

Pupil premium strategy statement

WOODSIDE C of E PRIMARY SCHOOL.

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	Woodside Cof E primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Awen Simpson
Pupil premium lead	Esther Beales
Governor / Trustee lead	Dawn Mc Carthy Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,960
Recovery premium funding allocation this academic year	£4,205
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	£41,165

Part A: Pupil premium strategy plan

Statement of intent

Providing quality first teaching to all children, regardless of their specific needs is at the heart of the educational provision at Woodside whilst ensuring that the children are able to 'live life in all its fullness'. Quality first teaching is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged children in school. We review current research to inform the decisions on deployment of pupil premium funding and are aware that not all children who are socially disadvantaged are eligible for pupil premium, and so are mindful to provide support as widely as possible, regardless of whether they are disadvantaged or not.

Providing QFT and targeted time specific intervention has been successful at Woodside, as have enrichment activities to improve mental well-being and self-esteem.

Our strategy is also integral to wider school plans for education recovery, notably in targeted support through the National Tutoring Programme.

The key principles of the strategy are:

To raise the in-school attainment of all children

To close the gaps between disadvantaged children and their peers

To provide whatever support is required to enable disadvantaged children to access learning and flourish.

Act early to intervene as soon as a need is identified

Challenges

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

Challenge number	Detail of challenge
1	Consistency of excellent teaching across the school is not embedded
2	Assessments, and observations have identified social and emotional issues for many children, in part due to a lack of enrichment activities during school closures. A greater number of children have been referred to the Pastoral support team over the past year.
3	Low aspirations
4	Assessment and observations indicate that many children and in particular disadvantaged children are showing poor resilience as a result of two

	periods of lockdown. This has resulted in significant knowledge gaps and a poorer attitude to learning.
5	Poor parental engagement
6	Assessments and observations and discussions with children suggest that disadvantaged children have greater difficulties with phonics compared to their peers. This has a negative impact on their development as readers.

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
Narrow the gap in attainment between the disadvantaged and their peers	KS2 data shows that this has narrowed
Excellent teaching is more consistently embedded across the school	Lesson observations show higher proportion of excellent teaching
Children are more engaged with their work and have the desire to do their very best	Pupil questionnaire indicate pupils are striving for their best
Improved mental health of individuals	Pastoral team records show improved resilience
Parents feel more empowered to support their children at home	Parental questionnaire shows that more parents feel confident to support their children at home
Improved reading attainment among disadvantaged children	KS1 outcomes in 2022/3 & 2023/4 show more than 75% of disadvantaged children meet the expected standard KS2 outcomes 2024/5 show more than % of disadvantaged children meet the expected standard

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: £12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement the use of the T&L toolkit as a means of improving the consistency of excellent teaching across the school</i> CPD Mastering Number for FS & KS1	The quality of T&L is arguably the greatest lever at school's disposal for improving the life chances of the young people (Hattie 2015)	1
<i>Purchase DFE validated SS Phonics programme to secure stronger phonics teaching for all children.</i>	Phonics approaches have a strong evidence base to indicate a positive impact on the accuracy of word reading particularly for disadvantaged children. (EEF)	6
<i>Specific CPD for TAs - precision teaching and Precision reading</i>	EEF Pupil Premium Guidance 2019 'considerable evidence that targeted academic support shows a positive impact on outcomes'	4,2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring targeted at specific groups of children	EEF Toolkit2021	3,4
Intervention groups Mastering Number NCETM NELI	EEF Toolkit 2021	3,4
Engaging with the NTP to provide tuition for those most affected by the pandemic-significant proportion	Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining children and those falling behind. EEF Toolllkit	

will be disadvantaged children		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of Yoga sessions for children presenting with anxiety</i>	Previous evidence has shown that this has had a very positive impact on children's wellbeing and ability to calm.	2,3,4
<i>Provide 'teaching sessions' and website links for parents to enable them to feel better equipped to support at home.</i>	Evidence from other schools within BDMAT EYFS Toolkit 2021 increased parental engagement can add 4 months progress to outcomes for children	5
<i>Subsidise residential to improve self-esteem and resilience</i>	Evidence from previous annual residential	2,3,4
<i>Provide free resources for disadvantaged children to enable children to engage in learning more effectively at home</i>	Where homes are lacking in educational resources and stimulation, school can support and provide this.	2,3,4,5
<i>Contingency fund for acute issues</i>	Based on previous experience we have identified a need to set aside a small amount of funding in order to respond quickly to needs which have not yet been identified	ALL

Total budgeted cost: £ 41,165

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.

Using ELG and NFER assessment as the end of year attainment measures:

Year 6 100% of disadvantaged children (2) achieved expected + in R, W & M and one child close to GDS

Success criteria in reception and KS1 were not met as none of the children (4 in FS and 5 in Y2) achieved GLD/Exp+ in R, W & M. This was a direct result of the cumulative impact of the second period of lockdown, disrupting teaching in all subject areas. School closure was most detrimental to disadvantaged children and they were not able to benefit from pupil premium funded improvements to teaching and interventions to the extent that was planned. Despite implementing tutoring for 3 xY2 children for the last half term progress was not sufficiently accelerated to meet exp+ attainment, but this did mitigate against the full effect of the pandemic.

Tutoring will be initially targeted in Y1 & 2 for Autumn 21.

Assessments and observations indicated that children's behaviour, wellbeing and mental health were significantly impacted by the pandemic but the initiation of a pastoral team and staff participation in a wide range of CPD to support with mental health issues offset some of these issues and helped children to focus on learning.

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
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NELI	DFE
Third Space Learning	
Reading Plus	

Service pupil premium funding

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?	Subsidise residential Additional reading support- Reading Plus
What was the impact of that spending on service pupil premium eligible pupils?	Improved reading progress and improved resilience