

# 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	Woolaston Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2023-2024</b>
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J Lane
Pupil premium lead	J Lane
Governor / Trustee lead	H Rowlands

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£

# Part A: Pupil premium strategy plan

## Statement of intent

At Woolaston Primary school we are ambitious for our children and are committed to raising the achievement of all. We aim to help our children make progress by teaching them to be independent and reflective learners, through an understanding and using of their key learning behaviours.

We value all children's unique abilities and achievements and are committed to creating an environment where all children will thrive and grow. We aim to spend the Pupil Premium Grant in the most effective way and believe our approach needs to be flexible and responsive to the changing strengths and needs of our pupils.

Teachers work together with children to help them identify and understand their personal challenges and barriers to learning and develop ways to overcome them.

We believe in developing the whole child and use a holistic approach using a three tiered strategy to have the greatest impact.

**Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

**Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have

**Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
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1	Assessments and observations have shown knowledge gaps in vocabulary and communication in the early years
2	Assessment and work monitoring show that children need more opportunities to revisit prior learning
3	Assessments and work monitoring shows that children with SEND need adaptations to support their learning
4	Assessments and observations indicate that pupil premium pupils need more opportunities to practise key learning – reading, spelling
5	Disadvantaged children will have the same access to all opportunities as non PP children whilst at Woolaston Primary School

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Children in the early years will use and understand age appropriate vocabulary and will communicate effectively with their peers and adults.	Pupils will be confident engaging in conversations with adults in the class Pupils will understand and use a broader range of vocabulary. Pupils show an improvement in the Oxford Language Assessment
2. Children will know more and remember more	Teachers will include opportunities to revisit prior learning in lessons Teachers will plan sequences of lessons that build on each other enabling pupils to make links in their learning The pupils will recall key learning and apply it
3. The progress of SEND pupils will improve	Teachers will identify adaptations for SEND pupils in all lessons SEND pupils will access the same learning as their peers
4. Pupil premium pupil attainment in reading and writing will increase	Pupil premium pupils will read every day Pupil premium pupils will practise their spelling daily Pupil premium pupils will be more confident reading and writing
5. Disadvantaged children will have the same access to all opportunities as non PP children whilst at Woolaston Primary School	All PP children will attend school trips All PP children will attend school regularly All PP will wear school uniform.
6. Pupil well-being to be strong in order to support learning in the classroom	Pupils will receive ELSA and nurture support Referrals will be made to YMM to support pupils further YMM will deliver class sessions to identified year groups



## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on developing teaching and learning approaches	EEF- Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more	2, 3, 4
Adapt all tasks to meet the needs of SEND and lower attaining pupils	EEF: pupils with SEND have the greatest need for high-quality teaching such as – adjusting, adapting and assessing in the classroom	2, 3, 4
CPD training for NELI language programme.	EEF: The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to 2 5 narrow the gap. This impacts on language skills were still seen 6 months after the intervention	1, 3, 4, 5,

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NELI intervention	EEF - The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. Nuffield Foundation research found that children from less advantaged backgrounds made an average 7 months' additional progress in their language skills as a result of the intervention.	1, 4,
Interventions to address the widening gaps between disadvantaged and non- disadvantaged pupils in English and mathematics	EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.-EEF	1, 2, 3, 4,
Nurture provision and ELSA support will help children explore and understand emotions	EEF-Teachers should explicitly support pupils to develop independent learning skills. Carefully designed guided practice with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practise.	6
Key support during lessons, e.g. additional TA/CT support directed	EEF-Teachers should explicitly support pupils to develop independent learning skills. Carefully designed guided practice with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practise.	2, 3, 4,
Providing oppritunities for all children to have additional time to read in school	EEF: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2,3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific personal, social, emotional, academic interventions to support pupils with multiple vulnerabilities including those with EHCP and SEND Release time to work with SENDCO to	EEF: Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. However, pupils with SEND are also more than twice as likely to be eligible for free school meals	2, 4,

monitor provision and quality assure meetings		
Engaging and supporting parents Open afternoons in nurture- releasing staff	EEF: Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents to work alongside parents and the school, for example, by sharing expectations with parents. Offering more structured, evidencebased programmes can help to develop positive behaviour and consistency where needs area greater. It is beneficial to share these strategies with families so they can support selfregulation at home: setting goals, planning and managing time, effort and emotions.	6
To offer enrichment activities including subsidised sports clubs, breakfast/ after school club, music lessons, residential	EEF: Not all learning takes place in the classroom. Children and young people gain a lot from their experiences on schools trips and extra-curricular activities ...but many children and young people from poor families miss out on these (extracurricular activities) because their parents cannot afford the cost.	6
Provide a uniform grant for children in receipt of FSM - £75 per child. Increase reflects the currents costs.	EEF: School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	6
Attendance officer will monitor attendannce of PP children Attendance officer and EHT will understand reasins for pountality and absebnce	DfE: Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

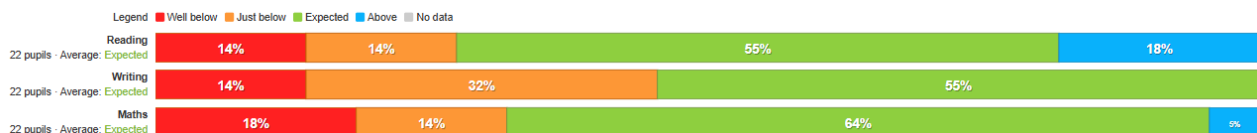
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### End of Key Stage Attainment of Disadvantaged Pupils

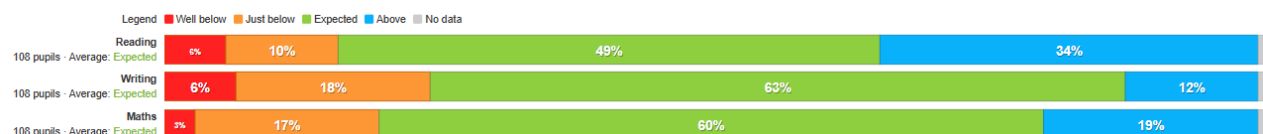
		Reading	Writing	Maths
<b>EYFS (1)</b>	<b>Exp</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
	<b>GDS</b>			
<b>KS1 (2)</b>	<b>Exp</b>	<b>100%</b>	<b>50%</b>	<b>100%</b>
	<b>GDS</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>KS2 (1)</b>	<b>Exp</b>	<b>33%</b>	<b>67%</b>	<b>33%</b>
	<b>GDS</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

EYFS data for disadvantaged pupils was above the LA and national average in reading, writing and maths. At KS1 disadvantaged pupils attained above the LA at the expected standard but below at greater depth. At KS2 disadvantaged pupils attained below the local authority and national average at expected in reading and maths and below the LA and national in reading, writing and maths at the greater depth standard.

#### End of year data 2023/24 for disadvantaged pupils

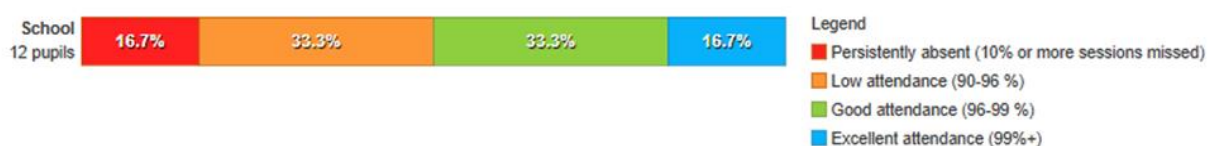


#### End of year data for 2023/24 for pupils who are not disadvantaged

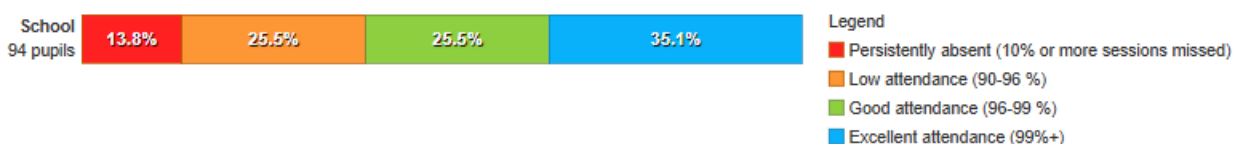




### Attendance data for disadvantaged pupils 2023/24



### Attendance data for 2023/24 for non disadvantaged 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

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support provided through funded wrap around care. Children also received music lesson
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to attend school regularly as they had access to wrap around care. Attendance of Service children:

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*