

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	419
Proportion (%) of pupil premium eligible pupils	6.5% (27 pupils Oct 2023) + 2 Service pupil premium
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 <b>2023-2024</b> 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anne Crane - Headteacher
Pupil premium lead	Shona Smaldon
Governor	Fiona Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36375
Recovery premium funding allocation this academic year	£ 3915
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	<b>£ 40290</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our whole school vision is to balance our academic ambition for each child with a determination to nurture their wellbeing. We aim to provide a welcoming, safe and caring environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations of all our pupils and endeavour to develop in each child a good understanding of the world in which they are growing up.

At Woodhouse Primary School, we deploy pupil premium funding to plan ongoing additional support and, where required, focused interventions, to eradicate barriers to achievement 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. Our aspirational, intended outcomes are for pupils to recover from periods of school closure, and move forward with, their learning as rapidly and sustainably as possible.

Our three year plan is based on a tiered model, focused on high quality teaching, targeted academic support and wider school strategies. The key principles are to deliver any aspect of the plan in fluid groupings in response to the needs of pupils. Proposed activities are based on evidence-based research - primarily from the EEF but also what has been evidenced to demonstrate significant impact in our robust evaluation of previous strategies.

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged pupils as a group is lower than that of the whole school
2	Analysis shows that some disadvantaged pupils are not making rapid progress in writing
3	Analysis shows that some disadvantaged pupils are not making rapid progress in maths
4	Analysis shows that some disadvantaged pupils are not making rapid progress in reading
5	Adverse childhood experiences have resulted in social and emotional barriers and/or restricted opportunities for some pupils

## 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
Attendance of our disadvantaged pupils improves so that it is broadly in line with that of non-disadvantaged pupils	Attendance of our disadvantaged pupils to be at least 97% which is the school's expectation for all pupils
Pupils make more rapid progress in writing from their starting points due to more robust assessment for learning and more focused Quality First Teaching. Writing stamina quickly builds and pupils can accurately apply spelling and punctuation knowledge in their independent writing	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Pupils make more rapid progress in maths from their starting points due to more robust assessment for learning and more focused Quality First Teaching (CPA, Scaffolding)	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Pupils build on their strong start in phonics to ensure that they continue to make rapid progress in reading from their starting points and become fluent readers as soon as possible	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Personal development and emotional regulation is strengthened due to planned effective support for pupils' wellbeing	Wellbeing tracker, pupil conversations, parental feedback and behaviour records evidence improved resilience, confidence and self-regulation

## 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: **£10000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a></p> <p>The EEF Toolkit includes summaries of the best available evidence on approaches. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness <a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referer=https%3A%2F%2Fwww.greatteaching.com%2F</a></p>	<p>2, 3, 4</p>
<p>Professional development to support the implementation of evidence-based approaches</p>	<p>Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of teachers and will therefore lead to better outcomes for pupils including those who are disadvantaged.</p> <p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering effective CPD. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guid-">https://d2tic4wvo1iusb.cloudfront.net/eef-guid-</a></p>	<p>2, 3, 4</p>

	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF%20Metacognition%20and%20self-regulated%20learning.pdf">ance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p> <p>The Teacher development trust reports shares that school leaders must focus on selecting and engaging with professional development opportunities that have been designed with effective delivery and content. <a href="https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf">https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</a></p> <p>EEF metacognition report lesson structure CPD delivered to teaching staff and is the focus of work scrutinies, learning walks and lesson observations particularly linked to lesson structure and scaffolding. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF%20Metacognition%20and%20self-regulated%20learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF Metacognition and self-regulated learning.pdf</a></p>	
CPD in Improving Literacy in KS1 and in KS2	<p>These reports offer practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2, 4
Embed Mastering Number Programme from NCETM	<p>Evidence used to inform contents and approach of professional development <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p>	3
Mentoring and supporting Early Career Teachers	<p>The EEF guidance helps consider the 'Effective Mechanisms of PD' – A rigorous and structured program of mentorship and coaching is used to ensure that ECTs make the best start to their teaching career with mentoring carried out by experienced members of the leadership team. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a></p>	2,3,4
Professional development for Leaders	<p>Cover time for staff to undertake National Professional Qualifications (NPQs)</p>	1, 2, 3, 4, 5
Assessment for Learning strategies embedded and used to plan purposeful next steps in learning.	<p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p>	1, 2, 3, 4, 5

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	
Pupil Progress meetings are used to support future teaching and intervention	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers">https://educationendowmentfoundation.org.uk/guidance-for-teachers</a>	2, 3, 4, 5
Review transition from phonics to comprehension in KS1 (2023-24)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2, 4

## Targeted academic support

Budgeted cost: **£45090** (including £3915 Recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development and writing - teaching assistant training and deployment - Chatterboxes, Language Legends	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <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>	2
Interventions to support maths - teaching assistant training and deployment - Mastering Number (KS2)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  <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>	3

<p>Interventions to support reading - teaching assistant training and deployment - Little Wandle Catch Up and Keep Up (KS2)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <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>4</p>
<p>One-to-one or small group tuition for all pupils to provide rapid catch-up and to embed and/or further learning</p>	<p>Within school data shows significant impact of this strategy in 2021-22, particularly for cohort 2022</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><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></p>	<p>1,2,3,4</p>
<p>Review timetables to ensure there is sufficient time for the teaching of writing:</p> <ul style="list-style-type: none"> <li>• Develop pupils' handwriting, spelling and sentence construction skills through extensive practice</li> <li>• Teach the writing process (planning, revising, editing) explicitly through modelling and supported practice</li> </ul> <p>(SDP 2023-24)</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	<p>1</p>
<p>Review timetables to ensure there is sufficient time for the teaching of reading:</p> <ul style="list-style-type: none"> <li>• Support pupils to develop their reading fluency</li> <li>• Teach reading comprehension strategies through modelled and supported practice</li> <li>• Improved diagnosis of reading difficulties</li> </ul> <p>(SDP 2023-24)</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>4</p>

## Wider strategies

Budgeted cost: **£4800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school attendance strategy - frequent monitoring of attendance and increased communication with parents</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a> (2023-24)</p>	<p>1, 5</p>
<p>Wellbeing Team - clear referral process and monitoring of pupils which leads to bespoke pastoral support (Learning Mentor and Inclusion Support Worker) to support pupils' social, emotional and behavioural needs - one to one or small group (Rainbows, Drawing and Talking Therapy)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 5</p>
<p>Enable disadvantaged pupils to continue to access a wide range of experiences within, and beyond, the curriculum e.g. sports, outdoor activities, arts, culture and trips</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>5</p>

**Total budgeted cost: £50890**



## 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 to 2023 academic year.

#### Update - impact of the strategy in the first year

**Challenge 1** - The attendance of our disadvantaged pupils as a group is lower than that of the whole school

- By the end of 2022/23 attendance of our disadvantaged pupils had improved from 94% at the end of Autumn 1 to 96% which is the same as whole school attendance
- This is significantly higher than the national average for disadvantaged pupils, which is 82.6%
- Only 3 of the 20 persistent absentees at the end of 2022/23 were disadvantaged pupils

*In 2023/4, we will continue to monitor attendance of disadvantaged pupils (and take swift action to address concerns) to ensure this is maintained and continue to work towards improving whole school attendance.*

**Challenge 2** - Analysis shows that some disadvantaged pupils are not making rapid progress in writing

- In Reception and Year 6, 100% disadvantaged pupils made expected progress which was greater than non-disadvantaged pupils.
- In Years 1, 2, 4 and 5, the proportion of disadvantaged pupils making expected progress was less than non-disadvantaged pupils.
- At the end of KS2, the attainment gap between advantaged and non-disadvantaged was higher than nationally.

*National headlines for other key stages will be released later in the Autumn term.*

**Challenge 3** - Analysis shows that some disadvantaged pupils are not making rapid progress in maths

- In Reception, Year 1, and Year 6, 100% disadvantaged pupils made expected progress, and 80% of pupils in Year 5 made expected progress which was greater than non-disadvantaged pupils.
- In Years 2 and 4, the proportion of disadvantaged pupils making expected progress was less than non-disadvantaged pupils.
- At the end of KS2, the attainment gap between advantaged and non-disadvantaged was close to the national gap, but lower by 3%

*National headlines for other key stages will be released later in the Autumn term*

**Challenge 4** - Analysis shows that some disadvantaged pupils are not making rapid progress in reading

- In Reception, 100% disadvantaged pupils made expected progress, which was greater than non-disadvantaged pupils.
- In Years 1, 2, 4, 5 and 6, the proportion of disadvantaged pupils making expected progress was less than non-disadvantaged pupils, although the gap was less than 6% in Years 1 and 6.
- At the end of KS2, the attainment gap between advantaged and non-disadvantaged was higher than nationally.

**Challenge 5** - Adverse childhood experiences have resulted in social and emotional barriers and/or restricted opportunities for some pupils

Wellbeing tracker, pupil conversations, parental feedback and behaviour records evidence improved resilience, confidence and self-regulation

The well-being team at school has been effective at identifying pupils who were at greater need to requiring additional support from members of staff as well as external agencies. The well-being tracker has been introduced to teachers and support staff and is being well used to monitor children's wellbeing and identify need. Staff say that they are familiar with the new routines and that the identification flow chart has enabled need to be identified and monitored more effectively. They report that children are becoming better at identifying their mental health needs and how they can best be addressed.

External data such as EHNA has been used to plan lessons to target year groups addressing key issues related to their wellbeing and mental health.

Non-disadvantaged pupils do not have greater wellbeing needs compared to pupils who are not disadvantaged.

Emails of recognition have been received from a few select parents who have worked with school and the Educational Mental Health Practitioner. They have praised the communication between home, school and external agencies as well as the support that their child has received and the impact that this has had on their emotional well-being.

The pupil questionnaire has shown that children are aware of the importance of mental health as well as their physical health and they can identify lessons and whole school events that have promoted this with the school year.

The school website has been adapted to make the mental health section more accessible to all parents and to make the support available to children easy to identify alongside ways to support pupils at school and at home.

## 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
KAPOW - Art, DT, Geography, History	Kapow

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional reading with adults Regular contact with teacher for wellbeing chats
What was the impact of that spending on service pupil premium eligible pupils?	Reading fluency improved Opportunities for pupils to discuss any worries with a trusted adult

