

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	135
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025 This is academic year 22-23
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
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	£31725
Recovery premium funding allocation this academic year	£2173
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9000
Covid catch up	£8818
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	£51716

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 early reading and writing.
2	Emotional needs, including attachment issues, prevent children from making string progress, in majority of cases.
3	Assessments and work monitoring shows that children with additional needs have greater barriers to identify and these will frequently involve SEN support.
4	Assessments, observations with pupils indicate a lack of understanding of appropriate thinking and learning behaviours. Children will frequently
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	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. Specific gaps in learning will be addressed through targeted interventions –reading and writing support and mathematics	Pupils will have the knowledge and understanding to actively access class based learning alongside their peers, making accelerated progress. Children will read books at age appropriate level Children will be able to write KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
2. 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.
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 adapted class based learning alongside their peers Considering target 2, teachers will deliver appropriate activities and make accelerated progress. 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.

	Children will make better outcomes due to a resilience within learning.
5. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	<p>All children will use a wide and varied pool of vocabulary</p> <p>Children will speak confidently and coherently about a topic of choice</p> <p>Interventions delivered will be by trained staff and therefore achieve the greatest outcomes.</p>
6. Disadvantaged children will have the same access to all opportunities as non PP children whilst at Woolaston Primary School	<p>All PP children will attend school trips</p> <p>All PP children will attend school regularly</p> <p>All PP will wear school uniform.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD metacognition teaching and learning	EEF- The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress) 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.	1, 4, 5
Continue to embed the RWI delivery at Woolaston school Ensure all staff have received relevant training and support to deliver the phonics scheme	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	1,3, 4, 5
Teaching reading CPD for teaching assistants	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.	1, 4, 5
Development of a scaffolding/adaptations approach in English. writing cycle and high quality Mathematics to support learners and extend learning.	EEF-Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources	1, 2, 3, 4, 5
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	1, 3, 4, 5,

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom based 'focused teaching' interventions to address widening gaps between disadvantaged and non- disadvantaged pupils, in English and mathematics.	EEF: 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	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, 5,
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.	2, 4
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.	1, 2, 3, 4, 5

Questioning, high quality feedback	EEF: There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	1, 2, 3
Speech and Language interventions – NELI	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year 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	1, 3, 5
Providing oppritunities for all children to have time to read in school	Volunteer reader will be invited in to school to work alongside staff and pupils. The volunteer readers will be trained on reading strategies and delivery and also safeguarding issues before delivery of reading 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.	1, 5, 6,
Small group tutoring to indentified groups of children	EEF: Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	1, 3, 4, 5,

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

Budgeted cost: £ 15000

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 to monitor provision and quality assure meetings</p>	<p>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</p>	<p>2, 4,</p>
<p>Engaging and supporting parents</p> <p>Open afternoons in nurture- releasing staff</p>	<p>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.</p>	<p>6</p>
<p>To offer enrichment activities including subsidised sports clubs, breakfast/ after school club, music lessons, residential</p>	<p>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.</p>	<p>6</p>
<p>Provide a uniform grant for children in receipt of FSM - £75 per child. Increase reflects the currents costs.</p>	<p>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.</p>	<p>6</p>
<p>Attendance officer will monitor attendanbce of PP children</p> <p>Attendance officer and EHT will understand reasins for pountality and absebnce</p>	<p>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.</p>	<p>6</p>

Total budgeted cost: £ 50000

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 2021 to 2022 academic year.

Our analysis of children's outcomes are as follows:

Children in the early years were able to access NELI support. Whilst children didn't initially meet baseline, the support of small group work allowed the children to develop in confidence and make progress. Number of children received intervention- 3.

Analysis: **Teaching- all data taken from TA summer 22, in the absence of the ASP**

NON DISADVANTAGED:

Non disadvantaged children attain better than disadvantaged

GENDER

There are more disadvantaged boys than girls.

There is a greater number of girls working at ARE in writing. In all other subjects there is a great number of disadvantaged boys working at ARE .

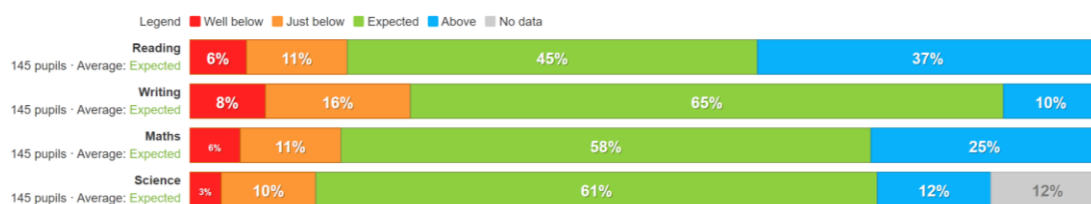
We can see that disadvantaged boys are working above the expected standard in R/M/S. However, disadvantaged girls are only working above the ARE in R.

There is a greater number of disadvantaged pupils, 5 of these have an EHCP and 3 have a My Plan, well below the ARE.

Non SEN disadvantaged (10) are, on average, working at expected in R/W/S but not W.

Attainment Overview for All Pupils (from 2021-2022) - 2021-2022 Summer - Main Assessment

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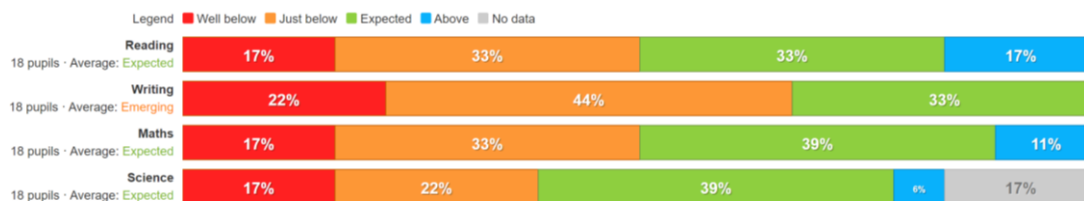


Attainment:

Disadvantaged all:

Attainment Overview for Pupils (from 2021-2022) who are pupil premium - 2021-2022 Summer - Main Assessment

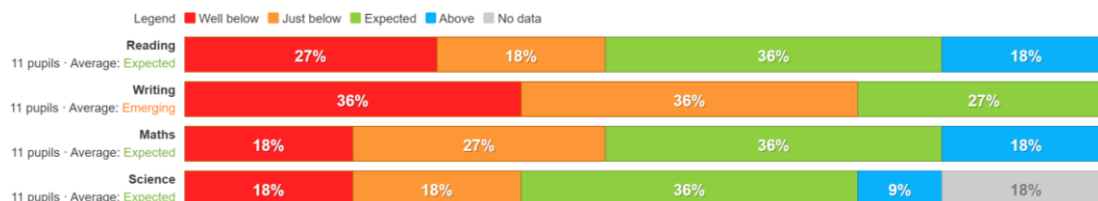
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BOY:

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, who are boys - 2021-2022 Summer - Main Assessment

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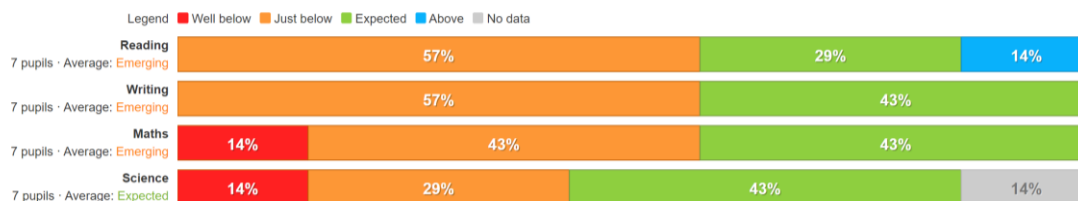


Combined attainment for disadvantaged pupils

GIRL

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, who are girls - 2021-2022 Summer - Main Assessment

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Disadvantaged no SEN attainment end of summer

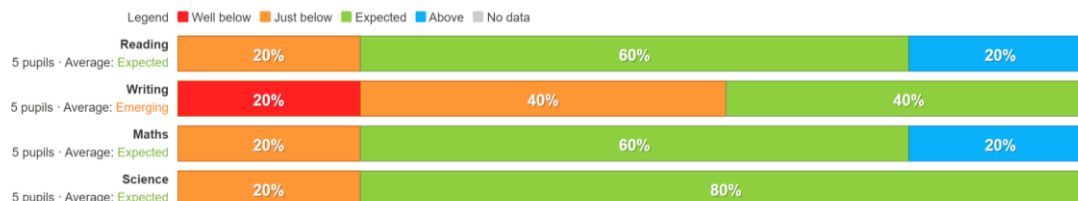
SEN:

Disadvantaged pupils with no SEN need to have support to enable them to work at ARE.

Looking at the grids below, it is clear to see as the pupils SEN needs are greater, the fewer children are working at ARE compare to non SEN. It is clear to see the primary need and barrier to learning for these pupils is their SEN need.

Attainment Overview for Pupils (from 2021-2022) who are disadvantaged, with No SEN - 2021-2022 Summer - Main Assessment

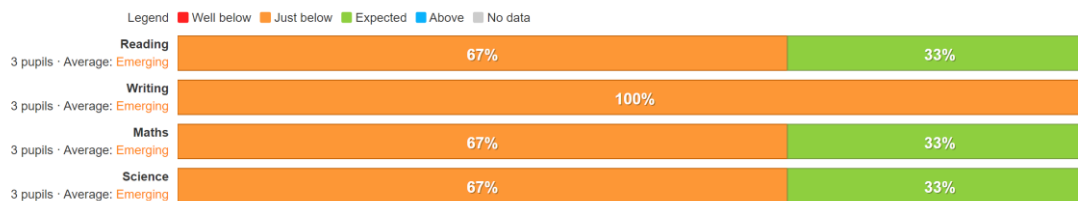
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SEN support

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, with SEN Support - 2021-2022 Summer - Main Assessment

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EHCP

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, with EHC Plan - 2021-2022 Summer - Main Assessment

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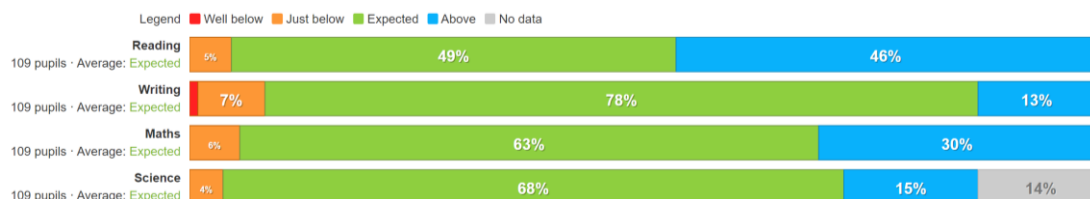


Disadvantaged children are not working at ARE in is writing. Interventions to be in place 22/23- writing KS1

Attainment no non-disadvantaged and non SEN

Attainment Overview for Pupils (from 2021-2022) who aren't pupil premium, with No SEN - 2021-2022 Summer - Main Assessment

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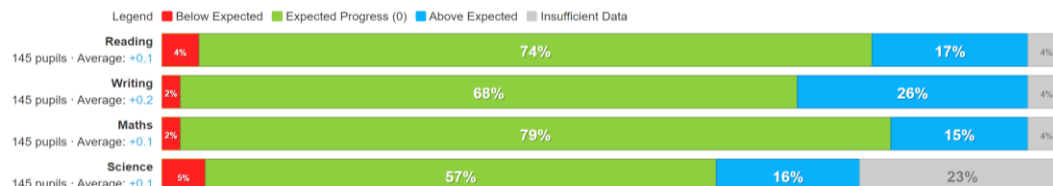
Data shows that where children are non-SEN and non-disadvantaged, the attainment is high in all areas. The children that are working below will be further analysed to see if interventions offered by disadvantaged funding could support their attainment.

PROGRESS

ALL:

Progress Overview for All Pupils (from 2021-2022) – 2021-2022 Autumn to 2021-2022 Summer Main Assessment

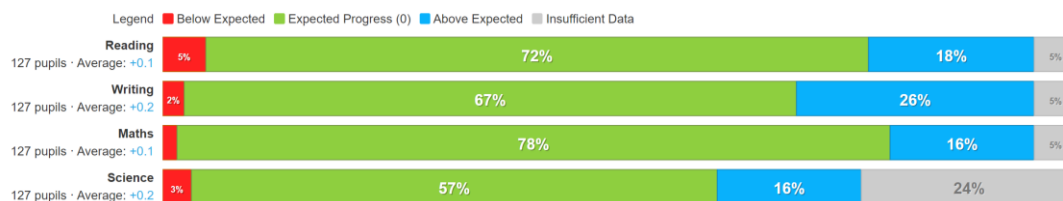
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NON DISADVANTAGED:

Progress Overview for Pupils (from 2021-2022) who aren't pupil premium – 2021-2022 Autumn to 2021-2022 Summer Main Assessment

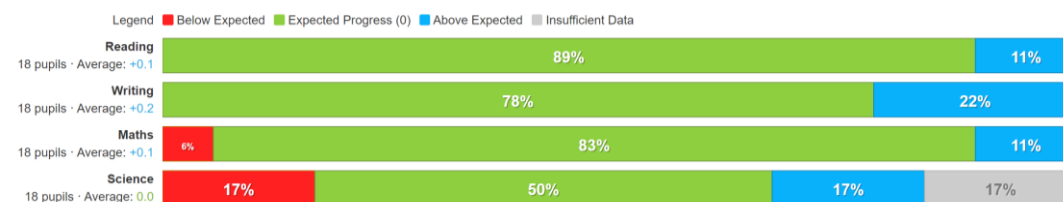
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Disadvantaged all

Progress Overview for Pupils (from 2021-2022) who are pupil premium – 2021-2022 Autumn to 2021-2022 Summer Main Assessment

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GENDER

Data shows that disadvantaged pupils, on average are making the same progress as all pupils and the same as no disadvantaged in all areas apart from Science.

Disadvantaged pupils will need to make accelerated progress to close the gap.

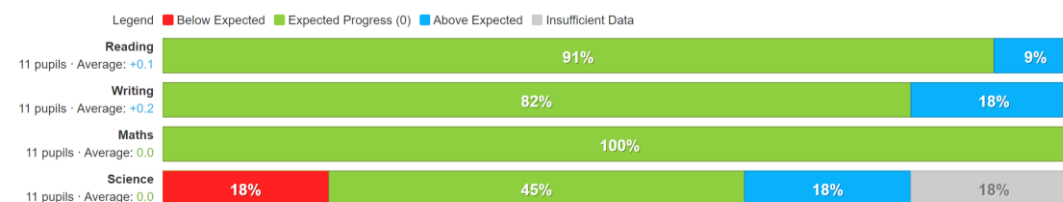
Data shows in Reading and Science, boys and girls are on average, making the same rates of progress. Girls are making greater progress than boys by +0.1 in Writing and in Maths. However, there are 14% of girls not making expected progress yet 100% of boys. (Accelerated progress for girls makes this so.)

In order to close the gap, accelerated progress must be made.

BOY:

Progress Overview for Pupils (from 2021-2022) who are pupil premium, who are boys – 2021-2022 Autumn to 2021-2022 Summer Main Assessment

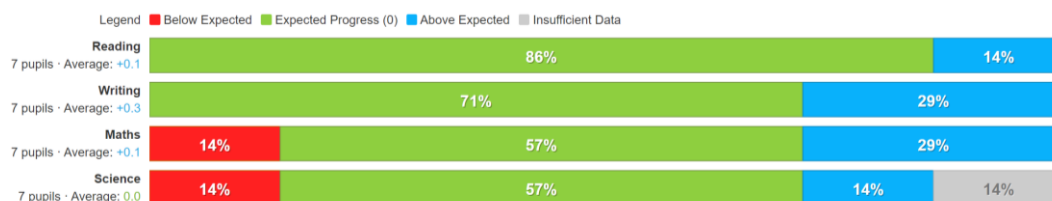
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GIRL

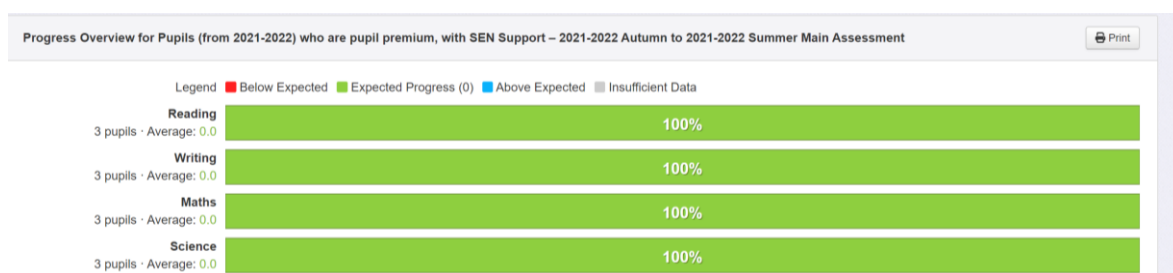
Progress Overview for Pupils (from 2021-2022) who are pupil premium, who are girls – 2021-2022 Autumn to 2021-2022 Summer Main Assessment

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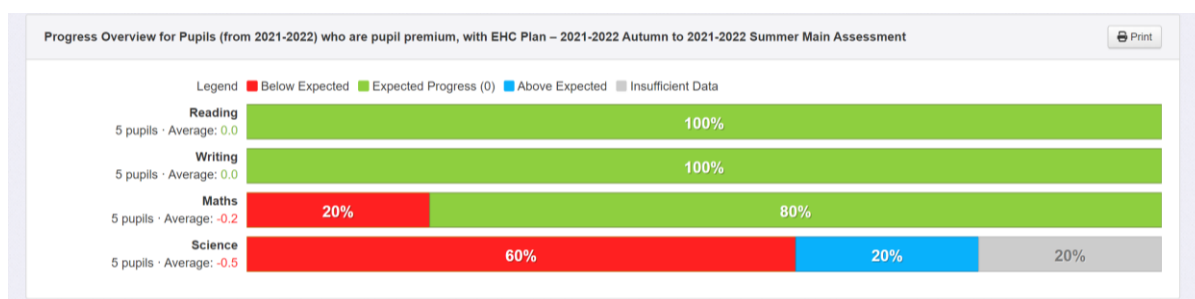


Progress:

Disadvantaged and SEN end of summer 2022

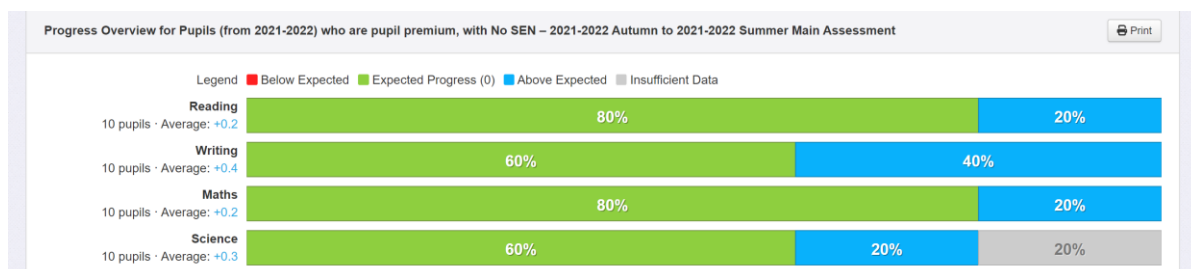


Disadvantaged and EHCP



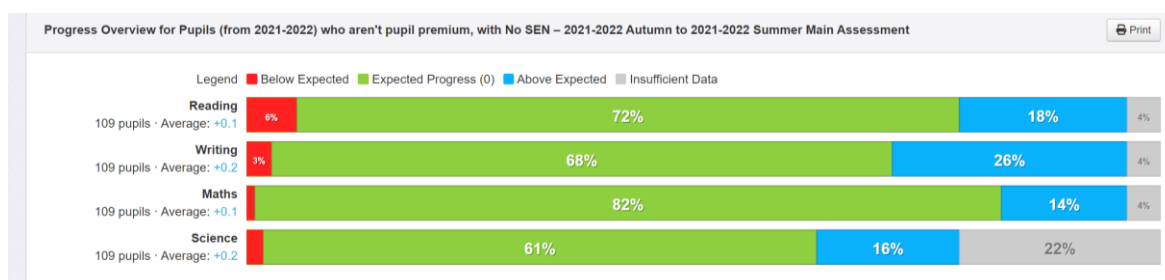
These children are making expected progress from their starting point in R/W. Clear schemes of work, allowing staff to track back have supported these children. The majority of targets in plans are Reading and writing focused. Need to establish why children aren't making progress in Science- do the plans not incorporate targets for Science? Is science taught when the children do know have funded support?

Disadvantaged no SEN attainment end of summer



Children with no SEN needs, made above expected progress. This has allowed children to make better progress than those non-disadvantaged children with no SEN needs. See below.

Should non-disadvantaged, non-SEN continue to make these rates of progress, the gap will close in W/M/S



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 lessons
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.

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.