

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Woodfield Primary
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Tessa Saunders
Pupil premium lead	Scott Booth
Governor / Trustee lead	Debbie Johns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,570
Recovery premium funding allocation this academic year	£10,875
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	£141,445

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We strive to close the gap between attainment of PP (54%) and non PP. With over half of our pupils within the social deprivation PP category we believe that this should not be a barrier to attainment and achievement. We regularly review barriers to learning faced by our pupils to ensure that we are able to focus on reducing or removing these barriers. We believe that the social economic challenges faced by our pupils should not put them at an attainment disadvantage compared to their age-related peers.

Challenges

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

Challenge number	Detail of challenge
1	Children have significant Speech and Language difficulties, including social communication challenges.
2	Children struggle to regulate their behaviour and manage their emotions on a daily basis which impact on their ability to access/engage in learning
3	Parental support with learning and valuing the importance of learning
4	Narrow the gap between pupil premium and non pupil premium in Reading and Writing
5	Raising the attainment for PP children increase the numbers of children who are working at ARE

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 – Improvement in speech and language	<ul style="list-style-type: none"> - More children working at Blank level 4 by the end of the academic year - Children across the school demonstrate an improved use of vocabulary which will be evident in their reading and writing. - Number of children ARE when tracking increases across the year.
2 – Improved behaviours for learning, through emotional regulation	<ul style="list-style-type: none"> - Children who find emotional regulation difficult are able to be supported within their class by their class staff to access their lessons - Children to be able to recognise and have strategies to manage their own emotions - Children to be confident learners who are willing to ‘have a go’ and do their best.
3 – Better parental engagement	<ul style="list-style-type: none"> - Parents have good understanding of their child’s ability, the content of their learning and how best to support them to ensure they make good progress, through ‘Learning Together’ sessions, parents’ evenings, Emotional Logic parent session.
4- To improve the attainment of disadvantaged pupils in reading and writing	<ul style="list-style-type: none"> - Assessment data shows that PP children achieve in line with their age-related peers in reading and writing (gap is decreasing in reading, but this still remains an area to further focus upon).
5- Increased % of PP children achieving ARE and GD	<ul style="list-style-type: none"> - By the end of KS 2 more PP children are achieving the expected standard (national) - Increase the number of PP children who are achieving GD in Reading, Writing and Maths.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NfER assessments-purchasing, implementation and analysis of outcomes to inform planning	Standardised testing, along side rigorous teacher assessment, helps to identify the strengths and weaknesses of individuals and groups within cohorts. This informs teacher's whole class planning and also targeting TA led interventions.	4 and 5
Read, Write, Inc (RWI) manager is an experienced UPS teacher who has a secure understanding of early reading and phonics acquisition. She offers training, coaching and guidance to all staff leading RWI to ensure that the programme is delivered consistently and effectively.	RWI is a Government recommended SSP programme which is evidenced based, includes regular assessments of phonics acquisition, word reading and fluency. Phonics EEF (educationendowmentfoundation.org.uk)	4
School Oracy Lead is an experienced UPS teacher leads on the development of oracy based approaches across the school by supporting training to ensure high quality wave one provision.	Discussion and structured opportunities to talk within lessons to improve comprehension and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 4,
Upper Pay Scale teacher (PSHEE lead) pastoral lead working collaboratively to develop a clear relationship based approach linking	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 4 and 5

PSHEE curriculum, Emotional Logic, Values Based Curriculum and A trauma informed approach.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics sessions are delivered using Read, Write, Inc, keeping group sizes small to ensure that all pupils are working at their assessed level. In addition, targeted RWI interventions are also delivered on a small group and 1:1 basis to address gaps in learning and delays in progress.	Phonics EEF (educationendowmentfoundation.org.uk)	1, 4 and 5
Evidenced based speech and language programmes are used as targeted interventions within Early Years and KS 1 (BLAST, Chatter Bugs, colourful semantics)	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
White Rose targeted maths interventions three times a week with children who are just below ARE. This is led by trained TAs throughout KS2.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1, 5
Higher level School Library Service purchased to ensure high quality text for whole class reading, English and home reading texts	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4 and 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Approach disseminated to staff following headteacher Senior Leader Mental Health Awareness training.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2 and 3
Subscribe to local Multi Agency Support Team to access additional EP time, counsellors, therapists and Family Support Workers	Parental engagement EEF (educationendowmentfoundation.org.uk)	3
Use of Emotional Logic embedded within the curriculum; parent workshop with EL expert.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Wrap around care	Extending school time EEF (educationendowmentfoundation.org.uk)	
Pastoral Team and admin assistant meet with Trust's EWO every 3 weeks and discuss attendance and plan for support; regular meetings with parents as required.	Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3
CPI Safety Intervention training for senior staff and specific TAs	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Pastoral Support Co-ordinator – emotional well being,	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2
Emotional Literacy Support Assistant- 1 full time, plus additional class TAs	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £ 141,000

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 2022-23 academic year.

Building on our mental health and emotional wellbeing focus from the previous year, last year we worked as a staff team to map out an annual overview of our teaching of the Emotional Logic approach to enhance our PSHE curriculum. This also provide a framework for the children to develop their skills emotionally regulate and also for restorative conversations, as outlined in our behaviour policy. Areas across the school have been developed to support children to manage their emotional regulation and well-being

To continue to address the impact of Covid on our previously Key Stage one children in relation to their acquisition of basic reading and maths skills, we continued to focus on pupils in Years 4, 5 and 6. Teaching Assistants are used to deliver interventions to ensure timely support.

Attendance data shows a very minimal gap between the attendance of PP and non-PP due to consistent targeted approach. There was a slight increase of attendance of PP children from 2021-22 to 2022/23 from 91.85% to 92.02 %. Attendance procedures have developed across the year and attendance continues to be an area of focus going into 2023-24 in order to aim for further improvements in this area to be demonstrated in attendance data.

KS2 SATs data shows that our disadvantaged pupil's attainment was lower than non-pupil premium and lower when compared to previous years. This gap had narrowed since their end of Year 5 assessments in reading, stayed the same in writing. The support for this year with the Recovery Funding will be used to target gaps identified using the analysis from the internal NFER assessments. School's internal data shows disadvantaged pupil's data to be outperforming or minimal gap between non-pupil premium in the majority of subjects and year groups.

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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