

Woodside Primary School Pupil Premium Strategy Statement 2022-25

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

It outlines our pupil premium strategy, how we intend to spend the funding 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 | 112 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-25 |
| Date this statement was published | 17 th Oct 2022 Last reviewed Dec 2024 (review of 2023/4) |
| Date on which it will be reviewed | Dec 2025 |
| 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 (2023/24) | £12,715 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £14,715 |

Part A: Pupil premium strategy plan

Statement of intent

- We intend to improve outcomes for our twelve 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+; support from our Attendance Champion
- 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 were 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 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 the 2023-24 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: £ 6000

| 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 Working Together</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>3</p> |

| | | |
|--|--|--|
| to Improve School Attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | Evidence from Education Endowment Foundation - The Guide to Pupil 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. | |
|--|--|--|

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

Budgeted cost: £ 5995

| 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 2023/4: £ 14,7150

Part B: Review of outcomes in the previous academic year 2023/24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year. Progress is good.

| Reading Progress Matrix for 13 Pupils who are pupil premium | | | | | | |
|---|------------|-------------------------------|--------------|----------------|----------------|--------------|
| | | 2023-2024 Sum Main Assessment | | | | |
| | | No Data | Below | Just Below | On-track | Gtr. Depth |
| 2022-2023 Sum Main Assessment | No Data | 1 pupil (8%) | 1 pupil (8%) | 1 pupil (8%) | | 1 pupil (8%) |
| | Below | | | 3 pupils (23%) | | |
| | Just Below | | | 1 pupil (8%) | | |
| | On-track | | | | 3 pupils (23%) | 1 pupil (8%) |
| | Gtr. Depth | | | | | 1 pupil (8%) |

| Writing Progress Matrix for 13 Pupils who are pupil premium | | | | | |
|---|------------|-------------------------------|----------------|--------------|----------------|
| | | 2023-2024 Sum Main Assessment | | | |
| | | No Data | Below | Just Below | On-track |
| 2022-2023 Sum Main Assessment | No Data | 1 pupil (8%) | 2 pupils (15%) | | 1 pupil (8%) |
| | Below | | 3 pupils (23%) | | |
| | Just Below | | 1 pupil (8%) | 1 pupil (8%) | 1 pupil (8%) |
| | On-track | | | | 3 pupils (23%) |

Maths Progress Matrix for 13 Pupils who are pupil premium

2023-2024 Sum Main Assessment

| | | 2023-2024 Sum Main Assessment | | |
|-------------------------------|------------|-------------------------------|----------------|----------------|
| | | No Data | Below | On-track |
| 2022-2023 Sum Main Assessment | No Data | 1 pupil (8%) | 1 pupil (8%) | 2 pupils (15%) |
| | Below | | 2 pupils (15%) | |
| | Just Below | | | 1 pupil (8%) |
| | On-track | | | 6 pupils (46%) |

Impact on Attendance:

Out of the 8 children at the school in 2022-23 and in 2023-24, 7 had improved attendance.