

Pupil premium strategy statement – Woolaston Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	November 18 th 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Emma Gomersall
Pupil premium lead	Emma Gomersall
Governor / Trustee lead	Marion Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34700

Part A: Pupil premium strategy plan

Statement of intent

At Woolaston Primary we are ambitious for our children and we want them to be the best they can be. We aim to develop independent and resilient learners who are willing to take risks and persevere even when things are difficult. At Woolaston Primary we want to instil in our pupils a love for learning which will support them with their education beyond their time at our school. We value and celebrate each child's unique and abilities and achievements and we are committed to providing a nurturing environment where our pupils can thrive and grow.

'Together we grow, achieve and celebrate'

Ethos

We nurture a culture of respect, where everyone is valued.

We support and promote the wellbeing of whole our school family.

We develop and cherish creative, independent and resilient learners.

We will be the best we can be through growing, achieving and celebrating together.

Our school values are respect, perseverance, friendship, courage, compassion and thankfulness.

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

Teaching: Ensuring every teacher has effective professional development in order to deliver high-quality teaching is at the forefront of our approach. Evidence suggests that delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Targeted academic support : we use rigorous data analysis to identify key areas for development enabling us to plan the most effective interventions for our pupils. We use a range of one-to-one and small group interventions linked to the teaching and learning in class to support our pupils.

Wider strategies: We recognise that children with higher well-being are more engaged in school and have higher academic achievement and we provide support for our pupil's well-being through nurture provision and ELSA support. We also recognise that

attendance can be a barrier to learning for some of our pupils so we work closely with our parents and external agencies to support improvements in attendance.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils are attaining below the local authority and national average in reading and maths at the expected standard at the end of KS2
2.	Pupil premium pupils are attaining below the local authority and national averages in reading, writing and maths at the greater depth standard at the end of KS1 and KS2 No pupil premium pupils in KS1 or 2 attained at greater depth in reading, writing or maths
3	Pupil-premium children do not always progress as much as non pupil-premium children in EYFS, KS1, and KS2.
4	The oracy skills of pupil premium children are undeveloped when compared to their peers and they have gaps in their vocabulary.
5	The well-being of pupils can impact on their learning in class and can prevent them making good progress.
6	50% of pupil premium pupils attendance were persistently absent below 90% or had low attendance between 90% and 96%
7	Cost of living pressures impact clubs and trips pupils can attend

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. Teachers consistently deliver high quality lessons	Teachers will check pupils' understanding systematically in order to identify misunderstandings and adapt teaching as necessary to correct these Teachers will deliver lessons and sequences of lessons that enable pupils to transfer key knowledge to long-term memory. Teachers will have high expectations for every pupil in their class, and they will plan lessons that support children to attain their potential.

	<p>All children will make good progress.</p> <p>Children will develop and embed their communication skills and use these to effectively communicate what they have learned and understood.</p> <p>Children with SEND are given appropriate support in lessons, e.g. adaptive learning and scaffolding.</p> <p>The ABCDE structure of each lesson allows children to learn more and remember more.</p> <p>Outcomes at EYFS, KS1 and KS2 are at least in line with national expectations.</p>
2. Improve attendance for pupil premium pupils	<p>Pupil premium pupils will be attending school regularly and on time.</p> <p>Pupils social and emotional needs will be addressed through pastoral support in school and involving external agencies when needed leading to improved attendance.</p>
3. More pupil premium pupils to attain the expected and greater depth standard in writing	<p>The % of pupil premium pupil attaining at the expected and greater depth standards will increase from 45% at expected and 0% at exceeding at the end of the summer term 2024.</p> <p>Pupils will be more confident writing</p> <p>There will be high quality teaching of writing across key stage 2</p>
4. More pupil premium pupils will attain the greater depth standard in maths	<p>The % of pupil premium pupils attaining at the greater depth standard will increase from 5% at the end of summer 2024</p> <p>Pupils will be more confident completing maths tasks</p> <p>Teachers will be more confident planning and delivering lessons using the mastery approach</p> <p>There will be high quality maths teaching across the school</p>
5. Pupil attainment in reading will improve	<p>Pupils will read confidently and fluently and demonstrate understanding of what they have read.</p> <p>More pupils will attain at greater depth</p>
6. Pupil's use of vocabulary, articulation of ideas and spoken expression will improve.	<p>Comprehension and reading skills will benefit from explicit discussion of content</p>
7. Pupil premium pupils will attend all trips	<p>Funding will be available for pupil premium pupils to go on school trips and the Y6 residential</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in The Write Journey training programme	EEF research into pupil premium outcomes in writing in the South West and in particular in Gloucestershire shows that pupils at KS2 and 3 attain well below their peers in writing. The research also shows that the gap between the attainment of pupil premium pupils and their peers is significantly greater in Gloucestershire than it is in other regions of the UK.	1, 2, 3
Continue to embed Glow maths mastery across the school to improve quality first teaching	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. These approaches have shown to have an impact of 5 months progress over the course of a year.	1,2, 3
Develop assessment practices across the school to enable early identification of pupil premium pupils needing support	EEF research suggests that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Data analysis enables teachers to quickly identify when a pupil premium pupil is falling behind and by using gap analysis tools the specific areas for development can be identified.	1, 3, 4
Teach oracy skills as part of English lessons and provide oracy intervention for those pupils starting school with underdeveloped	Pupils from lower socioeconomic backgrounds are more likely to be behind their peers in developing early language and speech skills, which may affect their school experience and learning. Good levels of oracy supports pupils to attain better in reading and writing.	1, 2, 3, 4

oracy and communication.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading	EEF research shows that opportunities for repeated reading where pupils practice reading texts repeatedly until they can read the text in a fluent manner help to improve pace and fluency. These are key components that support the comprehension of a text.	5
Maths interventions to address gaps identified in termly tests	DfE guidance says that regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. Regularly revisiting learning enables key learning to pupils to remember more and will raise confidence applying previously taught strategies	4
Phonics intervention	EEF research has identified that disadvantaged pupils don't always learn phonics at the same rate as their peers.	5
NELI	Internal data entry indicates that disadvantaged pupils entering EYFS have lower language skills than their peers. The Nuffield Foundation found that NELI sessions can improve expressive language skills, including the use of vocabulary and grammar, and improve letter-sound knowledge and spelling.	6

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

Budgeted cost: £4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Raise the profile and ethos of attendance across the school	DfE Working Together to Improve School Attendance guidance	2
Provide pastoral support for pupils struggling to come to school	Improving pupils well-being will lead to improved attendance and academic attainment	2
Provide funding to enable pupil premium pupils to access school trips	Enrichment of the curriculum through planned trips supports pupil's learning and develops social skills	7

Total budgeted cost: £34740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

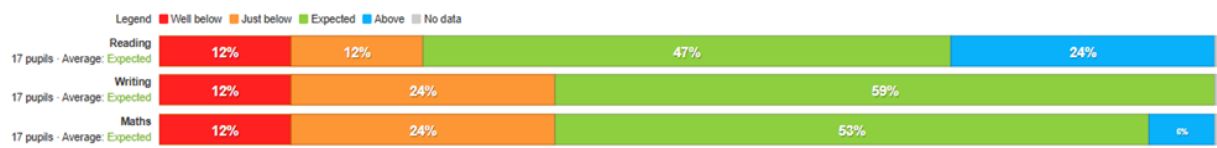
Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Entry data September 2024 for disadvantaged pupils



There has been a reduction in the number of disadvantaged pupils from 22 to 17. There 9 boys and 8 girls who are disadvantaged and approximately one third of our disadvantaged pupils have SEND.