



Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2022-2023 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	The Woodlands Community Primary School
Number of pupils in school	278 Sept 2022
Proportion (%) of pupil premium eligible pupils	60 (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<ul style="list-style-type: none"> • 2022-2023 • 2023-2024 • 2024-2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Mr J Baker, Headteacher
Pupil premium lead	Claire Read, Deputy Headteacher
Governor / Trustee lead	Mrs A Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330
Recovery premium funding allocation this academic year	£8410 <small>£145 per eligible pupil</small>
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	£88,740

Part A: Pupil premium strategy plan

Statement of intent

At The Woodlands, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to learn independently and communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities and experiences to develop their knowledge and understanding of the world
- Ensure the ALL pupils have a high attendance level, enabling them to benefit from the full and balanced curriculum.

Our context:

- IDACI Decile 2 indicates the School is located in the lowest 50% of deprivation however, postcodes of our intake children show that the majority live in the highest 10% level of deprivation.
- 22% of pupils are eligible for Pupil Premium Funding in comparison to 20.8% national.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through regular assessment specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social,

emotional and mental health needs will access high quality provision from appropriately trained adults.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through high quality, teacher-led intervention groups for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Observations indicate that parental engagement of our disadvantaged pupils is below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language at EYFS and KS1.
3	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social engagement and a lack of enrichment opportunities. School closure has produced some ongoing and longer-term impacts and within our community, our children had very different experiences of the pandemic and lockdown. For some children, it was a positive experience (getting to spend more time with family members and spending time doing things as a family), for others it had a detrimental impact on their own and family members mental health, the repercussions of which are still evident and ongoing (family covid related bereavements, significant declines in the mental health of our children and their families, impact of financial hardship). These longer-term challenges particularly affect disadvantaged pupils, including their educational attainment. Teacher referrals for support have markedly increased during the academic year 2021-2022 59 pupils (24 of whom are disadvantaged) currently require additional support, with 21 (12 are disadvantaged children) receiving small group interventions and support from HSL. The need for whole family support has also increased to 8 families receiving regular support via HSL and outside agencies.
4	KS2 survey (retaken September 2022) has identified that: 16 pupils (6 of whom are disadvantaged) do not have somewhere quiet to do homework at home; 18 pupils (8 of whom are disadvantaged) do not have someone who helps them with homework at home; 19 pupils (7 of whom are disadvantaged) do not have the equipment needed to complete homework at home.
5	Maths – Ongoing impact of school closure - specific content was missed. Recall of basic skills has suffered and children are not able to recall and apply addition facts, times tables and have forgotten once taught calculation strategies.

	ARE whole school data as at Summer 2022 PP=46% Non-PP=68% which shows an improved ARE for both groups but a widening gap between PP and non-PP children (gap of 17% Summer 2021, gap of 22% Summer 2022) showing that PP children are not recovering as quickly or securely as non-pp children.
6	KS2 survey has identified that a significant number of vulnerable have never attended an after-school club despite priority allocation to vulnerable children that apply.
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 7.62-4.62%% lower than for non-disadvantaged pupils. During academic year 2021-22 an average 36.2% (21/58 met absence threshold) of disadvantaged pupils have been 'persistently absent' compared to 11.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Assessment, observations and monitoring show that disadvantaged children are less engaged in lessons and lack desire, resilience and independence to access learning.
9	KS1 phonic data and KS2 spelling, reading and writing data shows that early phonics and reading skills have not been fully consolidated. Observations and data show that this gap is greater in our disadvantaged cohort of children but this gap has reduced since Summer 2021. (Phonics Year 1 ARE PP=50% Non-PP=88%. Whole school Reading ARE PP= 55% Non-PP=75%, Writing PP=48% Non-PP=57%)

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 them.

Intended outcome	Success criteria
The academic outcome (those achieving ARE) difference between disadvantaged and non-disadvantaged pupils diminishes.	<ul style="list-style-type: none"> • The percentage of pupils working at ARE in reading, writing and maths is in line with national outcomes. • Pupils in care, who do not have specific SEND needs, are working at ARE. • Disadvantaged pupils are motivated to learn and attend school at least 90% of the time. • Disadvantaged pupils have access to and are promoted to a range of experiences to enable them to fully participate in learning opportunities and activities. • Disadvantaged pupils make at least expected progress. • Where pupils are below ARE, they will make accelerated progress.

<p>All pupils have equal access to experiences that enhance the broad curriculum.</p>	<ul style="list-style-type: none"> • All disadvantaged children have the opportunity to and are promoted to take part in extracurricular activities. • All disadvantaged children have the opportunity to and are promoted to attend residential visits. • Pupil resilience, resourcefulness, sense of belonging and community will be developed. • Pupils will be highly motivated and engaged in their learning.
<p>Improved levels of behaviour, and emotional well-being</p>	<ul style="list-style-type: none"> • All pupils are able to access the curriculum. • Emotional health does not impact on the curriculum. • Reduced levels of recorded behavioural and emotional incidents. • Pupils accessing the nurture provision are able to function effectively in a mainstream class. • Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Disadvantaged pupils' levels of phonics and spelling, and their breadth of language, is in-line with ARE expectations.</p>	<ul style="list-style-type: none"> • Increase in percentage of pupils achieving ARE in spelling and the phonics • Monitoring and assessment will show that pupils' spoken vocabulary will be extended
<p>Attendance</p>	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is at least 90% • Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £52,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and spelling teaching across KS1 and KS2, including additional staff providing keep up sessions. Reading materials that support these to be accessible at home for parents to read with the children.	+5 – Phonics - EEF Teaching and Learning Toolkit +4 – Early Literacy approaches - EEF Teaching and Learning Toolkit NFER 4 – Meeting individual learners' needs. NFER 5 – Deploying staff effectively.	2,4,9
The foundation curriculum will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Cornerstones Curriculum Maestro	+5 Mastery Learning – EEF Teaching and Learning Toolkit	1,9
Quality first teaching ensures all children are challenged and reach their potential. White Rose Maths revised small steps planning White Rose Premium resources purchased. Quality resources (including manipulatives in maths) are used to support quality first teaching / small group interventions.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	4,5
To provide subsidised – Residential visits Music lessons Educational visits Sports clubs PP children to be invited to after school clubs	+3 – Arts participation - EEF Teaching and Learning Toolkit +1 – Physical activity - EEF Teaching and Learning Toolkit NFER 2 – providing financial, plus social and emotional support for families	1,3,6,7,8
PE outside provider employed for lunchtime provision to target engagement and communication with PP children. Same provider then runs after school clubs offered free to PP children.	+1 – Physical activity - EEF Teaching and Learning Toolkit NFER 2 – providing financial, plus social and emotional support for families	1,2,3,6,8

<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. Ongoing AFL and summative PUMA/PIRA to be completed and gap analysis used to inform future planning.</p>	<p>+5 Mastery Learning – EEF Teaching and Learning Toolkit</p>	<p>2, 5, 6, 8, 9, 11</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide nurture and positive play small group provision for targeted pupils.	+7 Metacognition and self-regulation– EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place +4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.	1,2,3,9
SAL support in Reception	+6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches	1,2,9
Precision teaching and direct instruction for identified pupils 1:1 with class teacher or TA	6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches	1,2,9
Pupils will have access to resources that will support work at home and life in school in order to support parental engagement	+3 – EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place Gov.uk provision of IT learning support at home	1,3, 4, 7
Learning support and HLTA x 2 have been employed for additional hours to support identified children particularly in Year 5 and 3 to close gaps caused by school closure. Children to receive 3x 20mins per week minimum targeted teaching to support either Maths, Writing or Reading in groups of 1 to 3.	+6 – Reading comprehension strategies - EEF Teaching and Learning Toolkit +6 – Oral language interventions – EEF Teaching and Learning Toolkit +4 – small group tuition – EEF Teaching and Learning Toolkit	2,3,5,8,9
White Rose Maths. Teaching Assistants to use White Rose Maths revised small step unit plans to support the coverage of any objectives that show gaps in prior learning.	+4 – Teaching assistant interventions – EEF Teaching and Learning Toolkit	2,5,8
Y6 Revision Guides To support children with their understanding of the curriculum and support their revision and test preparation process independently. Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	+3 – EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place 4 – Teaching assistant interventions – EEF Teaching and Learning Toolkit	2,3,5,8,9

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

Budgeted cost: £26,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link to work with identified families to provide social, emotional and behaviour support. HSL to arrange TAF meetings/early support covering issues such as engagement, attendance, wellbeing, behaviour.	+4 – Parental Engagement – EEF Teaching and Learning Toolkit	1,2,3,6,7
HSL/SENDcoto provide additional support for social and emotional needs for identified pupils. All classes to complete weekly wellbeing reflection and daily opportunity to use the chatterbox so that any worries / anxieties can be addressed quickly and flagged up with the appropriate staff if further support is needed.	+4 – Social and emotional learning - EEF Learning Toolkit	1,2,3,9
Mental Health Worker referrals and scheduled appointments to provide additional SEMH support for identified pupils.	+4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.	1,2,3,9
Additional hours for support staff to support with wellbeing and behaviour needs of pupils.	+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership	1,2,3,9
Supporting Parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning. Stationary packs and/or laptops provided for those who don't have access to these resources at home. Lexia, Nessy, Bug Club, EdCity, ESchools	+4 – Parental Engagement – EEF Teaching and Learning Toolkit	1,3,4,6,7,8.
Support with resources at home to ensure pupils have equipment required to complete homework. Homework club at lunchtimes to target and support those children in	+5 Homework - – EEF Teaching and Learning Toolkit	1,2,3,4,8,9.

greatest need.		
To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities. All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers. Breakfast Club	+4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place. +4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership +4 – Parental Engagement – EEF Teaching and Learning Toolkit	1,3,7,8,.
Subsidised Music tuition To broaden pupils' cultural experiences through learning to play a musical instrument The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership	. 1,2,9
Commando Joe's To allow all pupils, but in particular those in receipt of PP funding, opportunities for character education, to build resilience and other key attributes required in learning and in life. Access to the Commando Joe's RESPECT values/attributes as a whole-school approach will help our most vulnerable pupils to develop the skills to succeed, impacting on progress and attainment as well as improved wellbeing.	+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership	1,2,3,9

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see Pupil Premium Strategy updated July 2022 (previous format)

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
Curriculum - Maestro	Cornerstones
Phonics – Bug Club	KS2 Bug Club Comprehension
Espresso	Education City
Espresso Coding	White Rose Maths Hub – premium access
Times Table Rockstars	Maths Circle Ltd
Bug Club Independent (home access)	Lexia
Nessy	

Further information

Additional areas of training identified for 2022-23

Attachment and Trauma training for all staff to understand the impact of Adverse Childhood Experiences (ACEs) and the additional support that will be required for these pupils - Challenges 1, 2, 3, 4, 9.

Raising Attainment Disadvantaged Years training so all teachers have a full understanding of learned helplessness and other issues impacting disadvantaged youngsters and strategies to provide equity of learning opportunities and outcomes – Challenges - 1, 2, 3, 4, 5, 6,7, 8, 9.