

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	Woolaston Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	J Lane
Pupil premium lead	J Lane
Governor / Trustee lead	L Duncan

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)	£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	£18,830

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.

1. 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.

2. 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.

3. 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
1	Emotional needs, including attachment issues

2	Misconceptions and specific academic gaps in learning
3	Effect of SEN compounded with FSM
4	Impact of lack of understanding of appropriate thinking and learning behaviours

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 will understand their emotions and know how to manage these.	Pupils will be enabled to fully access the curriculum by being able to select and use a range of strategies to support their confidence leading to better communication. Pupils will be able to manage their emotions in a range of settings.
2. Specific gaps in learning will be addressed through targeted interventions	Pupils will have the knowledge and understanding to actively access class based learning alongside their peers, making accelerated progress.
3. Children with SEN will make good or better progress (80% of My Plan targets met.)	With support, pupils will have the self - confidence to be able to access differentiated class based learning alongside their peers, making accelerated progress
4. Children will use the key learning behaviours and combine this with the learning pit approach to teaching and learning.	Pupils will understand which learning behaviours to use to complete task. Children will understand that a range of strategies are needed to learn and achieve.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school CPD metacognition teaching and learning</i>	<i>EEF- The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress)</i> <i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	4
<i>CPD – training for staff from school EP to understand behaviours as communication.</i>	<i>EEF- The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress)</i>	1
<i>Continue to embed the RWI delivery at Woolaston school</i> <i>Ensure all staff have received relevant training and support to deliver the phonics scheme.</i>	<i>EEF-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	2
<i>Development of a scaffolding approach in English and Mathematics to support learners and extend learning</i>	<i>EEF-Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</i> <i>Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.</i>	2,3
<i>CPD training for NELI language programme.</i>	<i>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</i>	2

	<i>narrow the gap. This impacts on language skills were still seen 6 months after the intervention</i>	
--	--	--

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Classroom based 'focused teaching' interventions to address widening gaps between disadvantaged and non-disadvantaged pupils, in English and mathematics.</i>	<i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i>	2, 3
<i>HLTA run interventions to address the widening gaps between disadvantaged and non-disadvantaged pupils in English and mathematics</i>	<i>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</i>	2, 4
<i>Class based targeted interventions to support reflection on learning.</i>	<i>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</i>	1, 3, 4
<i>Nurture provision and ELSA support will help children explore and understand emotions</i>	<i>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.</i>	1, 3
<i>Key support during lessons, e.g. additional TA/CT support directed</i>	<i>EEF- Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback</i>	2, 3, 4

<i>questioning, high quality feedback,</i>	<i>tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i>	
<i>Speech and Language interventions - NELI</i>	<p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year</i></p> <p><i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i></p>	2, 3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific personal, social, emotional, academic interventions to support pupils with multiple vulnerabilities including those with EHCP and SEND</p> <p>Release time to work with SENDCO</p> <p>SENDco to monitor provision and quality assure meetings</p>	<p><i>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.</i></p> <p><i>However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p>	3
<p>To develop self-regulation skills and well-being through the well-crafted and well-delivered teaching strategies.</p>	<p><i>Such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i></p> <p><i>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i></p> <p><i>The impact of self-regulation strategies is an additional seven months' progress over the course of a year.</i></p>	1,2,3,4
<p>Engaging and supporting parents</p> <p>Open afternoons in nurture- releasing staff</p>	<p>Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents</p>	1,3,4

to work alongside parents	<p>and the school, for example, by sharing expectations with parents.</p> <p>Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs area greater.</p> <p><i>It is beneficial to share these strategies with families so they can support self-regulation at home: setting goals, planning and managing time, effort and emotions.</i></p>	
To support children's social and emotional learning through Nurture provision, including lunch club, and/or ELSA trained support staff led opportunities.	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	1,3,4
To offer enrichment activities including subsidised sports clubs, breakfast/ after school club, music lessons, residential	<p><i>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.</i></p>	1
Provide a uniform grant for children in receipt of FSM - £50 per child	<p><i>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.</i></p>	1

Total budgeted cost: £ 21000

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.

Add DFE 2019 data

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
Times table Rockstars	
Ed Shed	
Maths Shed	

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?	Breakfast club Music lessons Additional support in class Nurture
What was the impact of that spending on service pupil premium eligible pupils?	increased self-discipline increased self confidence

