



Pupil premium strategy statement: Woodcote Primary School

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 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	171
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
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)	£32,590
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	£36,070

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 both their Reading and Writing.
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 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 (2025)**, 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 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 2024/25 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 2024/25 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
1 day package of Resilience training for all staff. £4000	Resilience leads to self-confidence and determination. Brings a team together and provides tools that can be shared with the children directly in class, 1:1 or small groups.	5, then indirectly, 1-4
Additional HLTA hours to support in class £1350	Supports intervention work linking to embedding strategies within classwork. Raises expectations and supports self-confidence.	1, 3

National College membership £995	Supporting CPD for all staff in all subjects. Online learning available whenever suits, led by leading experts in their respective fields and webinars available to book on if staff wish.	1 & 4
Pastoral Support Assistant (PSA) £11,115	Training and supervision for PSA. 3 days a week in school supporting children and families to understand mental health challenges caused by multiple life factors.	3
ELSA TA £3085	Retaining a second ELSA TA to ensure coverage of mental health and well-being support for pupils all week long.	3
Improve our phonics teaching further by the purchasing of more books to support home reading within our Phonics Programme £1000	Phonics approaches have a strong base of evidence which determines more accurate word reading, thus opening up the curriculum for better achievement across all subjects. Multiple copies of each book are required so all children can take them home.	1
Budgeted Cost	£ 21, 454	

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 £3300	National programme with proven track record of success in closing gaps and improving attainment in mathematics. This will include our high attainers.	3, 4
Additional SENCo Hours to support 1:1 Vulnerable learner interventions £2500	SLT involvement with vulnerable learners' progress and achievements, including the planning and monitoring of activities and engagement with pupil voice	3
1:1 support 5 mornings a week to focus on KS1 interventions £9500	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
Budgeted cost:	£ 15,300	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
KiVa second year £300	Government supported anti-bullying lessons to support a common framework across upper school	5
Support for cost of trips including summer residential and extra-curricular clubs £650	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 £750	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
Inside Out well-being and enrichment experience £1500	Opportunity to 10 pupils to attend a riding stables for a day. Includes breathing techniques and exploring emotional regulation, a chance to groom the ponies and a ride on a horse	3
Breakfast club £300	This is available to support those who are persistently late and therefore go without breakfast in the mornings. It is scientifically proven that the brain functions better and emotions are easier to regulate when a child is not hungry.	3
Budgeted cost:	£ 3500	

Total budgeted cost: £ 40,254

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 -2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Total Pupil Premium Grant = £32,590

Performance measures have, once again, not been published for 2021 to 2022 by the DfE. In School we use a number of other measures and assessments for teachers to plan carefully, the next steps for any child, including tracking the national curriculum objectives directly, use of PIRA and PUMA assessments (to provide a standardised score) plus a number of intervention assessments to measure smaller steps in progress if required.

Curriculum overall at Woodcote had no negative impact and kept our standard as high as usual despite the Covid months. Thus showing the good work undertaken by our staff during the Covid period. Those with Pupil Premium in year 6 who did not achieve a subject at Expected or better were impacted significantly by home life over a longer term period leading to mental health and anxiety challenges. Their progress overall whilst at school was huge.

A Teaching Assistant contract was extended to assist with 1:1 or small group support in class for LKS2. Additional staffing provides not only academic progress but self-confidence and resilience. This was evident through observations and well-annotated marking in pupil books. (£1,132)

A KS1 1:1 Support TA has been retained to support individuals with targeted interventions that provide literacy skills and enable access to the entire curriculum through these skills and increased self-confidence. (£9,500)

Introducing and training a second ELSA TA to support the job share element of the Pastoral support in school has enabled more children to access support and for good quality, trained support to be available 5 days a week. (£3,850)

Our pupil premium children are 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. (£807)

Costs were subsidised for the year 6 residential trip to assist families. This academic year a whole school trip was planned to support our Art, History and Outdoor

<p>curriculums and Pupil Premium Children were supported with these costs. UKS2 children were also supported with their trip to London. (£720)</p> <p>A variety of resources were purchased to support additional phonics, SENDCo, ELSA and class support for Pupil Premium children. This includes some non-contact time (Additional) time for our SENCo to analyse progress reports and ensure SLT and governors are kept up to date with progress of individuals. (£1,260)</p> <p>Support for joining Football Club (£160)</p> <p>Attendance is monitored monthly and those with difficulties are supported through LCSS involvement, ELSA support and often collected by staff from their homes to enable attendance where barriers otherwise are preventing it.</p> <p>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 so we now have 2 members of (part time) staff providing a possible 6 days of ELSA between them. (£15,170)</p>	
Cost	£32,599

Externally provided programmes

Programme	Provider
<p>1:1 Tuition in Mathematics</p> <p>Tailored and directed Mathematics support for children who require either catch-up or pushing on to ensure they achieve the best they can.</p>	<p>3rd Space Learning (£2,250)</p>
<p>English Training</p> <p>In addition to the training give to teaching staff directly, The Teaching Assistants were given training on the expectation for pupils' writing skills and supporting these in lessons with individuals or groups of children in the classes in which they work.</p>	<p>External Consultant, Susie Spolander (£1,905)</p>
<p>Training Opportunities</p> <p>Online training was available throughout the year for any specific training needed by any member of staff. A full login was available to all to cover curriculum, mental health training and support for pupils in all aspects of their lives.</p>	<p>National College (£995)</p>
Cost	£5,150

Service pupil premium funding (optional)

Measure	Details
Service pupils were provided with 1:1 teacher support whenever required, ELSA support if required and the opportunity to take part in any events or circumstances that arose.	Impact – full inclusion
Cost	£310

Total Expenditure = £38,059