

Woodland Community School Pupil Premium Strategy 2021-24

This document details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Woodland Primary School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	51% (177)
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	September 2023
Date on which it will be reviewed	Mar 24
Statement authorised by	K. Taberner
Pupil premium lead	D Chadwick
Governor / Trustee lead	C. Cooper

At Woodland Primary School we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) pupils, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 257,535
Recovery premium funding allocation this academic year	£23,852
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£281,387

Assessment headlines

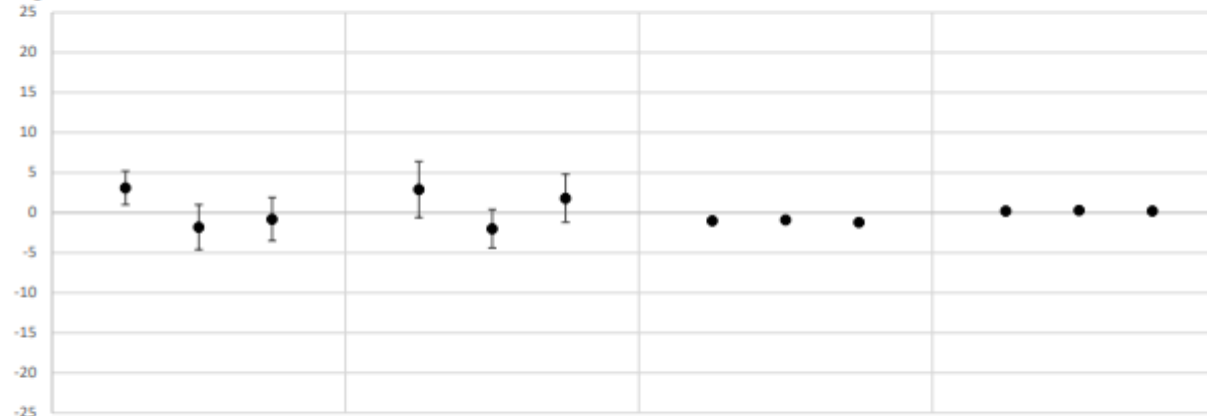
**Key Stage 1-2 Progress
(Reading Test, Maths Test and Writing TA - Disadvantaged/Not Disadvantaged)**

(See also Interpretation and Technical Guidance Notes)



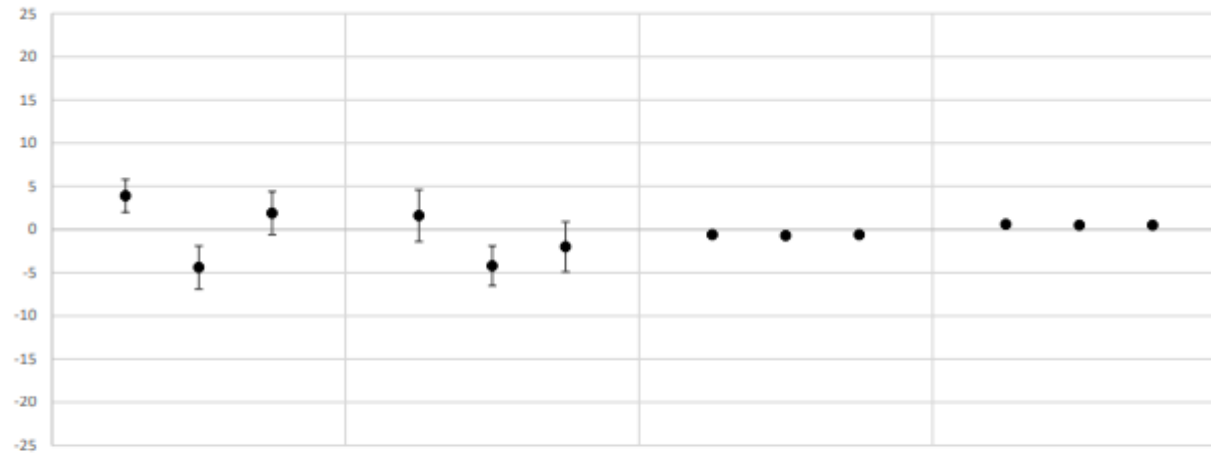
08079 Woodland Community Primary School

Reading



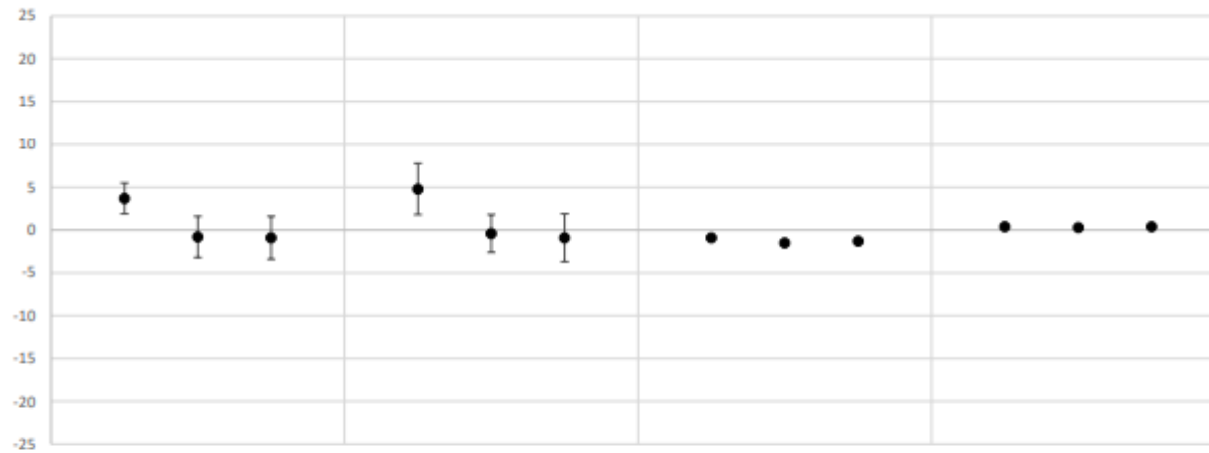
KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	3.10	-1.80	-0.80	2.90	-2.00	1.80	-1.00	-0.90	-1.20	0.20	0.30	0.20
Sig?	Sig+	NSD	NSD	NSD	NSD	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	34	20	21	12	26	17	3949	3864	3699	9634	10211	10287

Writing



KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	3.90	-4.40	1.90	1.60	-4.20	-2.00	-0.60	-0.70	-0.60	0.60	0.50	0.50
Sig?	Sig+	Sig-	NSD	NSD	Sig-	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	34	22	22	14	27	17	3999	3912	3718	9688	10242	10294

Mathematics



KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	3.70	-0.80	-0.90	4.80	-0.40	-0.90	-0.90	-1.50	-1.30	0.40	0.30	0.40
Sig?	Sig+	NSD	NSD	Sig+	NSD	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	34	22	21	12	26	17	3948	3871	3697	9634	10162	10280

Pupil Premium Strategy

Statement of intent

At Woodland Primary School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils. Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

Woodland has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation: (a) Implementation will be treated as a process, not an event; planned and executed in stages, and (b) We will create a leadership environment and school climate that is conducive to good implementation.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Challenges (Barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Delayed communication and language skills (Very low on-entry attainment requiring high levels of consistent additional progress to 'close the gaps')
2	Social, emotional and behavioural needs
3	Lack of parental engagement and family support
4	Poor attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	All PP pupils will have made good progress from their on entry assessments in Nursery / reception, unless their SEN inhibits this.
Raise attainment in Reading (2)	All PP pupils will follow a structured programme of RWI to ensure all children, accept for those with SEND where appropriate, will pass the phonics screening check. Intervention will be given in all other year groups where required to those pupils lacking in early reading skills.
Improved parental engagement. (3)	All PP parents will report on children's reading through their reading diaries. PP pupils who are not engaging with reading at home will, in agreement with parents, complete reading in school and at after school clubs.
Improved behaviour for learning (4)	More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.
Reduced proportion of persistent absentees. (5)	PP pupils' average attendance will be in line with 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.
Raise attainment in Mathematics across the school (6)	Aim for 85% of each cohort making additional progress over the course of the academic year.

Part A: Activity in this academic year (2023/24)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>PUPIL PREMIUM FUNDING</p> <p>Maintain high staff to pupil ratio to allow for continued focused high quality first point teaching (1, 3, 6)</p> <p>Estimated cost: £100,000</p>	<p>Despite the EEF toolkit only identifying a +2 month additional progress score, KS2 progress measures (2018 and 2019) support the Governors commitment to reducing class sizes. This allows staff at Woodland to give extra support and focus to all children.</p>	<p>Performances of disadvantaged and non- disadvantaged termly during pupil progress meetings will be reviewed</p> <p>July 2024 update</p>
<p>RECOVERY PREMIUM FUNDING</p> <p>Ensure progress measures for reading and mathematics remain in line with national expectations and PP pupils achieve progress in line with non PP pupils (1, 2, 6)</p> <p>Estimated Cost: £14,500</p>	<p>Release subject coordinators (English and Mathematics) by employing an experienced teacher (J Kervin - 1/2 day release per coordinator). Coordinators will manage the successful implementation of Read Write inc and Red Rose Mastery programmes. This will include monitoring of teaching, training of teaching / non teaching staff and identifying pupils requiring additional targeted support. Assessment and moderation of effective assessment will also be a focus.</p>	<p>More than 90% of PP pupils receiving this will make expected level of progress in all curriculum areas.</p> <p>July 2024 update</p>

<p>PUPIL PREMIUM FUNDING Continue to raise attainment in writing. (1)</p> <p>Estimated Cost: £ 3000</p>	<p>The EEF (Education Endowment Foundation) has produced a report (July 2021) based on the assessments made of disadvantaged children compared with those taken in 2019 ie pre-pandemic.</p> <p>Taking into account findings from the recent EEF report – we will take action to counter these findings.</p> <p>We will use funding to maintain a structured writing approach across Key stages. This will come in the form of the ‘Talk for writing programme’ in a bid to raise attainment and develop engagement of writing with particular groups including PP. Training for whole school staff, materials and additional resources will be purchased.</p>	<p>Levels of progress in KS2 writing will show trends returning to levels identified in 2018/19</p> <p>July 2024 update</p>
<p>RECOVERY PREMIUM FUNDING</p> <p>Continue to raise attainment in Reading (1,2)</p> <p>Estimated Cost: (£6,500)</p>	<p>Woodland School acknowledges that the progress measure for ks2 reading was -0.80. This was above the figure for Lancashire however needs to be improved upon. Additionally, attainment was 58.1% which was significantly lower than Lancashire’s figure. To support the English coordinator and SLT in implementing a successful whole school approach to early and further reading, funding will be used to purchase resources as follows:</p> <p>RWI resources and training - £5,500</p> <p>RWI books – £500</p> <p>Destination Reader materials - £500</p>	<p>Attainment on individual cohorts will show trends moving towards 80% of PP pupils achieving EXS</p> <p>July 2024 update</p>
<p>Aim to raise attainment in maths by increasing progress measures. (6)</p> <p>Estimated cost: £4000</p>	<p>Woodland school was proud that in the 2 academic years prior to the COVID outbreak our performance measures for maths were among some of the best in the country – (2018 top 5%, 2019 – top 10%). Assessments and data analysis show that current cohorts are below national averages with deeper mathematical understanding requiring development. We will continue the Red Rose Mastery Scheme created by Lancs County Council by ensuring all year groups access the programme. This will involve school participating in the Y6 pilot programme run by Lancashire. Additionally, school will purchase official RRM booklets for each child to help maintain a high standard of learning.</p>	<p>Levels of progress in KS2 maths will show trends returning to levels identified in 2018/19</p> <p>July 2024 update</p>

Intentions for 2022-24 – Teaching

During this period we will:

- Further develop all pupils' understanding their own learning, and their ability to self-regulate effectively
- Sustainably continue tutoring PP pupils where necessary

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2023.

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

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p><i>Maintain a high support staff ratio in each cohort to support teaching and intervention (1, 2, 4, 6)</i></p> <p>Estimated cost: £70,000</p>	<p>Following on from intervention from teachers and academic mentors, Woodland School aims to 'ramp up' supporting children with 'catching up'. Additional support staff are linked to specific cohorts and support the teachers in delivering small group tuition during the Maths and English hours. All staff will receive RWI and RRM training to support in the delivery of these programmes.</p> <p>As always our support staff will continue to help address progress of PP children through additional targeted intervention directed by the class teacher – building on the +4 months additional progress identified by the EEF..</p>	<p>March 2024 update:</p> <p>July 2024 update</p>
<p>Intentions for 2022-24 – Targeted academic support</p>		

During this period we will:

- Continue to provide focused support to small groups by support staff (incorporating a strong level of CPD where appropriate)
- Continue to make similar progress measures as those seen in 2018 and 2019 KS2 results in reading by maintaining high standard of phonics teaching through Read, Write inc (with relevant high quality CPD for all staff who give this provision). Develop fluency and competency in reading in KS2 through the implementation of the 'Destination Reader' programme.

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2024.

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

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>PUPIL PREMIUM FUNDING Employ a team of pastoral support staff. (3,4)</p> <p>Estimated cost: £45,000</p>	<p>Children at Woodland who experience emotional or behavioural barriers to learning, will be supported by a designated team of staff. This will involve providing mental health support where necessary and support SLT in working with families to reduce persistent absenteeism. This system of support is not only essential for helping the identified children but ensuring other learners are not disrupted. OFSTED's 2013 report on pupil premium supports this and recommends this as a good use of funding.</p>	<p>Reduced number of incidents being recorded on CPOMS</p> <p>Trends for targeted disadvantaged children's attendance and persistent absenteeism to regularly exceed 90%</p>
<p>PUPIL PREMIUM FUNDING Run a walking bus service. (5)</p>	<p>To support our commitment to raising levels of punctuality, attendance and maintain effective safeguarding procedures, PP funding is used to employ</p>	<p>Attendance and punctuality of the targeted PP and non PP children will continue to be above 95%</p>

Estimated cost: £3,500	staff who pick up and escort children safely to school from our local area.	
PUPIL PREMIUM FUNDING Breakfast club (5) Estimated cost: £3000	Providing a breakfast club offers many benefits to children and their families - improves learning, attendance and behaviour at school, punctuality, healthy eating, social development, and fun through play. A previous EEF report supports this approach.	
PUPIL PREMIUM FUNDING Maintain a minibus for school purposes. (5) Estimated cost: £8000	A minibus has been purchased by school to provide free transport to and from school for those pupils (PP and otherwise) to support attendance and punctuality, The minibus will only be used in certain circumstances and staff will follow current COVID guidelines (Sept 21) when transporting children.	Attendance and punctuality of the targeted PP and non PP children will continue be in line with school expectation of 95%
RECOVERY FUNDING Provide specialist provision for non verbal children Cost: £2,850 (remaining funding provided from main school budget)	Employ a Support staff member trained in supporting pupils who are non verbal or have difficulties expressing themselves verbally to provide in class support for identified pupils.	Improved engagement of identified pupils in making progress both academically and with identified social / emotional targets on SSPs
PUPIL PREMIUM FUNDING Support children who have been struggling to settle into school, with behaviours relating to anxiety and difficulties to emotionally regulate being starting to present. Cost: £600	6 week intervention course (1 hour per week) delivered by Stable Lives aimed to help children potentially suffering from mental health issues, anxieties, worries, trauma.	This intervention should provide .children identified with a life-changing, positive experience. This intervention will allow the children identified to step out of their comfort zone successfully, and learn strategies to better manage their anxieties and emotions.
Intentions for 2022-24 – Wider strategies		

During this period we will:

- Aim to move PP attendance to 95% by extending and improving attendance programmes

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2024

Total budgeted cost:

Pupil Premium: £237,100

Recovery Premium: £23,850

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
Destination Reader	Harrow Authority
Red Rose Maths	LCC
Read, Write Inc.	Oxford University Press

Part B: Review of outcomes in the previous academic year

How we spent / impact

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Pupil Premium funding was spent in school as identified in the 2022/23 Pupil Premium action plan.

Impact:

Pupil Premium

Year group	% increase of PP cohort achieving EXS (2021 – 2022)	% increase of PP cohort achieving EXS (2022 – 2023)
Year 1	+ 45%	+12%
Year 2	+ 30 %	+9%
Year 3	Maintained	+13%
Year 4	+12%	+9%
Year 5	+ 6%	+10%
Year 6	+ 22%	+14%

- **Writing**

Year group	% Increase of EXS (21-22)	% increase of PP cohort achieving EXS (2022 – 2023)
Year 1	+ 13%	0%
Year 2	+ 13%	+34%
Year 3	Maintained	+13%
Year 4	+ 22%	0%
Year 5	+ 5%	+21%
Year 6	+ 11%	+20%

- **Maths**

Year Group	PP % increase of EXS (21-22)	% increase of PP cohort achieving EXS (2022 – 2023)
Year 1	+ 36%	0%
Year 2	+ 5%	+39%
Year 3	Maintained	+25%
Year 4	+ 21%	+19%
Year 5	+ 6 %	+7%
Year 6	+ 22%	+21%

Further information