



Pupil premium strategy statement: Woodcote Primary School

This statement details our school's plan for the use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over the next 3 years, 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	Woodcote Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	13.25%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs. L Hunt (Headteacher)
Pupil premium lead	Mrs. L Hunt (Headteacher)
Governor / Trustee lead	Mrs H. Harvey (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/2023)	£33,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,465

Part A: Pupil premium strategy plan

Statement of intent

Our intent for all pupils at Woodcote Primary School is that each pupil should make good progress in all subjects, learning and having fun with a broad range of interesting and inspiring lessons that are tailored to ensure pupils progress and achieve.

This strategy reflects our school vision that: "...a Woodcote pupil is expected to be an individual who perseveres with determination to be the best they can, inspired by rich opportunities to explore the world."

We would consider the challenges faced by any pupil, whether they are a young carer, have a social worker or are identified by any other criteria, and we continually endeavour to support any individual with overcoming their barriers to learning, ensuring achievement for all.

We focus on quality first teaching strategies with the use of some targeted, proven interventions where the need is identified in order to support disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Language skills. Assessment, discussion and observation has shown that disadvantaged pupils have a poorer language base and can struggle more with phonics and spelling. Often they are less supported at home than their peers. Vocabulary gaps are present for these pupils across the school, affecting their Reading, Writing and access to the wider curriculum.
2	Attendance – particularly when additional SEN needs are present. Our disadvantaged pupils are often late and their overall absence is higher than their peers. There is a lower desire / expectation to do well at school for any aspirational purpose in adulthood.
3	Monitoring and discussions with pupils and families has shown that disadvantaged pupils often have social and emotional unmet needs that lead to lower self-esteem, lower aspiration through a lack of wider knowledge of the world and consequent lower attainment.
4	Attainment in Mathematics is lower where support is not given at home or a poor understanding of mathematics when parents were at school has led to a dislike of the subject which is passed on to the pupils. Pupils become aware of their gaps and create barriers to learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Writing outcomes and language skills by end of KS2 for disadvantaged children.	By 2024/25 and continuing to 25/26 KS1 phonics and SATs assessments show that disadvantaged pupils achieve as highly in their writing and moderation will show KS2 pupils also achieving as well as their peers
Improved Reading outcomes by end of KS2 for disadvantaged pupils	KS2 Reading outcomes in 2025/26 show disadvantaged pupils achieving at least as well as their peers.
Improved Mathematics outcomes by end of KS2 for disadvantaged pupils	KS2 Mathematics outcomes in 2025/26 show disadvantaged pupils achieving at least as well as their peers.
Sustained improvement in attendance for all pupils and particularly SEN and disadvantaged pupils	Overall attendance will be consistently over 96% and persistent absentees will be below 5% and due to authorised reasons e.g. hospital visits
Increased well-being for all pupils, particularly those from disadvantaged backgrounds.	Increased well-being will be measured by pupil voice, increased motivation, fewer emotional-related incidents recorded and fewer referrals to our Pastoral Support Assistant.

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 (CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All information is included in the table for targeted support, below, since it relates to both.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support of Mathematics intervention £3738	National programme with proven track record of success in closing gaps and improving attainment in mathematics	4
Software licences for 1:1 Writing and spelling support £950	Software required to aid writing skills for lower ability pupils to hear what they have written – promotes self-confidence and independent writing	1
Additional SENCo days to support 1:1 Vulnerable learner interventions £1560	SLT involvement with vulnerable learners' progress and achievements, including the planning and monitoring of activities and engagement with pupil voice	1, 3 & 4
1:1 support 5 mornings a week to focus on KS1 interventions £9800	The interventions used are focused, time limited and SMART. They have a proven record of accelerating progress and re-engaging children with their learning.	1 & 4
Additional HLTA hours to support in class £1701	Supports intervention work linking to embedding strategies within classwork. Raises expectations and supports self-confidence.	1, 3
Budgeted cost:	£ 17,749	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Assistant (PSA) £12,450	Pastoral Support Assistant 3 days a week supporting children and families to understand mental health challenges caused by the recent pandemic and other life factors.	3
ELSA TA £3424 £600	A second ELSA TA to ensure coverage of mental health and well-being support for pupils all week long. Supervision for both ELSAs	3
Support for cost of trips including summer residential and extra-curricular clubs £500	Inclusive approach. Team building and self-esteem through attendance and kit. Ability to join in with team sports after school. Increased self-esteem.	3
School Uniform provision £828	Self-confidence. Social support and support for parents. Children are able to have new uniform, fostering a sense of belonging, uniformity and pride in their school.	3
Budgeted cost:	£ 17,802	

Total budgeted cost: £ 35, 551

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022 -2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Total Pupil Premium Grant = £33,465

In addition to the SATs scores as performance measures for 2022 to 2023, we use a number of other measures and assessments for teachers to carefully plan the next steps for any child, including tracking the national curriculum objectives directly, use of PIRA (Progress in Reading Assessment) and PUMA (Progress and Understanding Mathematics Assessment) assessments to provide a standardised score, plus a number of intervention assessments to measure smaller steps in progress if required.

In July 2023 our overall SATs scores at KS2 were above both National and County results.

All Pupil Premium Children at or still working just below age related expectations moved forward significantly and gained far more confidence in their ability to articulate their learning processes with their peers and their teachers. 60% of Pupil Premium, Children reached Age Related Expectations in the 3 subjects of Reading, Grammar and Mathematics at KS2.

An additional TA was employed to support the children. The opportunity to receive 1:1 or small group support through additional staffing provides not only academic progress, but provides self-confidence and resilience to attempt challenges knowing that support and encouragement is there. This was evident through observations and well-annotated marking in pupil books. (£1,710)

Our pupil premium children are all provided with a new school uniform each year to ensure families are supported with uniform costs. Our pupils all feel the same, part of a whole school family, removing any barriers to mental well-being or pressures on parents to provide a uniform for their child. (£828)

Costs were subsidised for the year 6 residential trip to assist families. This academic each class returned to school trips to enrich the classroom curriculum experience accessed by all and Pupil Premium Children were supported with these costs. (£750)

In a few cases, where there is an additional need, attendance was negatively affected for those on Pupil Premium. Progress to fill gaps will continue to be monitored as we move into the next academic year and for those in year 6, these have been passed on to their secondary school settings.

Our SENCo and Pastoral Support Assistant held coffee mornings to provide a platform for discussion on a variety of topics in order to support parents. (£100)

Emotional Literacy Support was provided by our ELSA and other staff during the year. In order to improve our offer to children, we trained a second ELSA trained Teaching Assistant. We have 2 part-time members of staff providing a full week of ELSA between them. (£15,850)

Additional materials for teaching early reading were purchased to enable all pupils to take home materials to share with families. We also held an early reading and phonics workshop for parents (£1200)

Cost	£20,438
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Externally provided programmes

Programme	Provider
1:1 Tuition in Mathematics Tailored and directed Mathematics support for children who require either catch-up or pushing on to ensure they achieve the best they can.	3 rd Space Learning (£6517)
ELSA supervision and updated training for both ELSAs in school.	Oxfordshire Educational Psychology Service (£600)
Resilience Training for classroom use. Keeps children engaged and self-esteem high. Whole school training for 30 staff.	Urban Strides (£6000)
Cost	£13,117

Total Expenditure	£33,555
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