

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023-2024 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	153
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	Oct 23
Date on which it will be reviewed	Oct 24
Statement authorised by	Andrew Quinn
Pupil premium lead	Andrew Quinn
Governor / Trustee lead	SHARE directors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year	£8,410
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	£92,800

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 – particularly with foundational knowledge (phonics/spelling/number facts etc)
2	Pupils suffering from a range of SEMH issues – low self-esteem, lack of emotional control, struggles with challenge and resilience.
3	A high % of PP pupils also have SEND
4	Families who require multi-agency support, safeguarding incidents/concerns and limited/restricted experiences
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
<p>Gaps in attainment in English and maths between PP pupils and non-PP pupils are reduced. Progress and attainment for PP pupils shows an improvement when compared to the previous year.</p> <p>PP pupils with SEND are supported to make just as much progress as their non-PP peers.</p>	<p>The gap between PP/non-PP in at the end of KS2 is less than 5% in reading, writing and maths.</p> <p>Progress of PP is similar to non-PP peer at the end of each key stage.</p> <p>Attainment of PP pupils in Y2 and Y6 is close to the national average for PP pupils nationally.</p>
<p>Attendance and persistent absenteeism of PP pupils is significantly improved.</p>	<p>PP attendance is at or greater than 95% There is not a significant difference between PP and non-PP</p>
<p>PP pupils with SEMH and pastoral issues are well supported.</p>	<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>
<p>PP pupils are able to fully access the curriculum offer.</p>	<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: £3273.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR for English lead to drive standards in reading, writing and phonics across school. £3169	Strong subject leadership helps to drive standards through a diligent monitoring cycle and expert support for teachers and ETAs.	1, 5
Purchase Phonics Tracker to accurately track phonics development through school and analyse gaps to act upon. £104.50 annually	<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.	1, 5

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

Budgeted cost: £83,126.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. £24,000 (approx.) including on-costs	<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	1, 2, 3, 5

	average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	
1:1 and small group interventions led by teaching assistants (x3) £4500	<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, 2, 3, 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).	1, 5
SATs revision books for reading and maths from CGP. £145	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
School-Led Tutoring from the National Tutoring Programme. Part funding for tutor from Academics Ltd. £3847	<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 £50,174.50	<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, 5

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

Budgeted cost: £6400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing for breakfast club to ensure pupils have a good breakfast and arrive at school on time.</p> <p>£4000</p>	<p>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.</p>	<p>2, 4</p>
<p>Funding visitors into school to enrich the curriculum and provide opportunities to increase cultural capital.</p> <p>£2400</p>	<p>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:</p> <p>Imagining History (Viking Gods (Y4) Geoffrey Andrews Creative Archaeology (Y3) Britain at War (Y6) Pantomime for EYFS Potential Y5 visitor - tbc</p>	<p>1, 4, 5</p>

Total budgeted cost: £92,800

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 2023 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.

In KS1, 100% of PP pupils passed the phonics screening and achieved EXS in reading, writing and maths.

In KS2, PP pupils performed better than non-PP pupils in reading but were still 11% below national. They were over 30% below in maths and writing. However, the progress of PP pupils was positive in all subjects: reading +2.97, writing +0.42, maths +2.37

PP attendance is at or greater than 95%. PA for PP pupils is in line with the national average.

Attendance for PP pupils was 94.32%. This was only 0.1% below all pupils and was significantly better than the national average.

PA for PP pupils was 12.1%. Again, this was significantly better than national and only 1.2% above all pupils.

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

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.