approach for improving oracy across the school.</li> <li>• To provide CPD for staff to support improving the oracy across school.</li> <li>• To purchase and prepare any supporting resources.</li> </ul> <p><i>Education Endowment Foundation (EEF): Oracy intervention has a positive impact (+6 months).</i></p>	<p>1, 3, 4 &amp; 7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions to support pupils whose first wave of phonics teaching needs consolidating.</p> <p>Engaging with the national tutoring programme to provide additional support with phonics and reading in school.</p>	<ul style="list-style-type: none"> <li>• Pupils identified for additional support within KS1 for targeted phonics intervention within class.</li> <li>• Pupils identified for additional support within KS2 for targeted phonics intervention within class.</li> <li>• Use of the National Tutoring Programme to support with the teaching of phonics for very small groups of children.</li> <li>• Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged.</li> </ul> <p><i>Education Endowment Foundation (EEF): Phonics has a positive impact (+5 months).</i></p>	<p>1 &amp; 2</p>
<p>To provide intervention programmes to support gaps in disadvantaged pupils learning.</p>	<ul style="list-style-type: none"> <li>• Phonics sessions through 'Nessy' to support consolidation of after initial phonics teaching. <i>Education Endowment Foundation (EEF): Phonics has a positive impact (+5 months).</i></li> <li>• Language support through NELI for children in Reception who are identified as needing additional support with oracy.</li> </ul> <p><i>Education Endowment Foundation (EEF): Oracy Language interventions have a positive impact (+6 months).</i></p>	<p>1, 2, 3 &amp; 7</p>

<p>To provide bespoke maths intervention to support disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• PiXL programme is used to identify groups of children, including disadvantaged pupils to have 'therapies' which are interventions to support gaps in their learning.</li> <li>• Progress is measured against the intervention targets and objectives.</li> </ul>	<p>4 &amp; 7</p>
<p>To improve the provision of Maths through a mastery approach and enhancing concrete resources both in and outside of the classroom.</p>	<ul style="list-style-type: none"> <li>• New Maths approach is based on mastery</li> <li>• Pupils have a range of opportunities to learn Maths through practical resources both inside and outside of the classroom.</li> </ul> <p><i>Education Endowment Foundation (EEF): Mastery learning has a positive impact (+5 months).</i></p>	<p>4 &amp; 7</p>
<p>To enhance the provision of other subjects across the school by improving resources and opportunities available.</p>	<ul style="list-style-type: none"> <li>• As we have a high percentage of Pupil Premium children that are also SEND (56%), we recognise the importance of pupils accessing the wider curriculum</li> <li>• All pupils have access to appropriate resources to engage with the music curriculum both inside and outside of the classroom.</li> <li>• All pupils to have access to science resources to enhance their experiences.</li> </ul> <p><i>In the Importance of Music Document from the DfE, they state the importance of music and the positive impact that it can have on the progress for children in both English (particularly reading) and Maths.</i></p>	<p>1, 4, 6 &amp; 7</p>

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

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support children, including disadvantaged pupils, with nurture intervention either in class or through outdoor provision.</p>	<ul style="list-style-type: none"> <li>• Children have been affected by the global pandemic and our observations have shown that an increasing number of pupils, including those that are disadvantaged, are finding it difficult to self-regulate and need additional nurture support.</li> <li>• Provide additional outdoor activities and equipment for the pupils at breaks and lunch, that can also be used for outdoor learning and nurture.</li> <li>• Observations and the knowledge of our children indicates that our children learn well outdoors and through more creative activities.</li> <li>• Staff will support children through structured nurture sessions.</li> <li>• Staff will support children through bespoke intervention to support individuals and groups as needed.</li> </ul> <p><i>Education Endowment Foundation (EEF): Small Group Tuition and Social and Emotional learning have a positive impact (+4 months).</i></p>	<p>3 &amp; 5</p>
<p>To support wellbeing the wellbeing of pupils, including those with SEND needs by creating a sensory area.</p> <p>To offer a range of wider experiences to support wellbeing, including cooking.</p>	<ul style="list-style-type: none"> <li>• Pupils' wellbeing is supported following the pandemic.</li> <li>• Pupils will be ready to learn if their primary needs are met.</li> <li>• Observations of our pupils with SEND have shown that access to sensory support would support them.</li> <li>• Observations and the knowledge of our children indicates that our children learn well through more creative activities such as cooking.</li> </ul> <p><i>Education Endowment Foundation (EEF): Social and emotional learning has a positive impact (+4 months).</i></p>	<p>5 &amp; 6</p>



<p>To ensure that all children, including disadvantaged pupils, have access to a broad range of experiences.</p>	<ul style="list-style-type: none"> <li>• Provide after school and breakfast clubs for all pupils.</li> <li>• Provide a broad range of activities at lunchtime through the play leaders.</li> <li>• Activities, Trips and residential to be subsidised or FOC for disadvantaged pupils</li> <li>• Peripatetic music lessons to be offered to all and FOC for disadvantaged pupils</li> </ul> <p><i>Education Endowment Foundation (EEF): Art participation and involvement in physical activity has a positive impact (+3/+1 months).</i></p>	<p>3, 5 &amp; 6</p>
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**Total budgeted cost: £39,000**

## 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.

The small number of children entitled to the pupil premium at Woodton Primary means that any data is statistically insignificant. Small changes in numbers have a disproportionate impact on percentages and individual pupils can easily be identified from the data. Therefore, this section of this report is deliberately in very general terms.

During 2020 – 2021 we continued to deliver a high-quality curriculum to Pupil Premium children, which has meant that despite the interruptions and disruptions to learning all disadvantaged pupils have maintained at least their current rate of progress according to our internal assessments. Senior leaders and school staff maintained close contact with families during times of school closure and ensured that Pupil Premium children were accessing learning and support as needed. Additional support was given to those children who has SEND. All pupils who are Pupil Premium have received either academic intervention or nurture support.

Reading has continued to be a priority and to improve the library we have concentrated on increasing the diversity of our library, to support the children's knowledge of diversity in the world around them. Story times have been monitored to ensure consistency across the school and to ensure that they are happening on a daily basis. In addition to this, to support early language acquisition we used the NELI programme to assess and support our children in Reception. However, Reading still causes a concern for Pupil Premium pupils and will remain a priority next year.

All children, including Pupil Premium children, have continued to use Maths Whizz to support children's learning and progress in Maths. The progressions are celebrated in our weekly assemblies. Maths is still an issue for Pupil Premium children, so we will look at alternatives to support these children in Maths.

Pupil Premium children have had access to funded music tuition, as has attendance at breakfast and after school clubs. This ensures that all children at Woodton Primary have access to the same level of experiences and opportunities.

## 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?	£620 received for two pupils. This money was allocated for support in the classroom to develop self-esteem and confidence with 1:1 support as needed.
What was the impact of that spending on service pupil premium eligible pupils?	We can see that these children have increased in confidence and their growth mindset.

## 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.*