

## 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	Woodhouse Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	7% (28 pupils Nov 2021) + 2 Service pupil premium
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynn Daveney - Headteacher
Pupil premium lead	Shona Smaldon
Governor	Fiona Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 34245</b>
Recovery premium funding allocation this academic year	£ 3770
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	£ 38015

## Part A: Pupil premium strategy plan

### Statement of intent

At Woodhouse Primary School, pupils entitled to FSM may enter school with skills below, and sometimes significantly below, those expected for their age, and so may have lower starting points than their peers. A small number of these children often also face other vulnerabilities (exacerbated by the *Covid19* crisis) which can also be a barrier to good achievement. We therefore deploy pupil premium to plan on-going additional support and, where required, focused interventions, to eradicate these barriers over time and so enable pupils to make similar progress to the vast majority of non-disadvantaged pupils in school (and elsewhere in the country) who have few, if any, barriers to learning. These barriers to learning include academic barriers as well as additional barriers that require action outside school and those that have arisen in some families specifically due to the impact of lockdowns. Our aspirational, intended outcomes are for pupils to recover, and move forward with, their learning as rapidly and sustainably as possible.

Whilst all spending relates in some way to raising achievement, several interventions - which may appear to have a less direct impact - have proved, through research-based evidence, to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils, particularly when combined with quantitative interventions.

We deploy our pupil premium funding to proven successful strategies based around school-led support - linked to precise differentiation, relevant wider catch up programmes and same-day interventions. In addition to provision of high quality teaching for all, targeted support includes one to one and small group tuition to provide rapid catch up and embed learning as well as learning mentor and inclusion support to remove barriers to learning. We also enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum.

Woodhouse has developed a whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum recovery, catch up and subsequent enrichment

## Challenges

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

Challenge number	Detail of challenge
1	Writing (stamina, handwriting, spelling, punctuation, foundational sentence structure)
2	Fluency in reading and mathematics
3	A range of Special Educational Needs - some of which are complex (for a significant minority of disadvantaged pupils)
4	Engagement with, and support for, homework and some aspects of remote learning
5	Punctuality (for a small number of families)
6	Adverse child experiences (exacerbated throughout lockdowns) and resulting anxieties for a small number of pupils and/or parents

## 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>Writing stamina quickly builds. Regular diagnostic assessments of handwriting will inform specific teaching elements - e.g., core grip, pencil grip. Pupils can accurately apply spelling, punctuation, foundational sentence structure <u>within their independent writing</u> – checked through regular ongoing, diagnostic assessments that set, and subsequently measure, next steps in learning to ensure sustainable independence. Regular summative assessments will focus on independent writing that is neither scaffolded nor supported to inform the success criteria opposite</p>	<p><u>EY</u>: 100% (5 pupils) will make good progress from baseline (Oct) in writing and 4/5 will attain the ELG in <b>writing</b>  <u>Y1</u>: 100% (1 pupil) will make good progress from July 2021 and will/will not attain the Y1 end point expectations  <u>Y3</u>: 100% (4 pupils) will make good progress from July 2021 and 50% will attain the Y3 end point expectations  <u>Y4</u>: 100% (5 pupils) will make good progress from July 2021 and 60% will attain the Y4 end point expectations  <u>Y5</u>: 100% (4 pupils) will make good progress from July 2021 and 50% will attain the Y5 end point (interim) expectations  <u>Y6</u>: 100% (6 pupils) will make good progress from July 2021 and 67% will attain the Y6 national <b>writing</b> expectation</p>

<p>Pupils read with increased fluency – checked through regular 1:1 reading sessions. Comprehension appropriate to age checked through DARTS. Pupils will improve their maths fluency, checked through mental recall, mental tests, <i>Flashback 4</i> and time-limited daily activities. Reading and maths fluency outcomes are also measured through NTS papers and, for Y2 and Y6 pupils, through past SAT papers to inform summative reporting. These will be used to evaluate ongoing progress towards, and final impact against, the success criteria opposite</p>	<p><u>EY</u>: 100% (5 pupils) will make good progress from baseline (Oct) in reading and 4/5 will attain the ELG in in <b>reading</b>  <u>Y1</u>: 100% (1 pupil) will make good progress from July 2021 and will attain the Y1 end point (interim) expectations in reading  <u>Y3</u>: 100% (4 pupils) will make good progress from July 2021 and 50% will attain the Y3 end point (interim) expectations in reading  <u>Y4</u>: 100% (5 pupils) will make good progress from July 2021 and 80% will attain the Y4 end point (interim) expectations in reading  <u>Y5</u>: 100% (4 pupils) will make good progress from July 2021 and 80% will attain the Y4 end point (interim) expectations in reading  <u>Y6</u>: 100% (6 pupils) will make good progress from July 2021 and 67% will attain the Y6 national <b>reading</b> expectation</p> <p><u>EY</u>: 100% (5 pupils) will make good progress from baseline (Oct) in maths and 4/5 will attain the ELG in in <b>number</b>  <u>Y1</u>: 100% (1 pupil) will make good progress from July 2021 and will attain the Y1 end point expectations in maths  <u>Y3</u>: 100% (4 pupils) will make good progress from July 2021 and 80% will attain the Y3 end point expectations in maths  <u>Y4</u>: 100% (5 pupils) will make good progress from July 2021 and 80% will attain the Y4 end point (interim) expectations in maths  <u>Y5</u>: 100% (4 pupils) will make good progress from July 2021 and 80% will attain the Y4 end point (interim) expectations in maths  <u>Y6</u>: 100% (6 pupils) will make good progress from July 2021 and 67% will attain the Y6 national <b>mathematics</b> expectation in maths</p>
<p>The 28% (7/25) disadvantaged pupils with SEN will make the <u>best progress of which they are capable</u>, measured against bespoke (SEN) tracking, validated though relevant SEN assessments and pupils' work linked to a range of catch up interventions. Rigorous internal tracking data is regularly interrogated to evaluate the impact of pupil premium and SEN provision, including work sampling, pupil/teacher interviews and regular learning walks</p>	<p><u>Y3/4/5</u>: 5 pupils will make good progress <b>in all areas</b> from July 2021  <u>Y6</u>: 2 pupils will make the best progress possible <b>towards</b> the Y6 national standards <b>in all areas</b> from July 2021</p>
<p>Positive attitudes to learning will be strengthened – most pupils can describe the impact of home learning on their personal and academic development. Engagement levels (homework) will be checked through simple class audits and (remote learning) through the school's digital learning platform</p>	<p>Pupils in all key stages continue to make <b>good progress</b> in their <b>attitudes to learning</b> from July 2021. Pupils' resilience to challenge remains strong so there is no low level disruption in any lessons and behaviour for learning is <b>outstanding</b>. Engagement levels rise to a <u>minimum</u> of 75% for each pupil</p>
<p>Punctuality of targeted pupils/families will be tracked <u>daily</u> to evidence demonstrable improvement and check for any emerging trends. Anomalies will be immediately followed up, and monthly arrival times will be collated to demonstrate improvement and/or identify ongoing days for improvement</p>	<p>2 pupils (within Y3 and Y6) whose punctuality has been a previous concern (from March 2020 to June 2021) will regularly attend on time. Recorded lateness will <u>never</u> exceed more than 5% attendances for any pupils and they will be <b>on time</b> for school <b>almost every day</b>.</p>
<p>Personal development will be strengthened because pupils can articulate their feelings and anxieties (particularly at the beginning of each day) and know how to access a range of pastoral support. They quickly settle into daily routines and display positive attitudes to their learning. This will be measured through qualitative data drawn from pupil interviews, parents' feedback, and regular learning walks. <i>Covid</i> safe restrictions are monitored through regular reviews against risk assessments</p>	<p>The overwhelming majority of pupils can identify online and offline risks to their well-being – including perceived risks from the pandemic. Pupil interviews and feedback evidence increased confidence, resilience, and independence</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

Budgeted cost: **£16324**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum recovery, catch up and subsequent enrichment	<p><i>EEF</i> – “putting evidence to work”</p> <p>Impact of previous spending on <u>effective</u> deployment of staff, ensuring that interventions (where required) are taught <u>consistently well</u> because of high-quality training</p> <p>Effective use of data to identify pupils’ learning needs; use of catch up and interventions that evidence likely success; and regular reviews of progress.</p> <p>Historical success and the efficient recovery of learning between March 2020 and June 2021, <u>ensuring a year’s progress for most pupils</u></p>	1, 2, 3, 4
Deployment of 5% classroom support staff to support high quality teaching for all (focused on the needs of disadvantaged pupils) including catch up programmes and same-day interventions	<p><i>DfE/NFER</i> – deploying staff effectively to ensure high quality teaching for all and <i>EEF</i> (2020) recommended catch up programmes</p> <p><i>EEF</i> toolkits and guidance reports – e.g., <i>Best Use of Teaching Assistants</i></p> <p><i>EEF/DfE</i> emerging post-pandemic evidence studies</p>	1, 2, 3, 4

### Targeted academic support

Budgeted cost: **£26160** (including £3770 Recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for, then delivery of, specialist aspects of SEND interventions (SALT, dyslexia, dyscalculia, sensory needs, building working and long term memory).	<p>Forensic, diagnostic analysis of the barriers to <u>next, smallest steps of learning in any concept</u></p> <p>Skills audits of staff to address specific needs of SEND pupils</p> <p><i>NASEN</i> reports and guidance</p> <p><i>OFSTED</i> – Supporting SEND Pupils in the Classroom</p>	3, 4

Increase provision for one-to-one tuition for all pupils to provide rapid catch-up and to embed and/or further learning	<p>Achievement of pupils who historically received the full offer and the pupils who benefited in periods of full reopening from March 2020 to the present</p> <p>Funding nationally targeted to catch-up through NTP – <u>evidence of proven success of the strategy</u> – but better delivered by teachers who work in the school, <u>know our curriculum plan and know our pupils</u></p>	1, 2, 4
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## Wider strategies

Budgeted cost: **£5342**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of (10%) learning mentor and inclusion support to remove barriers to learning for targeted pupils, <u>especially punctuality</u>	<p>Known vulnerabilities of specific pupils and their families; specific punctuality issues; and the additional impact of the pandemic</p> <p>Previous successful strategies that respond quickly and effectively to the <u>range</u> of barriers identified through high quality pastoral support</p> <p><i>DfE – Improving Attendance and Punctuality</i></p>	5, 6
Enable disadvantaged pupils to continue to access a wide range of memorable experiences within, and beyond, the curriculum	<p>Curriculum research: impact of essential content (avoiding superfluous knowledge) and logical sequencing <u>to enable pupils to make learning ‘stick’</u> – <i>OFSTED</i></p> <p>Continuing national evidence focused on relational approaches (<i>EEF- Metacognition</i>) about pupils’ working memory and long term memory; <u>how to avoid overload</u> and the advantages of <u>explicit learning links</u> across the wider curriculum</p> <p>Accrued previous evidence that this strategy has always been impactful, particularly on the creative content of pupils’ writing and application of skills to ‘real life’ and unfamiliar situations</p>	1

**Total budgeted cost: £47826**

## 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.

**See separate Pupil Premium Impact statement 2020-21**

### 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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One to one sessions with teacher
What was the impact of that spending on service pupil premium eligible pupils?	Improved confidence in learning Increased oral contributions to class activities Increased fluency in reading and recall of number facts. Increased pace of work

**Further information (optional)**

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