

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	142
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23
Date this statement was published	20/10/22
Date on which it will be reviewed	
Statement authorised by	Michelle Lee
Pupil premium lead	Andrew Quinn
Governor / Trustee lead	Michelle Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,185
Recovery premium funding allocation this academic year	£11,982 + £7992 (from school) = £19,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,185
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,980

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 individual poor attendance.
2	Pupils suffering from a range of SEMH issues – low self-esteem, lack of emotional control, struggles with challenge and resilience.
3	Some low 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: £10,937.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR 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 take responsibility for supporting each other's progress	1, 5
Purchase Phonics Tracker to accurately	<i>EEF Teaching and Learning Toolkit – Phonics:</i>	1, 5

<p>track phonics development through school and analyse gaps to act upon.</p> <p><i>£104.50 annually</i></p>	<p>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>	
<p>Author visits and workshops to promote reading for pleasure in school.</p> <p>Purchasing quality texts, both from the reading spine, for AR zpds 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></p> <p>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

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

Budgeted cost: £91,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>£23,000 (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
<p>Lightning Squad reading intervention</p> <p>£630</p>	<p><i>EEF – reading comprehension</i></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF – small group tuition</i></p>	1, 5

	Small group tuition has an average impact of four months' additional progress over the course of a year.	
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. £460	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. £1870	<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
ETA-led reading interventions running in breakfast club time. £ within breakfast club funding below	<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.	1, 3, 5
57% funding of MyOn, Renaissance Accelerated Reader and Oxford Owl Reading Buddy. £3000 (approx.)	<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	1, 4, 5

	number of books and a wider range of books which then opens up cultural capital opportunities.	
School-Led Tutoring from the National Tutoring Programme. Part funding for tutor from Academics Ltd. £11,982 (NTP funding) £7992 (school funding)	<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
Protected ETA support in 2 classes with high % of PP students £50,000	<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 pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.	1, 2, 3, 4, 5

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

Budgeted cost: £17,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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:	1, 4, 5

£2400	Pirates (Happening History – Y2) Animals Sculpture (Y3) Imagining History (Viking Gods (Y4) Geoffrey Andrews Creative Archaeology (Y5) Britain at War (Y6) Show for EYFS	
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

Total budgeted cost: £112,173

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.

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.

Progress of PP pupils from KS1 is zero or above.

Attainment of PP pupils in Y2 and Y6 is close to the national average for PP pupils.

Attainment at KS1 and KS2 was below national averages. Progress in KS2 was better, at close to zero. Gap in reading at KS2 was 3%. In writing and maths, the gap was 6%.

PP attendance is at or greater than 95%.

PP attendance was 92.3% which was higher than national averages last year. It was within 0.3% of all pupils.

PA for PP pupils is in line with the national average.

PA for pp was 24.8% which was higher than average. This was significantly affected by particular families who kept several pupils off school for extended periods due to holidays, mental health issues and other reasons. One family has a submission to the LA for prosecution but this was denied. All went through the full Attendance Policy procedures.

Boxall profile assessments show improvements pre and post interventions.

Serious incidents from SEMH PP pupils, particularly ones who have had an intervention, have been reduced.

Staffing issues plus a significant rise in high-level SEND meant all additional staff were focused on supporting individuals. Interventions were not fully implemented.

PP attendance at breakfast club and after school clubs increases.

All PP pupils attend all trips.

Tracking shows a significant proportion of PP pupils attended breakfast club and after-school clubs.

All PP pupils attended all trips apart from residential. Several were supported in attending these but not all wished to go.

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
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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.