

Woodside Primary School Pupil Premium Strategy Statement 2022-23

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	Woodside Primary
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	One
Date this statement was published	17 th Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Mel Davis
Pupil premium lead	Mel Davis
Governor / Trustee lead	Alison Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,720
Recovery premium funding allocation this academic year	£1,000
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	£11,720

Part A: Pupil premium strategy plan

Statement of intent

- We intend to improve outcomes for our eight disadvantaged children by meeting their individual needs. Needs are varied and include barriers such as attendance, SEMH and low confidence
- We want our disadvantaged children to reach their potential and make individual progress from their starting points at the beginning of this academic year
- Disadvantaged children historically do well at this school regarding academic progress and SEMH development and we intend to keep our expectations high
- Historically, many of our disadvantaged children are higher attainers and we intend to ensure that we continue to ensure a well-resourced curriculum that will offer challenge
- Our key principles are accurate assessment of need; involvement of well-trained key people; high quality provision regarding 'quality first' teaching and learning; intervention where appropriate and/or SEMH support eg FSW, ELSA or Trailblazers sessions or signposting to external agencies such as TiC+
- We intend to continue to carefully monitor children throughout the academic year and support additionally where needed (eg cost of trips, uniform, encouragement to join local holiday activities, additional secondary transition activities etc)

Overcoming barriers to learning is at the heart of our pupil premium grant; we understand that needs and costs differ depending on the barriers to learning being addresses so as such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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 education and well-being of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has had more of an impact on our younger children in terms of their social skills such as co-operation, turn-taking and listening skills which potentially will affect their learning and ability to develop their long term memory.

2	Some of our children have under-developed oral language skills and vocabulary gaps. This is having an impact on progress in writing.
3	Some of the children experienced family trauma during Covid closures and have struggled to regain full attendance. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' social and emotional development and progress.

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
1. Improved social skills in the youngest children, such as co-operation, turn-taking, sharing and listening skills.	Improved outcomes (measured through Development Matters and progress from baseline observations in EYFS; through teacher observations in KS1 and KS2)
2. Develop vocabulary further, through our curriculum, quality first teaching and interventions where appropriate such as NELI and ELSA.	Children will have a wider vocabulary and related writing objective outcomes will be attained
3. Improved attendance of target children and a positive impact on academic progress	Individual support where appropriate to improve attendance and access to provision. KS2 children will be on track to make KS1 to KS2 progress. KS2 children will make progress, measured through teacher assessments and summative assessments such as NFER standardised scores).

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.a Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing, Mastery Maths as well as enhancing teachers' knowledge and understanding through the ECT and NPQ courses.</p> <p>Purchase resources for our vocabulary-led curriculum (including Twinkl due to the vocabulary banks and PowerPoints utilised)</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Guidance Reports: Preparing for Literacy Improving Literacy in KS1 Improving Literacy in KS2 Improving Mathematics in the Early Years and KS1 Improving Mathematics in the KS2 and KS3</p> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months</p>	<p>1, 2</p>
<p>1b. Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils.</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>EEF Teaching & Learning Toolkit Social and Emotional Learning +4 months</p> <p>Guidance Report: Improving Social and Emotional Learning in Primary Schools</p>	<p>1,2,3</p>
<p>1.c Embedding principles of good practice set out in the DfE's Improving School Attendance. This will involve training and release time for staff</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil</p>	<p>3</p>

to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Premium: A tiered approach To Spending. DfE's Improving School Attendance Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Guidance: Working with Parents to Support Children's Learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2a. Teaching assistants are used to deliver small group interventions, additional sessions across school. E.g. Phonics, Maths, SEMH	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2

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

Budgeted cost: £ 2720

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a To subsidise/part subsidise breakfast club/ after school clubs/trips for pupil premium children	Wikeley (2009) found that through the lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	1,2,3

Total budgeted cost: £ 11,720

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 2021 to 2022 academic year.

These tables show progress of children from their Y2 teacher assessments to Summer 2022 outcomes:

Reading Progress Matrix for 7 Pupils (from 2021-2022) who are pupil premium

		2021-2022 Sum Main Assessment			
		Below	Just Below	On-track	Gtr. Depth
Y2 Sum SAT TA	No Data	2 pupils (29%)		1 pupil (14%)	
	WTS		1 pupil (14%)		
	EXS				1 pupil (14%)
	GDS				2 pupils (29%)

Writing Progress Matrix for 7 Pupils (from 2021-2022) who are pupil premium

		2021-2022 Sum Main Assessment			
		No Data	Below	Just Below	On-track
Y2 Sum SAT TA	No Data		1 pupil (14%)	2 pupils (29%)	
	WTS	1 pupil (14%)			
	EXS				2 pupils (29%)
	GDS				1 pupil (14%)

Maths Progress Matrix for 7 Pupils (from 2021-2022) who are pupil premium

2021-2022 Sum Main Assessment

		No Data	Below	Just Below	On-track	Gtr. Depth
Y2 Sum SAT TA	No Data		1 pupil (14%)	1 pupil (14%)	1 pupil (14%)	
	WTS	1 pupil (14%)				
	EXS				1 pupil (14%)	
	GDS				1 pupil (14%)	1 pupil (14%)

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