



Pupil premium strategy statement: Woodcote Primary School

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 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	174
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£32,900
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	£36,380

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**, 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
Guided Reading training for all Teaching Assistants and Teachers £1500	Small group and 1:1 reading support is well documented in achieving accelerated progress. Refreshing techniques and curriculum expectations to support children is important to good quality support for all.	1, 2 & 3
Additional HLTA hours to support in class £1300	Supports intervention work linking to embedding strategies within classwork. Raises expectations and supports self-confidence.	1, 3
New Literacy Moderation materials £85	E-copies purchased for ease of use in school and at home when supporting online learning. Ensuring teachers are assessing against a standardised expectation for their year groups	1
National College membership £745	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
Improve our phonics teaching further by the introduction of a new Systematic Synthetic 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 .	1
Budgeted Cost	£ 4630	

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	4

Software licences for 1:1 Writing and spelling support £840	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 Hours to support 1:1 Vulnerable learner interventions £2260	SLT involvement with vulnerable learners' progress and achievements, including the planning and monitoring of activities and engagement with pupil voice	3
Engagement with 1:1 Tutoring programme £405	1:1 support for pupils has been shown to provide the best progress when the provision is planned and targeted and the pupil has the confidence to achieve. This will include our high attainers. Some of the cost for this will be met by other funds. The shortfall will be met here through PPG or RPG.	1, 4
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:	£ 16,305	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Assistant (PSA) £10050	Training and supervision for PSA. 3 days a week in school supporting children and families to understand mental health challenges caused by the recent pandemic and other life factors.	3
ELSA TA £3850	Training for a second ELSA TA to ensure coverage of mental health and well-being support for pupils all week long.	3
Support for cost of trips including summer residential and extra-curricular clubs £470	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 £200	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:	£ 16,820	

Total budgeted cost: £ 37,755

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020 -2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Total Pupil Premium Grant = £18, 105

Due to COVID-19, performance measures have not been published for 2020 to 2021 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.

Mathematics impact was a significant increase in the % of objectives that were secure by the end of the year. Whilst still working just below age related expectations, these pupils moved forward significantly and gained far more confidence in their ability to articulate their learning processes with their peers and their teachers.

An additional TA and a teacher were employed to fill TA gaps in timetables and support the children in class. 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. (£2,600)

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. (£675)

Costs were subsidised for the year 6 residential trip to assist families. Usually further trips would also be paid for or subsidised but Coronavirus restrictions stopped most trips from going ahead during this academic year. (£240)

The period of lockdown was supported by staffing small classes of children in school where support was needed and also possible. The requirement for higher rates of 1:1 and small groups working together in bubbles were met by additional adults in school or part-time timetables being extended during those times whilst others supported the rest of the school. (£7,973)

Attendance was negatively affected for those on Pupil Premium and particularly those who have additional SEN needs. Key worker staff and senior leaders worked to keep communication and offers of curriculum alive providing multiple layers and formats for

<p>communication and curriculum support. Progress to fill gaps highlight are being monitored as we move into the next academic year.</p> <p>Emotional Literacy Support was provided by our ELSA and other staff during the year. Families were provided with link workers during the year, especially during lockdown periods, to ensure strong communication with the school throughout. Welfare checks were carried out by staff when necessary and work packs were delivered by hand to some when IT was a barrier and offers of IT from school did not solve this. Provision of laptops and training on how to use them was provided through school staff. (£3,500)</p>	
Cost	£14,988

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>	3 rd Space Learning
Cost	£3,300

Service pupil premium funding (optional)

Measure	Details
<p>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. These were limited across the year due to Covid restrictions but some were possible as the summer term progressed.</p>	Impact – full inclusion
Cost	£620

Total Expenditure = £18,908