

## 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	161
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 27
Date this statement was published	Oct 24
Date on which it will be reviewed	Oct 25
Statement authorised by	Lauren McCaffrey
Pupil premium lead	Andrew Quinn
Governor / Trustee lead	SHARE directors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,127.16
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£101,127.16

## Part A: Pupil premium strategy plan

### Statement of intent

All pupils who attend Woodside Green, regardless of their backgrounds, individuals needs or adverse experiences, should be able to make good progress from their own starting points and attain well across the curriculum. Pupils should attain well in reading, writing and maths. Pupils who experience disadvantage often have barriers which can prevent them from making rapid progress and achieving as well as their peers. The aim of this strategy is to identify the barriers to learning and personal development and to put in place measures to remove or limit the impact of these.

First and foremost, it is vital that all pupils have access to high-quality teaching. In recent years, our pupils experiencing disadvantage have had varying success in the phonics screening check and at the end of KS2. We want to replicate the successes and achieve a higher level of consistency year on year. Our focus is on closing gaps in learning, which have been caused in a number of ways, including the covid pandemic. We will continue to target basic skills in reading, writing and maths (transcription, number bonds, phonics etc) for all pupils and we will use progress meetings to keep a sharp focus on the improvements pupils are making and identifying their next steps. This will support us in closing the gaps in progress and attainment between disadvantaged and non-disadvantaged pupils more consistently.

A new Pastoral Leader is in post and will work to support pupils and families. They will identify barriers for individual pupils and families, whether emotional well-being, financial, housing issues or access to extra-curricular activities. As a school, we will focus on removing these barriers to ensure that all our pupils, particularly those experiencing disadvantage, will feel a sense of belonging to the school and will have full access to an enriching experience.

While attendance and punctuality have been strong in recent years, there is still a gap, albeit closing, between the attendance of disadvantaged and non-disadvantaged pupils. We aim to close this 2% gap rapidly.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Strong phonics knowledge is not translating yet to strong fluency in reading. In 23/24, 95% of pupils in Y1 and Y2 passed the PSC. The reading score in Y6 has not passed 60% in the past 2 years.</p> <p>Some gaps are still present in maths basic facts. Arithmetic scores across school have improved, but further work is needed to strengthen these further.</p>
2	<p>Pupils are suffering from a range of SEMH issues – low self-esteem, lack of emotional control, struggles with challenge and resilience.</p> <p>In the past two years, over two thirds of suspensions and serious incidents have been for pupils experiencing disadvantage. This needs to be significantly reduced.</p>
3	<p>47% of pupils with SEND are also eligible for pupil premium. This gives an additional layer of disadvantage to overcome. Both pupils with SEND and pupils eligible for PP achieve less well at the end of KS2 than their peers.</p>
4	<p>Many of the families who are disadvantaged require multi-agency support, have safeguarding incidents/concerns and have limited/restricted experiences. Currently, 100% of families on CP, CIN or Early Help are disadvantaged.</p>
5	<p>Baseline assessments, home visits and observations in Reception show that many pupils are entering school with low levels of oracy, poor social skills and in some cases are unable to perform tasks expected of pupils of reception age, such as toileting independently. These gaps in basics can impact on the progress of pupils, both academically and socially.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Progress and attainment for PP pupils is good.</p> <p>PP pupils with SEND are supported to make good progress from their individual starting points.</p>	<p>Attainment of PP pupils in RWM is close to the national average. The combined score is at least 50%.</p>
<p>Attendance and persistent absenteeism of PP pupils is significantly improved.</p>	<p>PP attendance is increased from 91.66% (23/24) to above 94%.</p> <p>PP pupils who are PA to be reduced from 20.83% to under 10%.</p>
<p>PP pupils with SEMH and pastoral issues are well supported.</p>	<p>The suspension rate for PP pupils is reduced from 29.76 to under 6. The number of suspensions is reduced from 25 to under 10.</p> <p>Pupil and staff surveys indicate that pupils are able to use a range of taught strategies to cope in situations where they may become dysregulated.</p>
<p>PP pupils are able to fully access the curriculum offer.</p>	<p>80% of PP pupils attend at least one club regularly during the school year.</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: £12,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover costs for MLT/SLT training £2000  Cover costs for coaching for teachers £1500  Cover for NPQ and mentoring conferences £1000	<p><i>EEF Teaching and Learning Toolkit- Metacognition and Self-Regulation.</i></p> <p>Strong leadership helps to drive standards through a diligent monitoring cycle and expert support for teachers and ETAs.</p> <p>Leaders need time to develop their skills in order to provide the best support possible for others and drive improvements.</p> <p>Coaching offers focused 1:1 support to drive improvements.</p>	1, 2, 3
Use of resources to support pupils to make progress in reading and maths:  TTRS £170 Numbots £93 SATs Companion £460 AR £2032 Little Wandle £750 Little Wandle Reading Fluency books £2231	<p><i>EEF Teaching and Learning Toolkit – Phonics:</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><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i></p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i></p> <p>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 – <i>a range of</i></p>	1, 5

	<i>apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i>	
Use of resources to support pupils in making progress in foundations subjects.  Kapow £1129 Sing Up £243	Pupils remember more when a curriculum is sequenced well and spirals from EYFS to Y6. Knowledge and skills are built on and developed over time. Teachers focus on supporting pupils to remember the golden knowledge through high-quality teaching and carefully planned retrieval activities.	

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

Budgeted cost: £79,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
ETAs to support learning, lead interventions and develop good mental health and well-being.  £79,519	<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
SATs revision books for reading and maths from CGP.  £150	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
SNAP – SPLD SNAP – B  £450	SNAP-SpLD (Specific Learning Difficulties), SNAP-B (Behaviour) and SNAP Maths are online assessments designed to pinpoint specific learning and behavioural difficulties	1, 2, 3, 5

	which, unidentified, may limit a pupil's potential to learn.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9400

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>Pastoral Lead £4000 ETA £3000</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 more positive start to the day.</p>	2, 4
<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 may include:</p> <p>Imagining History (Viking Gods (Y4) Geoffrey Andrews Creative Archaeology (Y3) Britain at War (Y6) Pantomime for EYFS</p>	1, 4, 5

**Total budgeted cost: £101,127**

## 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 2023-24 academic year.

**The gap between PP/non-PP in at the end of KS2 is less than 5% in reading, writing and maths. Progress of PP is similar to non-PP peer at the end of each key stage. Attainment of PP pupils in Y2 and Y6 is close to the national average for PP pupils nationally.**

The gap between PP and non-PP in maths at KS2 was 2.4% This was the closest gap for all subjects across KS1 and KS2.

However, in KS2 both maths and writing were close to or above the national average. Reading was well below for the cohort. Fluency was the contributing factor in this gap. Pupils' reading speed and accuracy was not at the appropriate level for them to be able to make rapid progress. While pupils were able to demonstrate their ability to retrieve information and make inferences, they were not able to fully access the whole of the reading paper. This will be addressed through the Little Wandle fluency scheme and through assessing pupils more accurately to identify and address fluency gaps.

**PP attendance is at or greater than 95% There is not a significant difference between PP and non-PP**

The gap between PP and non-PP attendance was 2.5%. PP attendance was 91.66%. While this was not above 95%, it was higher than the national average.

**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.**

Some pupils accessed interventions through outside agencies. These pupils were not assessed using Boxall Profiles due to training needs. A plan is in place to ensure staff are fully trained in the use of Boxall and a new Pastoral Leader is taking responsibility for leading on interventions based on the assessments made.

**PP attendance at breakfast club and after school clubs increases. All PP pupils attend all trips.**

All PP pupils attended all trips, including residential (unless parents did not want them to attend). Parents were supported with the cost for trips.

Over a third of pupils regularly attended breakfast club, with almost all of these pupils being PP. Attendance for PP children at clubs was targeted and an increase was seen. Tighter tracking of data is now in place for 24/25. The number of clubs will also increase to accommodate more pupils. Leaders will analyse the attendance data and be more precise with targeting clubs to PP pupils.

**Progress for PP pupils is not significantly different to Non-PP pupils (when comparing key year end data with baseline assessments)**

100% of PP pupils passed the phonics screening check in Y1 and 95% in Y2. The progress of these pupils was comparable to non-PP pupils.

In Y6, the progress of PP pupils in maths and writing was good. However, while progress in reading was on track in autumn and spring, the final outcomes were poor and progress suffered.

In Y2, PP pupils made strong progress in reading, writing and maths.

## 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)

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