

## Woodlands Primary School Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	185
Proportion (%) of pupil premium eligible pupils	53% (98 pupils) - £1385 per child
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£135,730
Recovery premium funding allocation this academic year	Refer to recovery PP plan
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	£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
<b>Whole-school ethos of attainment for all</b>	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
<b>Addressing behaviour and attendance</b>	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
<b>High quality teaching for all</b>	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice

<b>Meeting individual learning needs</b>	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.
<b>Deploying staff effectively</b>	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
<b>Impact driven and responsive to evidence</b>	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.
<b>Ambitious leadership</b>	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	Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be fractured. Eg. 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.
2	The lack of cultural capital evidenced by some disadvantaged pupils across the school resulting in limited verbal skills, vocabulary gaps and a lack of the everyday contextual underpinning needed to access learning.
3	The 2021 Reception Baseline indicated that a large percentage of our 2021-22 FS2 DL cohort started the year well-below national expectations in Maths, Literacy, Communication and Language.
4	Poor spelling prevents some Disadvantaged Learners from achieving the expected standard in writing.
5	Some of our disadvantaged children are not engaging fully with times tables both in school and at home.
6	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.
7	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.

## Intended outcomes September 2022-2025

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
<b>The attendance of our disadvantaged children is at least in line with the rest of the school and meeting the set target of 96%.</b>	<ul style="list-style-type: none"> <li>Attendance is at 96% or greater by the end of the 3-year period.</li> <li>Attendance is the same or greater than non-pp children by the end of the 3-year period.</li> </ul>
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through use of oracy skills) and ongoing formative assessment.</li> <li>NELI language assessments, on start and completion of the programme in EYFS, evidence an increase in scores for disadvantaged pupils in identified areas of oral communication.</li> <li>Blast or Talk-Boost in FS1 (Oaktree Nursery) improves pupils oral language skills as early as possible.</li> <li>Learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary developments in pupils eligible for Pupil Premium because of quality first teaching across the curriculum.</li> </ul>
<b>Increase opportunities for cultural capital for disadvantaged pupils to achieve greater equality</b>	<ul style="list-style-type: none"> <li>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular Music or sports tuition.</li> <li>100% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club.</li> <li>100% of children eligible for PPG attend the Y6 residential school trip.</li> </ul>
<b>Exceptional CPD leads to a supported and successful PPG strategy championed by all staff. All children will be able to get access to daily high quality teaching.</b>	<ul style="list-style-type: none"> <li>PPG Leader and Subject Leaders will engage whole staff body through training, coaching, sharing good practice and using resources strategically.</li> <li>PPG children will be additionally tracked as part of the assessment schedule (Pupil Progress Meetings) and SEND reviews.</li> <li>Minutes of Governing Body and Finance / Curriculum Committee meetings will demonstrate robust overview of PPG and service premium.</li> <li>Internal and external monitoring will show that teaching is improving. Teachers will know, use and talk about the guiding principles of QfT (EEF 2020).</li> </ul>
<b>Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.</b>	<ul style="list-style-type: none"> <li>Pupil voice data (including the results of interviews with Subject Leaders and Lead Governors) will show that our disadvantaged pupils are able to confidently talk about their learning and their future targets.</li> </ul>
<b>Continue to raise standards in Phonics in EYFS and KS1.</b>	<ul style="list-style-type: none"> <li>Increase GLOD to 60% in 2023 and to ensure 60% in the Literacy ELGs (Early Learning Goals)</li> </ul>
<b>The attainment of our disadvantaged children is at expected levels or higher in phonics / reading.</b>	<ul style="list-style-type: none"> <li>Data shows that accelerated progress is made over the three years. 70% or better DLs pass the phonics test in Y1 in 2023 75% or better DLs pass the phonics test in Y1 in 2024 80% or better DLs pass the phonics test in Y1 in 2025</li> </ul>

	<p>2023 KS2 Pupil Premium Reading is at least 65-70% and that PP Reading Progress is at least 0.5+.</p> <p>2024 KS2 Pupil Premium Reading is at least 70-72.5% and PP Reading progress is at least 0.5+.</p> <p>2025 KS2 Pupil Premium Reading is at least 72.5-75% and PP Reading progress is at least 0.5+.</p>
<b>The gap between our DL and non-DL is significantly narrowed in Spelling.</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Our disadvantaged children have strategies to help them self-regulate.</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Further reduce Fixed Term Exclusions.</li> </ul>
<b>Our disadvantaged children are engaging with mastering early number and times table practise.</b>	<ul style="list-style-type: none"> <li>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</li> </ul>

## 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality teaching of Phonics</b></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><b>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</b></p> <p><b>"The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning."</b></p>	<p><u>2</u>, <u>3</u>, 4, 7</p>

<b>High Quality Teaching of Reading</b>	<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. All classes to use</p> <p>Classes to focus on a key skill for each Reading session following a whole school plan:  Vocabulary  Inference and deduction  Prediction  Explaining  Retrieval  Summarise</p> <p>Increasing speed and stamina</p> <p>Daily sessions (30 minutes)</p> <p>Y3 &amp; 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> <p>Purchase of Barrington Stoke Books which have a high interest level for older Upper KS2 readers but a reading age which is specifically matched to their current reading age.</p>	<u>2, 3</u>
<b>The Read, Write inc Spelling Programme for Key Stage 2</b>	<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>2, 3, 7</u>
<b>Robust instruction of curriculum specific vocabulary</b>	<p>We will be exposing children to a wider range of subject specific vocabulary.</p> <p>Vocabulary will be prioritised during whole class guided reading sessions which follow a consistent structure and it will be specifically taught. This will happen in discrete lessons and throughout other curriculum lessons. Every week will start with a focus on vocabulary in the first whole class reading session. Children will use knowledge organisers to remember the reuse learnt vocabulary. All classes will have engaging and interactive vocabulary displays. Clicker 7 will be used to support SEN children's understanding of new vocabulary.</p>	<u>2, 3, 6</u>
<b>Times-table project</b>	<ul style="list-style-type: none"> <li>We are engaging in training led by Linda Wynn (Wiltshire LEA Maths Adviser) to implement a times table teaching programme across the school.</li> </ul> <p>The programme focuses on two elements of learning times tables.</p> <ol style="list-style-type: none"> <li>Deliberate practise linked to auditory memory.</li> <li>Understanding commutative law.</li> </ol>	<u>5</u>

	<ul style="list-style-type: none"> <li>For Y4 - A dedicated x Table session for every child on a Wednesday morning (grouped according to ability) with an experienced teacher.</li> </ul>	
<b>Impact cycle for Professional Development – Wiltshire Disadvantaged Learners Network Meetings – Making it Happen</b>	<p>The Headteacher (supported by the Senior Leadership Team) will implement the training / materials from the Disadvantaged Learners Network Meetings – Making It Happen:</p> <p>Term 1: 22 September 2022 ‘High Quality Teaching for All’ with guest speaker Lorwyn Randall (EEF Regional Delivery Lead – South West &amp; South Coast)</p> <p>Term 2: 10 November 2022 Pupils who are ‘doubly disadvantaged’ (PP/SEND)</p> <p>Term 3: 12 January 2023 Parental Engagement</p> <p>Term 4: 02 March 2023 Enrichment and Opportunities</p> <p>Term 5: 27 April 2023 Behaviour for Learning</p> <p>Term 6: 15 June 2023 Transition</p>	<b>1, 2, 3, 4, 5, 6, 7</b>
<b>Deployment of Teaching Assistants to enable the provision of high impact TA interventions</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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"> <li>Use of TAs to teach targeted flexible groups;</li> <li>Pre-teaching of curriculum content.</li> </ul>	<b><u>2, 3, 4, 5, 6</u></b>
<b>Training for staff on mental health of pupils</b>	<p>Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with staff to 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. <a href="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">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</a></p>	<b><u>1, 5</u></b>
<b>DA lead monitoring time with SENDco</b>	<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>	<b>1-7</b>
<b>SEND training on working memory, de-escalation and autism.</b>	<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>	<b>1-7</b>

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small Group and 1:1 Tuition (Catch-up) – using a qualified teacher.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <b>Experienced Academic Mentor / Phonics Catch-Up tutor:</b> <b>Y1 Pupils: October 2022 -June 2023</b> <b>Y3 Pupils (lowest 20%): October-December 2022 then to be reviewed</b> <b>Y2 Pupils (those who did not pass the Phonics Screening in Summer 2022): October 2022 - December 2022</b> 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 <b>In addition to the Phonics Catch Up Tutor TAs will be deployed to deliver 1:1 phonics tuition throughout the afternoon.</b>	1, 2, 3, 4, 7
<b>Additional Reading and Phonics for the bottom 20%.</b>	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 (please refer to the above section). Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact.	1, 2, 3, 4, 7
<b>NELI (Nuffield Early Language Intervention)</b>	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 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	2, 7
<b>Number Count – Maths Intervention Programme for the lowest 20% - a focus on Year 2, Year 4 and Year 5</b>	A specialist Numbers Count Teacher will deliver small group tuition to the lowest 20%. This has started in Term 1 2022.	1,5, <u>7</u>
<b>Number Stacks Intervention for the lowest 20%</b>	Over 60 key skills from the Primary National Curriculum have been separated into 5 different categories and aligned by year group. (ages 4-11) <ul style="list-style-type: none"> <li>• place value</li> <li>• addition &amp; subtraction</li> <li>• multiplication &amp; division</li> <li>• fractions</li> </ul>	1, 5, 6



	<ul style="list-style-type: none"> <li>decimals and percentages</li> </ul> <p>Pupils complete an initial assessment and then work with online tutorials and a number stacks pack (resources) to build confidence in number. It is a one to one intervention but there is scope to be used 1:2 or depending on initial assessments.</p>	
<b>Times tables rockstars</b>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1, <u>5</u>
<b>Y6 Maths (2022-23) for Disadvantaged Learners – ensure accelerated progress</b>	<p>Focussed Arithmetic support for x5 Year 6 pupils to ensure they make accelerated progress and achieve the expected level by the end of Year 6</p>	6
<b>Y6 Reading Comprehension (2022-23) for Disadvantaged Learners – ensure accelerated progress</b>	<p>Comprehension Express Programme led by the school Academic Mentor.</p> <ul style="list-style-type: none"> <li>Teaching 10 essential comprehension strategies based on research</li> <li>Breaking down national test questions into 5 types to build test skills and confidence.</li> <li>Including diagnostic guidance to close gaps.</li> </ul> <p>x2 groups of 3 pupils. 3 30 minute sessions per week.</p>	1, 6
<b>Parental engagement and support</b>	<p>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)</p>	<u>1</u> , <u>5</u>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Thrive</b>	<p>Each class teacher will carry out a THRIVE baseline assessment. Specific children will be able to benefit from Thrive sessions to prepare them for a day in the classroom. This will be monitored by our SMSC / Thrive Leader and SENCO.</p> <p>Evidence suggest +4 months impact.</p>	6

<b>After School Clubs</b>	<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><b>History Club for KS2</b></p> <p>The sessions will be a range of exciting investigations with a focus on chronology, revising knowledge from previous units and reinforcing key content from the World War I unit.</p> <p><b>Maths – Times Table Club for Y4</b></p> <p>A Maths times table club to run in the Spring Term 2023 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> <p><b>Healthy Cooking Club for Y2</b></p>	<b><u>4</u>, 2, 5, 6</b>
<b>Trips – High quality curriculum enrichment trips.</b>	<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. All trips are funded to ensure a low cost for all Disadvantaged Learners.</p> <p>Y1 – Science Museum (Winchester)</p> <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 – Ancient Egypt – The Tutankhamun Exhibition in Dorchester</p> <p>Y5 – History – WW1 – The Tank Museum</p> <p>Y6 – History – WW2 – The Battle of Britain</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<b><u>2</u></b>
<b>Music Tuition</b>	<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 &amp; Y6: Learn to play the ukulele and there is a low cost after school Ukulele Club.</p>	<b><u>1, 2</u></b>
<b>ELSA Relate Counselling</b>	<p>It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning.</p>	<b><u>6</u></b>

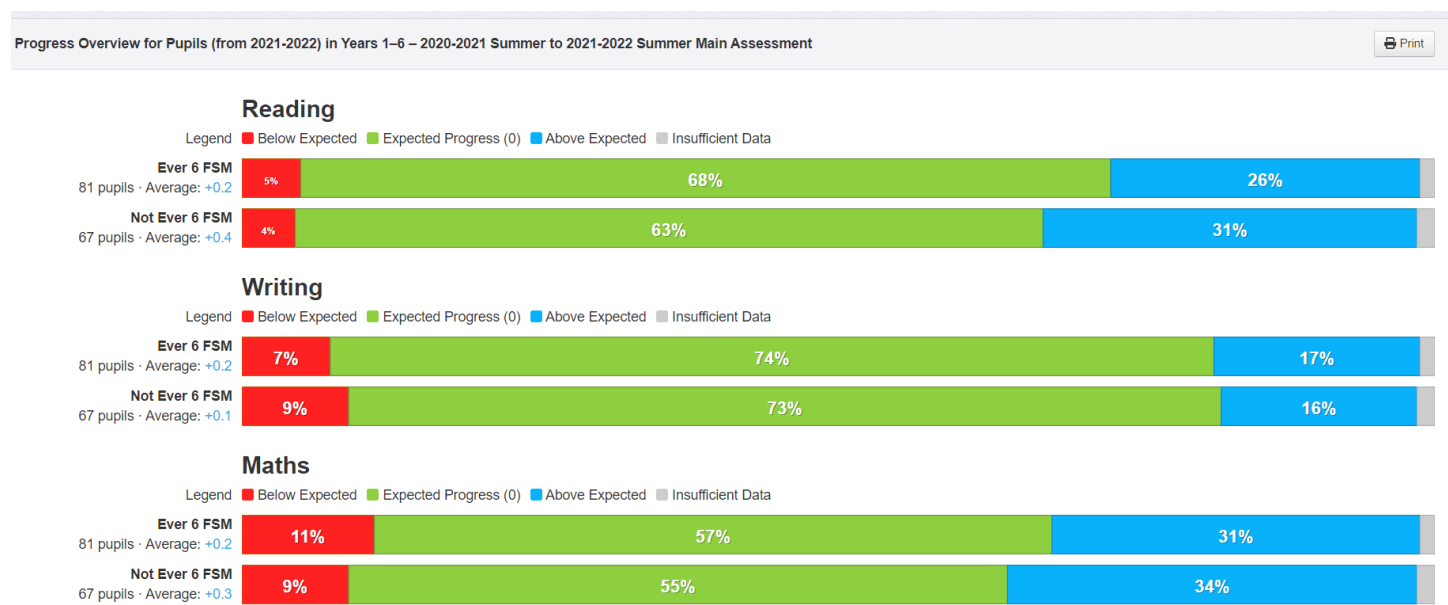
**Total budgeted cost: £145,000**

## 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 2021 to 2022 academic year.

#### Progress of disadvantaged:



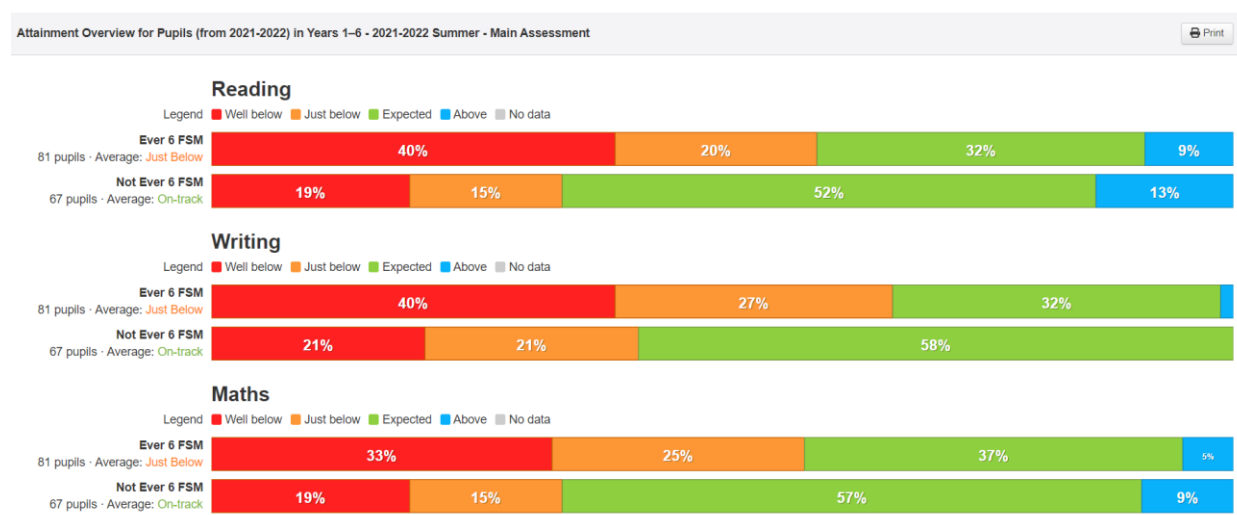
26% of Pupil Premium children made accelerated progress with Reading, a huge focus of this academic year. 94% of Pupil Premium Children have made better or expected progress in Reading and this is comparable to the 94% of non Pupil Premium who have made better or expected progress.

**Reading** – of the 21 children who made accelerated progress, 8 pupils (38%) moved from Just Below Expected to Expected. 6 pupils (29%) moved from Expected to Greater Depth

**Writing** – of the 14 children who made accelerated progress, 6 pupils (43%) moved from Just Below Expected to Expected. 1 pupils (7%) moved from Expected to Greater Depth

**Maths** - of the 25 children who made accelerated progress, 10 pupils (40%) moved from Just Below Expected to Expected. 3 pupils (12%) moved from Expected to Greater Depth

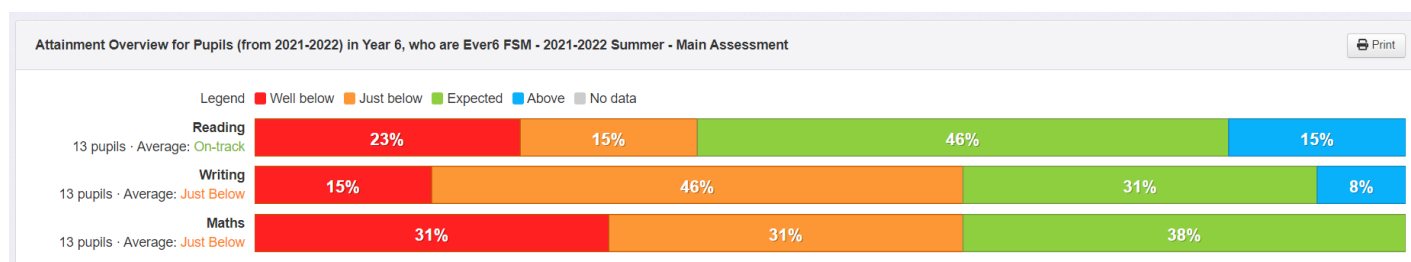
#### Disadvantaged Attainment:



## Statutory examinations:

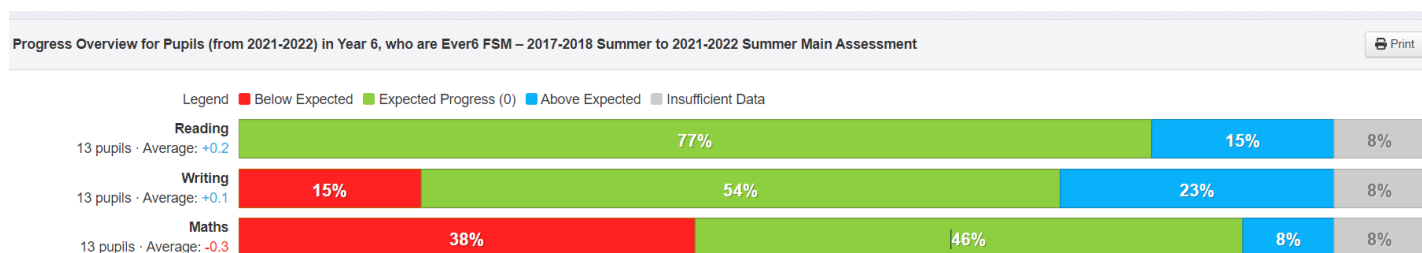
- **Y1 Phonics Check** – 67% of Disadvantaged Children passed (8 out of 12).
- **KS1 SATs Results:**
  - Reading** - 5/9 (56%) met the expected standard. Two children made accelerated progress moving from WTS to Expected and one child moved from expected to greater depth.
  - Writing** – 3/9 (33%) met the expected standard.
  - Maths** – 5/9 (56%) met the expected standard. Three children made accelerated progress moving from WTS to the expected standard.

- **KS2 SATs Results:**

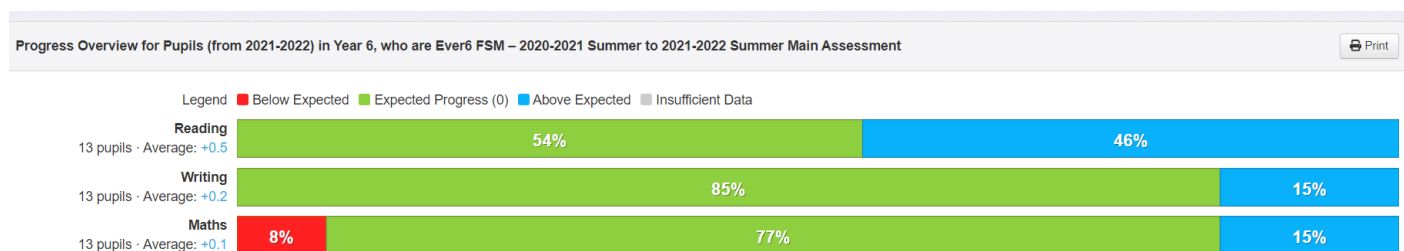


## KS2 Progress

### KS1 SATs – KS2 SATs Progress



## Summer 2021-Summer 2022



**Review of outcomes in the previous academic year in regard to the impact of specific interventions implemented within the last PP plan:**

## **Reading specialist / Academic Mentor – Small group and 1:1 Tuition (catch-up):**

### **Phonics after-school Club run by the Y1 and Y2 teachers**

All children who worked with the reading specialist (and those who attended the Phonics Club) made better or accelerated progress.

2/12 had passed in March 2022 when the Reading Specialist started and 8/12 passed the Phonics screening test in June.

**NELI (Nuffield Early Language Intervention):** 4 pupils received this intervention and all of them made good progress or better.

x1 pupil has gone from much below average to no concerns (excellent progress)

x2 pupils have gone from below average to no concerns (very good progress)

x1 pupil has gone from below average to slight concerns (good progress)

### **Numbers Count – Maths Intervention Programme for the lowest 20% in Y1, Y2 and Y4**

Y2 Average gain in months (Sandwell test) 24 months (6 pupils)

Y4 Average gain in months (Sandwell test) 29 months (4 pupils)

## **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*

<b>Programme</b>	<b>Provider</b>
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.*