

Woodlands Primary School Pupil premium strategy statement 2021-2024

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	Woodlands Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	52% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	March 2022 – 2 nd update December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matthew Kitley (HT)
Pupil premium lead	Matthew Kitley
Governor / Trustee lead	Graham Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,488
Recovery premium funding allocation this academic year	£
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	£145,000

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Primary School, our ambition for Disadvantaged Learners is to ensure high quality education for all by prioritising our funding on strategies that make a difference to the academic lives of children who experience disadvantage. We endeavour to use our Pupil Premium Grant to maximum effect, to secure the best teaching for every child in receipt of pupil premium. We seek to secure carefully monitored interventions to meet the specific needs of our children and aspire to provide opportunities in all aspects of life so our children can develop a lifelong love of learning that leads to high aspirations and ambitions for their future. In this way, we ensure that children who experience disadvantage have equal chances to be challenged to achieve their full potential through our relentless pursuit of excellence in progress and attainment, driven by the collaborative work of all staff and governors. We offer our Disadvantaged Learners an exciting curriculum, inspiring a passion for lifelong learning, where the highest priority is placed on reading, writing and mathematics, whilst still providing children with the best possible opportunities in sport, drama, art and music. Through this, we expect them to thrive academically, socially, emotionally and physically.

To provide our Disadvantaged Learners with the best possible opportunities and outcomes, and to improve their personal development, there are eleven things that children will have done on leaving the school in Year Six, which we call **11 before 11**.

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies**.

Area of Principles	School Practice
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families

High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attendance rate for pupils eligible for PP is 93.41% (2019-20 Academic Year) compared to 94.78% for non PP children. Although this gap has narrowed from 2018-19 and previous years it still reduces their school hours and can lead to them falling behind non PP children.</p> <p>The covid pandemic has widened the gap between Pupil Premium Attendance at 91.25% and non-Pupil Premium Attendance at 95.28% for the 2020-21 Academic Year</p>
2	<p>Fewer PP children achieve a GLD for Reading in Reception than other pupils (PP 40%, all pupils 54% - 2019 data). The gap is 14% which is an improvement from 2018. The gap for 2021 Data is 9% so the gap continues to narrow. Continuing to close this gap will increase Reading, Writing and Maths attainment for PP in subsequent years.</p> <p>41% of KS1 Pupils in 2019 did not pass the phonics screening test (58.6% Passed the Phonics Screening Test). Only 33.33% of Pupil Premium Pupils passed the Phonics Screening Test in 2019.</p> <p>The percentage of pupils reaching the expected standard in reading at the end of Key Stage 2 (2019) is above the Wiltshire LEA average but below the national average for PP pupils. (Reading 2.2% below national average / Writing 8.0% below national average).</p> <p>Reading surveys and analysis of school Reading Records shows that DL Learners do not receive as much support with their reading at home as non-DL.</p>

3	Poor spelling prevents some PP pupils from achieving the expected standard in writing.
4	Some of our disadvantaged children are not engaging fully with times tables both in school and at home.
5	Some of our disadvantaged children struggle with self-regulation when faced with a challenge. The emotional well-being of some children is low and means they are not always in a learning frame of mind, ready to learn or be resilient. Family support and Social Service Involvement is higher for a higher percentage of our Disadvantaged Learners.
6	Some of our disadvantaged children are showing poor skills and confidence in oracy. High speech and language need in EYFS, children are entering EYFS with lower levels of speech and language than previously seen and a more limited vocabulary. Difficulties listening, understanding and communicating which impact on all areas of children's progress and development.
7	Some of our disadvantaged children are not reaching the same level as non-DL in Key Stage 1 Maths.

Intended outcomes September 2021-2024

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
The attendance of our disadvantaged children is at least in line with the rest of the school and meeting the set target of 96%.	Attendance is at 96% or greater by the end of the 3-year period. Attendance is the same or greater than non-pp children by the end of the 3-year period.
All children will be able to get access to daily high quality teaching.	Internal and external monitoring will show that teaching is improving. Teachers will know, use and talk about the guiding principles of QfT (EEF 2020).
Continue to raise standards in Phonics in EYFS and KS1.	All pupils able to read fluently Increase GLOD to 65% in 2022 and to ensure 65% in the Literacy ELGs (Early Learning Goals) 60% or better pass the Y2 Phonics test in 2021 65% or better pass the phonics test in Y1 in 2022 70% or better pass the phonics test in Y1 in 2023 75% or better pass the phonics test in Y1 in 2024
The attainment of our disadvantaged children is at expected levels or higher in phonics / reading.	Data shows that accelerated progress is made over the three years. Y1 Phonics Screening data targets: 2022 (70%), 2023 (75%) & 2024 (80%) 2022 KS2 Pupil Premium Reading is at least 60% and PP Reading progress is at least 0.5+. 2023 KS2 Pupil Premium Reading is at least 70-75% and that PP Reading Progress is at least 0.5+.
The gap between our DL and non-DL is significantly narrowed in Spelling.	End of KS2 Spelling attainment is the same or greater than non-pp children by the end of the 3-year period and it is at or better than the expected level.

Our disadvantaged children have strategies to help them self-regulate.	Monitoring data will show that levels of engagement across a lesson have improved. Our disadvantaged children will be able to complete a broader range of application and reasoning activities. Further reduce Fixed Term Exclusions
DA lead monitoring time	
Our disadvantaged children are engaging with mastering early number and times table practise.	Times table tracking data will show increased progress over time for our disadvantaged children. 75% of our children in Year 4 will pass the Multiplication Tables Check
Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.	Pupil voice data will show that our disadvantaged pupils are able to confidently talk about their learning and their future targets.

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching of Phonics</p> <p>The Phonics Lead, Reading Lead and Headteacher will ensure the following happens throughout EYFS, KS1 and KS2:</p> <p>All staff involved in Phonics will teach with fidelity to an SSP Programme (RWI).</p> <p>FS2 staff will ensure all pupils make a strong and quick start in Reception.</p> <p>Staff will ensure cumulative progression of sounds and books.</p> <p>All staff are committed to building a team of expert Reading teachers.</p> <p>There will be a key focus on reaching the lowest 20% of pupils.</p> <p>Staff will build talking and listening into all activities across the whole school day.</p>	<p>A high-quality systematic synthetic phonics programme of proven effectiveness is followed with rigour and fidelity and children are taught consistently to use phonics as the route to reading unknown words.*</p> <p><i>To ensure all pupils make speedy progress in phonics and reading</i></p> <p>Pupils' progress in reading is dependent upon both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p><u>2</u>, <u>3</u>, 5, 6</p>

High Quality Teaching of Reading	<p>All KS2 Reading sessions are based on high quality class texts from the Woodlands Reading Spine / Writing Curriculum and high quality texts linked to the afternoon curriculum.</p> <p>A continued investment in high quality and exciting Reading resources with a particular focus on improving inference and deduction for our PP children.</p> <p>Classes to focus on:</p> <ul style="list-style-type: none"> Vocabulary Inference and deduction Prediction Explaining Retrieval Summarise (VIPERS) Increasing speed and stamina <p>Daily sessions (30 minutes)</p> <p>Y3 & Y4 PP Pupils will go on a visit to Waterstones / The Rocket Children's Book shop to choose new books for their class libraries.</p> <p>KS2 Class Teachers to use Speed Reads – Pupils have 10 minutes to read a passage (Reading Explorers or other similar resources). This will help them prepare for the pressure of reading a text quickly in the KS2 SATs and will ensure they cover all of the questions.</p>	<u>2</u> , 3
The Read, Write inc Spelling Programme for Key Stage 2	<p>Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.</p> <p>The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory.</p>	<u>3</u>
Robust instruction of curriculum specific vocabulary	<p>We will be exposing children to a wider range of subject specific vocabulary.</p> <p>Vocabulary will be prioritised using Isabel Beck's tiered structure and specifically taught. This will happen in discrete lessons and throughout other curriculum lessons. Children will use knowledge organisers to remember the reuse learnt vocabulary. All classes will have engaging and interactive vocabulary displays. Widit and Clicker 7 will be used to support children's understanding of new vocabulary.</p> <p>https://widigtonline.com</p>	<u>2</u> , <u>3</u> , 6
Times-table project	<p>We are engaging in training led by Linda Wynn (Wiltshire LEA Maths Adviser) to implement a times table teaching programme across the school.</p> <p>The programme focuses on two elements of learning times tables.</p> <ol style="list-style-type: none"> 1. Deliberate practise linked to auditory memory. 2. Understanding commutative law. 	<u>4</u> , 5
Impact cycle for Professional Development – Quality First Teaching Professional Development and improvements to teaching.	<p>The Headteacher (supported by the Senior Leadership Team) is implementing the second year of a quality first teaching supporting by Quality First Teaching CPD from Wiltshire Council.</p> <p>Term 1: The Classroom Environment</p>	1, <u>2</u> , <u>3</u> , <u>4</u> , 5, 6

	<p>Term 2: Flexible Grouping</p> <p>Term 3: 2022 Metacognition / Explicit Instructions</p> <p>Term 4: 2022 Explicit Instruction / Questioning / Focusing on misconceptions in the pm curriculum</p> <p>Term 5: 2022 Scaffolding</p> <p>Term 6: 2022 Modelling & any area of development that has been identified</p> <p>Evidence shows that professional development linked to quality first teaching can have high impact (a potential of +7 months) as teachers become even more engaged in the craft of learning.</p>	
Deployment of Teaching Assistants to enable the provision of high impact TA interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Teaching assistants can provide a positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Ensuring precise use of Flexible Grouping is a key aspect of meaningful deployment.</p> <ul style="list-style-type: none"> • Use of TAs to teach targeted flexible groups; • Pre-teaching of curriculum content. 	<u>2, 3, 4, 5, 6</u>
Training for staff on mental health of pupils	<p>Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p>	<u>1, 5</u>
DA lead monitoring time with SENDco	<p>Dedicated time for the Disadvantaged lead and DL Governor to work with Pupil premium pupils to collect pupil voice and views on learning and the curriculum, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions.</p> <p>Additional time for Disadvantaged lead to jointly monitor with SENDco for pupils who are both disadvantaged and SEND and work together on strategies and impact</p>	1-7
SEND training on working memory, de-escalation and autism.	<p>Training for all staff from and via SENDco / Creative Learning Website / Family Link Partner to support all SEND pupils and particularly those with Pupil Premium.</p>	1-7

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tuition (Catch-up) – using a qualified teacher.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Experienced Phonics Catch-Up tutor Y2 Pupils: November-December 2021 Y2 Pupils (lowest 20%): January-April 2022 Y1 Pupils: January-April 2022 The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. We aim to target those children who are at risk of falling behind as a result of poor attendance. Evidence shows that in-creasing the personalised nature of education can have a positive impact on attendance In addition to the Phonics Catch Up Tutor TAs will be deployed to deliver 1:1 phonics tuition throughout the afternoon.	<u>1, 2, 3</u> , 5, 6
Additional Reading and Phonics for the bottom 20%.	1:1 and small group sessions with the lowest 20% of children in Y1 and Y2. Monitored phonic intervention with catch up teacher – to fill gaps in phonics. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact.	<u>1,2,3</u> , 5, 6
NELI (Nuffield Early Language Intervention)	NELI will target children in EYFS. It is an intervention that improves listening, narrative and vocabulary skills. Three to five weekly sessions will be delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in our reception class. Evidence shows that this can add up to 4 months impact https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2, <u>6</u>
Number Count – Maths Intervention Programme for the lowest 20% in Y1, Y2 and Y4	A specialist Numbers Count Teacher will deliver small group tuition to the lowest 20%. This will start in the Term 4 2021.	1,4, <u>7</u>

Times tables rockstars	Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, <u>4</u>
Parental engagement and support	Developing relationships- supporting with attendance and lateness by breakfast provision for pupils who have not had breakfast, checking in with wellbeing of families, support with school arrival, engagement in clubs, support meetings and Attendance Meetings for families to discuss any issues arising. Signposting family and parent support for early intervention Engaging disadvantaged and vulnerable parents: An evidence review Early Intervention Foundation (eif.org.uk)	<u>1, 5</u>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive – a whole school Thrive TD Day has been booked for Friday 7th January 2022	We have recently appointed a Thrive Practitioner to join our existing member of staff who has been Thrive Trained. Specific children will be able to benefit from a 15 minute Thrive session each day to prepare them for a day in the classroom. This will be monitored by our Thrive Leader and SENCO. Evidence suggest +4 months impact.	1, 3, 4, <u>5</u> , 6

After School Clubs	<p>A wide range of clubs are offered to ensure high quality enrichment and also to support the school's Covid Catch Up Programme.</p> <p>History Club for Y4</p> <p>The sessions will be a range of exciting investigations from the Stone Age to Roman Times and will be an opportunity for pupils to cover content that they may have missed during the most recent national lockdown.</p> <p>History Club for Y5</p> <p>A local History project. This will look at Salisbury in the 1920s and the 1950s and will make comparisons with Salisbury in 2021. Pupils will get the opportunity to investigate a range of primary sources and prepare an exhibition that will go on display at the gallery in the Salisbury Library.</p> <p>Maths – Times Table Club for Y4</p> <p>A Maths times table club to run in the Spring Term 2021 to support Y4 in preparation for the new Times Table Test.</p> <p>Having the opportunity to attend these after school activities can also have an impact on attendance due to the requirement to be in school in order to attend.</p>	<u>4</u>, 2, 5, 6
Trips – High quality curriculum enrichment trips.	<p>The school has planned and undertaken some very high quality trips and curriculum days that have been carefully chosen to support the 11 by 11 experiences planned for our children.</p> <p>Y1 – Science Museum (Winchester)</p>	<u>1,5</u>
	<p>Y2 – History – The Titanic Museum</p> <p>Y3 – History – Stone Age to Iron Age theme day – led by main education officer from the Salisbury Museum</p> <p>Y4 – History – Anglo-Saxon Day – led by local historian</p> <p>Y5 – History – WW1 – The Tank Museum</p> <p>Y6 – History – WW2 – The Battle of Britain</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
Music Tuition	<p>All pupils learn to play a musical instrument free of any cost at Woodlands Primary School. The chance to play a musical instrument is a key component of the Woodlands 11 by 11 offer outlined in our vision statement.</p> <p>Y3, Y4 & Y5: Learn to play the Violin or Viola</p> <p>Y6: Learn to play the ukulele</p> <p>Strings Orchestra: Available to pupils in Y4-Y6.</p>	<u>1, 5</u>
ELSA Relate Counselling	<p>It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning.</p>	<u>1, 5</u>

Total budgeted cost: £145,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

KS2 2021	Pupils eligible for PP	Pupils not eligible for PP	
14 pupils (52% of the cohort)		School average (all pupil 27)	National average (2019)
% achieving expected standard in Reading	64%	62%	73%
% achieving expected standard in Writing	64%	62%	78%
% achieving expected standard in Maths	71%	71%	79%
Progress from KS1 – KS2 Reading			
% of pupils who made at least expected progress from KS1 to KS2: 100%			
% of pupils who made better than expected progress from KS1 to KS2: 21%			
Progress from KS1 – KS2 Writing			
% of pupils who made at least expected progress from KS1 to KS2: 93%			
% of pupils who made better than expected progress from KS1 to KS2: 29%			
Progress from KS1 – KS2 Maths			
% of pupils who made at least expected progress from KS1 to KS2: 100%			
% of pupils who made better than expected progress from KS1 to KS2: 29%			

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
Read Write Inc Synthetic Phonics Programme	Ruth Miskin Phonics Training
Times Tables Rockstars	TT Rockstars Times Tables Rockstars (ttrockstars.com)
White Rose Maths	Premium Resources
Third Space Learning	Premium Maths Resources

Service pupil premium funding – 1 pupil so not possible to publish data as this would breach GDPR.

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

High Quality First Teaching is at the very heart of all we do.

We know our pupils and have a 'finger on the pulse' culture to respond directly to their individual needs.

Strong parent and home relationships and communication is always a priority, but especially during the pandemic.

Leadership opportunities for all pupils but ensuring disadvantaged pupils are encouraged to lead and raise self-esteem and aspiration.

Ensure access to our 11 by 11 Woodlands Primary school experiences for pupils are tracked by the class teachers through the Individual Action Plans.