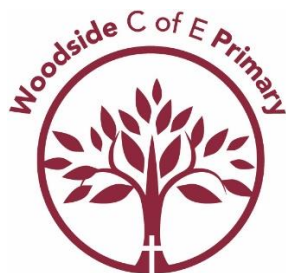


Pupil Premium Strategy Statement 2023-24

Woodside C of E Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Woodside Primary School	
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	45 children 21% (32 last year) 15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Natasha Johnson
Pupil premium lead	Natasha Johnson
Governor / Trustee lead	Shaun Eaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,560 (based on 32 pupils) Extra £1455 per 13 pupils extra- £18,915

Recovery premium funding allocation this academic year	£5655
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	£52,215

Part A: Pupil premium strategy plan

Statement of intent

At Woodside we strive for all pupils who are entitled to pupil premium to become well rounded individuals who will excel through our provision, experience education and skills for life, in a fun exciting way that enables them to thrive in confidence and achieve everything they are capable of. Providing quality first teaching to all pupils is at the heart of the educational provision we offer our children at Woodside whilst ensuring that the pupils are able to ‘live life in all its fullness’.

We use current research to inform the decisions for our pupil premium expenditure.

It is our intention that we will help our children through:

- Improved academic attainment of our pupils at Woodside.
- Accelerate the academic progress of our pupils at Woodside, to diminish differences, over the last three years between disadvantaged children and their peers.
- Improve how our SEND disadvantaged pupils are supported and allow them to get the right support at the right time.
- Develop our pupil’s skills for the future, for them to be well- rounded individuals that are prepared for life outside of school.
- Support our pupils to grow in their learning through our school vision and motto of ‘Together in God’s love we inspire and grow through living life in all its fullness’.
- Extend pupil’s learning opportunities by offering them a wide and varied curriculum encompassing before and after school clubs, school visits and residential.

Challenges

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

Challenge number	Detail of challenge
1	Reading and writing skills post pandemic and over the last three years throughout school are lower for pupils eligible for PP than for other pupils.
2	Assessments indicate that pupils need immediate feedback and response to their learning so that misconceptions are addressed swiftly, and next steps are shared to close gaps through accelerated progress. Staff need to also improve pedagogy of the importance of responsive teaching (assessment for learning)
3	Early language skills post pandemic and over the last three years is an area of weakness for pupils eligible for PP and this is impacting on their reading, writing and social and emotional needs across the curriculum.
4	Social, emotional, and other learning needs which result in SEMH and behaviour issues for a small group of pupils (who are mostly eligible for PP) are influencing their academic progress
5	Attendance and punctuality for some PP pupils is a concern- this reduces their school hours and as a result their academic progress and attainment

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
Improved Reading and Writing skills for pupils eligible for PP across school.	<p>Pupils eligible for PP across school make accelerated progress by the end of the year, so that all pupils eligible for PP meet age related expectations. – better in some areas of the school.</p> <p>Pupils eligible for PP are making progress against their starting points and in some year groups accelerated. However, where pupils are not there is a specific learning need, SEMH high level need or concerns with attendance. This is all monitored closely and case studies can be seen. Case studies reflect significant improvements in specific targets where the pupil has SEND/attendance.</p>

Ensure PP pupils at all levels are challenged to improve PP attainment and progress across all year groups.

Systematically promote and embed opportunities to read across the curriculum and ensure those pupils who need it are provided with additional support.

Increased levels of attainment and progress in Reading, Writing and Maths

Increase the progress and % attainment of all year groups in Reading, Writing and Maths combined.

As above

Staff have a good understanding of the assessment of R, W and M and the importance of pupils achieving age related standards in R, W and M combined.

Staff have an improved understanding of assessment in particular TA of writing following regular in-house moderation with DH at SIA school. This is important as Writing was the area which has been impacting on the combined data. Staff know which pupils to target and are doing so in lessons through marking, targeted work and questioning. Staff know the importance of target pupils getting to the expected standard.

Improved home reading offer from R-Y6 as well as parental engagement and reward incentives.

Reading continues to be prioritised across the school and parent engagement has improved but there is still further work to be done on this.

Reading baskets and rucksacks implemented Spring 24 to encourage reading for pleasure and curriculum knowledge at home.

Little Wandle is fully embedded across the school and where pupils need additional support for their reading fluency this is addressed through rapid catch up in a timely manner.

Little Wandle delivered well to a good standard. Phonics and reading. Fluency groups in place for bottom 20% readers as well as catch up. Staff confident in the delivery of all and the importance of

reading being at the heart of the curriculum.

Staff confident in teaching writing and know the importance modelling places.

Staff confidence in writing is developing well. Through carefully planned CPD with the English Lead and External English Consultant. Staff have received CPD on modelled writing as well as the further developed writing curriculum. They have received CPD on grammar and punctuation specifics as well as the sequencing of writing lessons. Staff have then had the opportunity to engage in coaching sessions for writing for both autumn and spring term. In addition, staff have been supported with 4 weekly moderation to upskill them in their assessment of writing.

Intervention TAs delivering effective and swift interventions to those who need them with a focus on reading and the fluency of maths.

TA timetables were changed in September 23 to implement more effective deployment of TAs. This has allowed for TAs being used to deliver LW reading sessions, more able reading sessions and fluency maths sessions every day. As a result, TAs are now deployed effectively and are having greater impact.

More able pupils are supported to develop their reading fluency and comprehension through a Reading Gladiators book club style intervention.

More able pupils and pupils with potential have benefited well from a Reading Gladiator book club style intervention led by experienced TAs. Pupil voice states pupils are enjoying these additional interventions and that it

	<p>is improving their reading and confidence.</p> <p>In addition, more able pupils can work with like-minded other pupils from school and from other local schools in workshops designed to extend their learning outside of the curriculum.</p> <p>Selected more able KS2 pupils have accessed maths, writing and history inspire workshops to further develop their knowledge. Parent and pupil voice has been positive and it has been beneficial for pupils to work with like minded other schools in the area within the academy trust.</p>
<p>Accelerated progress in Reading, Writing and Maths lessons to ensure gaps are closed and misconceptions are addressed swiftly.</p> <p>Teaching Staff are secure in their knowledge of responsive teaching and as a result they know the importance of swift progress and next steps through live marking.</p> <p>Teaching Staff are secure in their teaching assessments, and this informs their planning and teaching.</p>	<p>Live marking focusses on SEND and DIS using 'flight paths' ensuring these pupils are prioritised when giving feedback this can be written feedback or quality interactions.</p> <p>Teachers and TAS are focusing on target pupils through marking and quality interactions in a majority of year groups. However, there are some inconsistencies in marking and year groups. A swifter focus is taking place from Spring 24. Leaders have re defined the live marking guidelines in line with teaching staff to ensure it is consistent and supports workload.</p> <p>Feedback given is robust and appropriate, leading to progress and improved outcomes.</p> <p>Leaders identified more consistency was needed. As above.</p> <p>Staff secure in judgements made and know what is needed to diminish differences through a good pedagogy on assessment (responsive teaching).</p>

	<p>Staff knowledge of assessment is improving. As a result, most staff are now making secure judgements and where staff are not secure, leaders are supporting staff with these judgements. As a result, data is accurate and triangulation in lessons , pupil voice and books supports this.</p>
<p>Pupil’s language skills are assessed, and interventions are implemented swiftly on entry to school.</p> <p>Other SEND needs are addressed swiftly that are impacting on learning and behaviour.</p>	<p>Pupil’s language skills improve and are appropriate for their age.</p> <p>Pupils in Reception WELCOMM screened and assessed by school SALT within the first half term, to ensure communication is not a barrier to early reading and further learning.</p> <p>Pupils across KS1-KS2 who have been identified as having poor language skills which is impacting learning have been identified and assessed by school SALT.</p> <p>Pupils coming in with below age-related language skills especially those eligible for pupil premium. Also, pupils higher up the school due to COVID have not received appropriate SALT support. As a result of our weekly school SALT, pupils in EYFS have all been screened and early identification measures have been put in place. Pupils higher up the school have also been able to benefit from swift assessments and support has been implemented.</p> <p>As a result, pupils language skills are improving and where support is still needed, tired support with the SALT is allocated.</p> <p>Pupils with sensory processing concerns and other fine and gross motor skills impacting on learning are addressed swiftly.</p> <p>As early identification of SEND is a school priority, a termly OT visiting school has ensured pupils have received a diagnosis and the right support for</p>

	<p>their physical needs. This worked well in 22-23 and therefore has continued into 23-24 due to the impact this has had on pupils. As a result, these pupils, are now better supported in class and at home and their physical needs are not hindering their progress in other areas of the curriculum.</p> <p>Pupils with SEMH needs are supported through quality interactions and positive emotional support. This is supported through development of staff CPD from Beacon.</p> <p>There has been an increase in pupils with SEMH within the school context. Staff are now more equipped to support these pupils through improved CPD.</p>
<p>Pupils better supported with their social and emotional learning needs using Acorn’s nurture group and SENCO Assistant support for vulnerable families as well as offering mentoring.</p> <p>Ensure that provision available within the school reaches out and supports the wider community.</p> <p>Staff receive high quality CPD on behaviour and this impacts on the behaviour of children at Woodside reducing incidents and suspensions.</p> <p>Embed the pastoral inclusion offer</p> <p>To ensure consistently exemplary behaviour</p>	<p>Pupils are better supported in a nurturing provision, which results in few behaviour incidents logged on Arbor. ABC charts and few exclusions logged on Arbor.</p> <p>Beacon Support providing Behaviour 360 CPD portal as well as face CPD for teachers and all support staff.</p> <p>Pupils with SEMH needs are supported through quality interactions and positive emotional support. This is supported through development of staff CPD from Beacon.</p> <p>Nurture has proven successful, and pupils enjoy the provision and it impacts on improved behaviour in morning – RWM lessons. Parent and pupil voice reflects the success of this provision.</p> <p>There are fewer behaviour incidents since the last academic year and previous inspection. Behaviour is good</p>

	<p>and there are just a few pupils who have their own behaviour plan due to their significant SEMH needs. EHCPs are in place or these pupils are in the process of gaining one.</p> <p>Pupils able to have the same experiences as their non-disadvantaged peers whilst at Woodside.</p> <p>Pupils in receipt of pupil premium are treated equally and given the same experiences as their peers. PP pupils access all of the same curriculum and have access to wider curriculum experiences such as clubs, trips and leadership opportunities. All of this evidence can be seen on our PD tracker.</p>
<p>Increased punctuality and attendance rates for pupils eligible for PP</p>	<p>Reduce the number of persistent absences and late arrivals.</p> <p>CSAWS working with school to implement new policies and practices to improve attendance and punctuality.</p> <p>CSAWs have been working with the school for just over an academic year. Through their support and leaders taking action, attendance continues to be monitored effectively. Attendance has improved since the last inspection and where they have been successes the attendance tracker and case studies can be seen. School still need to continue this work and attendance clinics are addressing support for parents where pupils attendance and punctuality is still a concern.</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: £ 31,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupils better supported with their social and emotional learning needs leading to improved behaviour and outcomes.</i></p> <p>Regular CPD and reminders about quality first teaching strategies, positive behaviour, liaison with parents/carers and nurture provision.</p> <p>Beacon Support providing Behaviour 360 CPD portal as well as face CPD for teachers and all support staff.</p> <p>SENCO Assistant employed and trained in giving support to children in accessing the curriculum and living life in all its fullness, as well as families.</p>	<p>High quality teaching with these pupils where personalising learning to meet the children's needs is effective.</p> <p>CPD offered on behaviour management, attachment and nurture to all staff could help understand how to better support pupils.</p> <p>More families require support post COVID pandemic.</p> <p>EEF suggest - social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p>	<p><i>Challenge number 4</i></p>
<p><i>Reading and writing skills post COVID and over the last three years throughout school are lower for pupils eligible for PP than for other pupils.</i></p>	<p>EEF suggests a focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.</p> <p>Some studies show slightly larger effects for younger</p>	<p><i>Challenge number 1</i></p>

<p>Further CPD on whole class reading.</p> <p>Further CPD on modelled writing.</p> <p>CPD from English Lead on tiered vocabulary. Tiered vocabulary to be on display in every classroom and embedded in T&L</p> <p>Additional teacher to deliver PPA and ECT time but in addition to support teachers with teacher led interventions in the classroom to support reading, writing and maths.</p>	<p>children and pupils from disadvantaged backgrounds.</p> <p>A focus on oral language skills will have benefits for both reading and writing.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p>EEF- High-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them</p>	
<p><i>Assessments indicate that pupils need immediate feedback and response to their learning so that misconceptions are addressed swiftly, and next steps are shared in order to close gaps through accelerated progress.</i></p> <p>High quality CPD for staff on assessment and responsive teaching.</p> <p>Live marking embedded but flight paths focussing on disadvantaged and SEND children implemented to ensure these children are prioritised for feedback and progress.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools must use to improve pupil attainment, including for disadvantaged pupils.</p> <p>Schools should focus on purposeful use of assessment.</p>	<p><i>Challenge number 2</i></p>

<p>Weekly coaching sessions from SLT focus on improving the progress and attainment of our disadvantaged children and closing the gap.</p> <p>Teaching Assistants trained to support live marking in lessons.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Changed to - **£15,829.**

	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve reading and writing skills for pupils eligible for PP across school.</i></p> <p>All PP pupils not on track to meet year group expectations for to receive small group or 1:1 tuition from Intervention Coach.</p> <p>Increased levels of attainment and progress in Reading, Writing and Maths for PP pupils.</p> <p>All PP pupils not on track to make expected progress for Reading, Writing and Maths to receive small group or 1:1 tuition from Intervention TAs</p>	<p>EEF studies have shown small group and 1:1 tuition to be effective.</p> <p>Provide extra support to increase the attainment and progress. Small group interventions with qualified staff have been shown to be effective as discussed on reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p><i>Challenge number 1 and 5</i></p>

<p>Catch up boosters across year groups based on RWM data and combined % (smaller groups to support outcomes)</p> <p>All PP children to access daily breakfast at the library intervention. (Daily reading and breakfast before school from 8:15am each day)</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p>	
<p><i>Pupils' language skills are assessed, and interventions are implemented swiftly on entry to school.</i></p> <p><i>Other SEND needs are addressed swiftly that are impacting on learning and behaviour.</i></p> <p>School Speech and Language Therapist to provide targeted support in school to improve communication for pupils on a 1:1 and in small groups.</p> <p>School Occupational Therapist to provide support with sensory processing, fine and gross motor</p>	<p>EEF suggests a focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p>EEF suggests Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding and flexible grouping.</p> <p>Very high impact for very low cost based on extensive research- EEF.</p>	<p><i>Challenge number</i> <i>3</i></p>

programmes and other interventions.		
<p><i>Pupils better supported with their social and emotional learning needs leading to improved behaviour and outcomes.</i></p> <p>Senco Assistant to support children on a 1:1 or small group with SEMH needs and to run parent coffee support workshops half termly.</p> <p>Nurture group implemented to support pupils with social and emotional needs x4 afternoons per week, then x1 afternoon per week of nurture through nature.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular behavioural issues can be effective.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p><i>Challenge number 4</i></p>

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

Budgeted cost: **£5327**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased punctuality and attendance rates for pupils eligible for PP</i>	Attendance and punctuality are a key factor in achievement.	<i>Challenge number 5</i>

<p>CSAWS- SLA purchased to have an EWA supporting school and Office and HT to monitor attendance and bring about change with regards to increase punctuality and attendance.</p> <p>HT and EWA to meet with Parents/Carers at attendance/punctuality clinics.</p> <p>More school staff EHA trained in order for EHAs to be carried out promptly and effectively to offer further support if needed.</p>	<p>Reduced school hours cause the pupils to miss lessons.</p> <p>Families and our school community are well supported in terms of education, finance, health and well-being.</p> <p>EEF suggest parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with children's academic outcomes.</p>	
<p><i>Bespoke tailored approach for all PP pupils.</i></p> <p>Identify individual needs of PP pupils across the school and support them and their families to improve their attainment.</p>	<p>A combination of the EEF strategies will work for each PP pupil in a different way.</p> <p>Examples might include extra interventions, funding for after school clubs, attendance on trips, school uniform and outdoor educational visits.</p>	

Total budgeted cost: £ 43,420

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 2022 to 2023 academic year.

- 83% of EYFS children met the expected standard in EY Reading (5/6) pupils.
- 83% of EYFS children met the expected standard in EY Maths (5/6) pupils.
- 67% of EYFS children met the expected standard in EY Writing (4/6) pupils.
- 1/3 pupils met the phonics screening threshold in Y1.
- 80% of Y2 PP pupils- met the expected standard in Reading in KS1 (out of 7 pupils)
- 60% of Y2 PP pupils- met the expected standard in Maths in KS1(out of 7 pupils)
- KS2 pupils in receipt of pupil premium made more progress than non-PP in Reading, Writing and Maths
- 75% of Y6 PP pupils- met the expected standard in Reading in KS2 (3 out of 4 pupils)
- 75% of Y6 PP pupils- met the expected standard in Reading and Writing in KS2 (3 out of 4 pupils)
- 50% of Y6 PP pupils- met the expected standard in Reading in KS2 (2 out of 4 pupils)

Service pupil premium funding (optional)

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

No service children in school.