

## Pupil premium strategy statement

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 Green
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-22
Date this statement was published	17.10.21
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	Andrew Quinn
Governor / Trustee lead	Michelle Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,905
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,185  Plus £2134.64 catch up premium reserves

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to ensure that every disadvantaged pupil is given the means, opportunity and support to achieve at the same level, both academically and personally, as all other pupils. We aim to identify and remove barriers to learning and personal development so that disadvantaged pupils are able to perform to the best of their abilities every single day.

Our strategy is primarily based around several factors:

- Identifying and addressing the personal and SEMH factors which may have an adverse effect on pupils and slow their progress both socially and academically
- Providing high quality wave one teaching, alongside a stringent gap analysis to identify and address gaps in learning for maths and English
- Enriching the curriculum for disadvantaged to increase their cultural capital and opportunities for social mobility

### Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning in English and maths, compounded by the national lockdowns or poor attendance.
2	Pupils suffering from a range of SEMH issues – low self-esteem, lack of emotional control, struggles with challenge and resilience.
3	Poor attendance and persistent absenteeism
4	Lack of opportunities, family issues and social care involvement
5	Low levels of English, particularly speaking, listening and vocab acquisition on entry

## 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
Gaps in attainment in English and maths between PP pupils and non PP pupils are reduced. Progress and attainment is improving.	<p>The gap between PP/non PP in Y6 SATs 2022 is less than 5% in reading, writing and maths or has significantly reduced to be close to the target.</p> <p>Progress of PP pupils from KS1 is zero or above.</p> <p>Attainment of PP pupils in Y2 and Y6 is close to the national average for PP pupils.</p>
Absence of PP pupils is significantly improved.	PP attendance is at or greater than 95%.
Persistent absenteeism for PP pupils is reduced.	PA for PP pupils is in line with the national average.
PP pupils with SEMH and pastoral issues are well supported.	<p>Boxall profile assessments show improvements pre and post interventions.</p> <p>Serious incidents from SEMH PP pupils, particularly ones who have had an intervention, have been reduced.</p>
PP pupils are able to fully access the curriculum offer.	<p>PP attendance at breakfast club and after school clubs increases.</p> <p>All PP pupils attend all trips.</p>

## 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: £32,938**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR and training for new English lead to drive standards in reading, writing and phonics across school.  £2833	Strong subject leadership helps to drive standards through a diligent monitoring cycle and expert support for teachers and ETAs.	1, 5
Training and support for subject champions in all subject areas and related cover costs, plus cover costs to allow for subject monitoring in school.  £2000	Strong subject leadership helps to drive standards through a diligent monitoring cycle and expert support for teachers and ETAs.  Strong subject leadership in foundation subjects will help to drive the cultural capital opportunities and career possibilities within the long and medium term plans.	1, 4, 5
CPD in Resilient Reader, phonics, AET maths, and Talk 4 Writing.  £6000	<i>EEF Teaching and Learning Toolkit – Phonics:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  <i>EEF Teaching and Learning Toolkit – Mastery Approach:</i> The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and	1, 5

	take responsibility for supporting each other's progress	
<p>Purchase Phonics Tracker to accurately track phonics development through school and analyse gaps to act upon.</p> <p><i>£104.50 annually</i></p>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1, 5
<p>Author visits and workshops to promote reading for pleasure in school.</p> <p>Purchasing quality texts, both from the reading spine, for AR zpd's and free readers, to further push reading for pleasure.</p> <p><i>£1000</i></p>	<p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading for pleasure and reading more often improves pupil's ability not just in English but also opens the doors to many other subjects which might not be as accessible due to difficulties with reading. Pupils who are passionate about reading will read a greater number of books and a wider range of books which then opens up cultural capital opportunities.</p>	1, 4, 5
<p>Recruitment of additional ETA to support with intervention and catch up for PP pupils across school and to support in classes with a high % of PP pupils.</p> <p><i>£21,800 (approx.) including on-costs</i></p>	<p><i>EEF Teaching assistant interventions</i></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p>	1, 4, 5

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

**Budgeted cost: £55,179**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightning Squad reading intervention – tutor-led plus training and intervention time for ETA following the initial six week programme.  £2475 + £415	<i>EEF – reading comprehension</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <i>EEF – small group tuition</i> Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 5
1:1 and small group interventions led by teaching assistants (x3)  £4206	<i>EEF – small group tuition</i> Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 5
SATs companion online catch-up resource for all Y5/6 pupils.  £518	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning - Studies involving digital technology typically have greater impact (+ 6 months). We aim to mitigate some of the lost learning time by purchasing this programme for our Y5 and 6 children to prepare them for their statutory assessments and provide them with useful consolidation activities.	1, 5
SATs revision books for reading and maths from CGP.  £145		1, 5
After-school booster sessions for Y6 pupils with a qualified teacher.  £620	<i>EEF – Extending school hours</i> Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. <i>EEF – small group tuition</i> Small group tuition has an average impact of four months’ additional progress over the course of a year.	1, 5
Train and resource a group of Reading Friends for a weekly reading intervention.	<i>EEF – reading comprehension</i> Reading comprehension strategies are high impact on average (+6 months).	1, 2, 4, 5

<p>£200</p>	<p>Alongside phonics it is a crucial component of early reading instruction. <i>EEF - mentoring</i> The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p>	
<p>ETA-led reading interventions running in breakfast club time.  £ within breakfast club funding below</p>	<p><i>EEF – reading comprehension</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1, 3, 5</p>
<p>38% funding of MyOn and Oxford Owl online libraries, plus AR. £3000 (approx.)</p>	<p><i>EEF – reading comprehension</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  Reading for pleasure and reading more often improves pupil’s ability not just in English but also opens the doors to many other subjects which might not be as accessible due to difficulties with reading. Pupils who are passionate about reading will read a greater number of books and a wider range of books which then opens up cultural capital opportunities.</p>	<p>1, 4, 5</p>
<p>Pupil premium book subscription – 2 books per month for every PP pupil.  £8000</p>	<p>Reading for pleasure and reading more often improves pupil’s ability not just in English but also opens the doors to many other subjects which might not be as accessible due to difficulties with reading. Pupils who are passionate about reading will read a greater number of books and a wider range of books which then opens up cultural capital opportunities.</p>	<p>1, 4, 5</p>
<p>Protected ETA support in 2 classes with high % of PP students £43,600</p>	<p><i>EEF Teaching assistant interventions</i>  The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual</p>	<p>1, 2, 3, 4, 5</p>

	pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £22,043**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 5 hours per week for pastoral and SEMH interventions delivered by the Pastoral Co-ordinator.  £3510	<i>EEF – Social and emotional interventions</i> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 4
Staffing for breakfast club to ensure pupils have a good breakfast and arrive at school on time.  £10,725	Studies have shown the hugely positive benefits of children having had a good breakfast before they start learning. Children who come to breakfast club are always automatically on time for school and therefore have a positive start to the day.	2, 3
Funding visitors into school to enrich the curriculum and provide opportunities to increase cultural capital.  £3000	In order to improve children's cultural capital, we will fund all school visitors into school throughout the school year so children have aspirations beyond a pre-conceived career path. Visitors into school for 21/22 include: Blue Cross for Pets (Y1) Pirates (Happening History – Y2) Animals Sculpture (Y3) Imagining History (Viking Gods (Y4) Geoffrey Andrews Creative Archaeology (Y5) Britain at War (Y6)	1, 4, 5
Supporting PP families with the cost of trips out of school linked to the curriculum.  £2000 (approx.)	Ensuring that no disadvantaged pupil misses out on vital learning and enrichment opportunities linked to the curriculum. This means that they are given every opportunity to keep up with their peers in all curricular areas.	3, 4



Support from Pastoral Manager to target attendance and persistent absenteeism.  £2808	Pupils who attend school more regularly make more progress on average and achieve better on average.	3
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**Total budgeted cost: £118,160**

## 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 2020 to 2021 academic year.

***Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.***

Protected use of ETAs in Y1/2 and Y2/3 helped enable 90% of pupils in Y2 to pass the phonics screening in December.

Additional interventions were taking place in the autumn term to support rapid improvements in maths and reading. 1:1 reading happened with PP pupils daily throughout autumn term (apart from bubble closure periods.)

HLTA completed some interventions in autumn but had a period of self-isolation. She supported remote learning during the lockdown but as a CEV member of staff, she has been shielding since January and didn't return to school until the final term.

***Increase in the number of pupils accessing books digitally both at school and at home. ZPD increases on average for all pupils.***

***KS2 reading attainment is broadly in line with national average.***

***Y1 and KS1 phonics pass rates are at or above national averages.***

***The vast majority of pupils at the end of Rec pass phonics phase 3.***

***PP reading attainment will not be significantly different to non PP.***

AR licence purchased. Pupils from Y2 – Y6 were using this in term 1 but no analysis of data was completed up to that point. An assessment has been completed in the final weeks of spring term to ensure pupils are on the correct ZPD following lockdown.

Physical books have yet to be purchased. A recent review of the reading curriculum has highlighted further books which need to be purchased. An additional £1013 saved from digital devices will be added to this budget to ensure both the reading curriculum books and reading for pleasure books can be purchased. Reading spine books were purchased by the end of the year.

Oxford Owl libraries and MyON were purchased. Oxford has been used throughout lockdown by both staff and pupils to support reading lessons and also to give pupils access to books for independent reading. MyON only recently had all data transferred into it ready for launch after Easter.

***Children can freely and regularly access resources to aid progress (e.g. Accelerated Reader, Oxford Owl, TT Rockstars) – this is reflected in progress made within each resource (i.e. ZPD) and in assessments in reading and maths.***

***PP pupils will close the gap in reading attainment and phonics acquisition to non-PP pupils due to better access to devices and reading support.***

The IT team assessed the needs at WG and reorganised some of the hardware, replacing some of the laptops in the IT suite with desktops. This is almost complete, meaning laptops can

now be used in classrooms, increasing the ability to access online libraries. This saved the need to purchase more devices. In addition, we received 30 DfE devices, which allowed us to support most families during the lockdown.

Staff laptops need urgently replacing at a cost of £2913. This means that £1087 can now be put to use for catch-up elsewhere. I pads purchased.

***Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.***

After school booster sessions took place throughout the autumn term (apart from a 2 week isolation period) for Y6 pupils. HLTA working in the school day to support KS1 due to the need to alter staffing plans for covid and due to a small number of pupils displaying high levels of SEMH issues.

Some impact was beginning to be seen in Y6 assessments, particularly in targeted areas like arithmetic.

Lockdown in spring ended any additional interventions. HLTA currently shielding and not due back until after Easter.

***Targeted PP pupils show accelerated progress following specific academic interventions.***

***Pupils targeted for SEMH support have improved attendance and a reduction in serious incidents.***

Pastoral Lead worked additional hours throughout autumn term, supporting pupils and families. The ability to deliver specific interventions was hampered by covid and staffing, however additional hours were spend supporting a specific group of pupils in KS1 and key families to ensure attendance remained high. Attendance in autumn was good compared to national. Serious incidents were dramatically reduced and mainly centred on one family (2 pupils). Pastoral Lead also used the additional hours to support class teachers after school, offering guidance on dealing with SEMH issues.

Pastoral Lead has worked from home since January and has been shielding (will return after Easter). She worked over and above her normal and additional hours during this time, supporting both pupils and parents with their well-being and work.

***Improve reading and writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2 and increasing reading opportunities during the school day.***

***More targeted and bespoke phonics teaching which has a greater impact on attainment.***

PP reading in breakfast club has not been possible due to staffing and covid. Each bubble has to be separate and each adult has to organise breakfast so no time has been available to read with pupils.

Specific speech and language interventions have not taken place up to this point, however online tools have been accessed by pupils to support with specific areas of need. The licences for these cost £500.

EYFS have now moved to a new room and have a new outdoor area with improved outdoor provision for writing and maths. To date, £1300 has been spent on writing and maths sheds, plus equipment to go along with it.

***Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom.***

***Children with SEMH are making small steps of progress within their area of need. Outside agencies are engaged in a timely manner so that behavioural issues do not impact***

**on learning. Children with behavioural needs are given timely, consistent support through a graduated approach.**

Significant decrease in serious incidents due to the work of the new pastoral team. Pupils are well-supported in school when showing signs of SEMH issues. Families are very well-supported and strong relationships have been built. Team are supporting with SEND as the SENDCO is now on MAT leave.

**Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves. Children are given access to a range of life experiences enabling them to make informed choices**

No trips or visits have been possible due to covid.

**PP children are attending school, on time, every day and are 'ready to learn' having had a quality breakfast and morning routine**

Breakfast club has continued throughout the year, including over lockdown for key worker and vulnerable groups. Attendance has been at or above national throughout the year.

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*