



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
Woodlands Primary School and Nursery
Number of pupils in school: 451
Proportion (%) of pupil premium eligible pupils: 42%
Academic year/years that our current pupil premium strategy plan covers 2021-2023
Date this statement was published- October 2021
Date on which it will be reviewed- October 2022
Statement authorised by- Yvonne Crilly (Head Teacher)
Pupil premium lead-Yvonne Crilly/Jo Duncombe
Governor Lead-Rob Leckey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,740
Recovery premium funding allocation this academic year	£14645
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	£289,385

Part A: Pupil premium strategy plan

At Woodlands, we have double the national average of children entitled to Pupil Premium Funding. PPG funding is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all children receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic and social and emotional support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
A	Coupled vulnerability: SEND/behaviour and mental health needs (including attachment and trauma) is an ongoing issue, with no recognised pathway of support for the majority of our PPG eligible pupils.
B	Mobility from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)
C	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities that their non-PPG peers have access to.
D	Significant number of children who are entitled to PPG also have issues with attendance and punctuality.
E	Impact of COVID on academic outcomes and emotional health and wellbeing: Following the outbreak of COVID 19, and the ongoing implications, staff recognise that there are elements of the curriculum that have not been taught by a class teacher, within the classroom. It is recognised that not all children will have had the same access to home

	learning, nor will the concepts have been delivered offering the same breadth or depth to all pupils, throughout the last academic year. Evidence suggests that children from disadvantaged backgrounds are more likely to have been adversely affected by school disruptions, due to a variety of socio economic and environmental factors e.g. lack of internet, overcrowded housing, parental engagement, financial constraints etc. Now all children are back in school, gaps in learning are clearly identified but unfortunately disruptions to classroom provision are ongoing. Addressing these must be a key priority.
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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
<p>NURTURE BASED PROVISION</p> <p>Implement a nurture based provision for children primarily with attachment and trauma related issues, in both KS2 and Year 1.</p>	<ul style="list-style-type: none"> • Children display improved social emotional skills • Children demonstrate improved resilience • Reduction in challenging behaviours and pupil exclusion (CPOMS evidence) • Children become more confident, trusting adults more, • Improved attendance-attendance at 96% or above and no PAs
<p>MAINTAIN JIGSAW PROVISION</p> <p>Ensure children working well below ARE have access to a curriculum designed to support and challenge individual learning needs.</p>	<ul style="list-style-type: none"> • Improved academic outcomes-more pupils achieving ARE • Accelerated progress for SEN + PPG children • Children demonstrate improved resilience and confidence when working independently • Reduction in challenging behaviours and pupil exclusions • Improved attendance-attendance at 96% or above and no PAs
<p>YEAR 1 INTERVENTION</p> <p>Support the transition of EYFS pupils to Year 1 by: deploying additional staff members to support a reduced child: pupil ratio, improving the physical environment (smaller class sizes-increase class numbers) and increasing CPD opportunities for staff.</p>	<ul style="list-style-type: none"> • Educational early years experiences that continue to prepare children for KS1 and academic success • More children leaving Year 1, from a very low baseline, achieving ARE for reading, writing and maths • Enquiry based learning approaches, so that children experience collaborative learning and can work independently • Develop speaking and listening skills • Consistent approach to the teaching of phonics using a systematic programme (RWI)-at least 80% of pupils passing the PSC • Children access nurture group/pastoral interventions to support social and emotional, mental health and wellbeing
<p>INCLUSION</p> <p>Continue the work of the inclusion team to support attendance, pupil wellbeing, positive mental health and social and emotional wellbeing.</p>	<ul style="list-style-type: none"> • Children displaying improved social emotional skills • Children demonstrate improved resilience • Reduction in challenging behaviours and exclusion • Children becoming more confident, trusting adults more, • Identified pupils continue to access: the school counsellor, ELSA support and other pastoral interventions such as: CBT, Lego ther-

	<p>apy, draw and talk etc.</p> <ul style="list-style-type: none"> Improved attendance-attendance at 96% or above and no PAs improved mental health and wellbeing All staff are aware of the impact of unsecure attachment and related traumas. Staff cascade CPD, model restorative behavior approaches and support pupil understanding of a restorative behavior approach.
<p>CURRICULUM STANDARDS</p> <p>Improve standards in reading, writing and maths so that progress and attainment is in line with national outcomes.</p>	<ul style="list-style-type: none"> Accelerate pupil progress in R,W & M Y6, in order to close the gap in attainment for SEN & PPG children, compared to national at least 50% of PPG and SEN achieving ARE. All children have access to a broad and balanced curriculum Daily one to one phonics take place daily Reading fluency interventions take place daily NELI speech and language Daily maths intervention-focus on fluency and number facts

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: **£232,499**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Full time Nurture teacher: £57,070 (JH) 3x Learning support assistants in Nurture provision: £51,843 Relevant CPD for school subject leaders: £17,789 4x additional Year 1 TAs £68,864 1x additional teacher in Year 1: £32,133 (ST) Early Years Pedagogical consultant, half termly-£1800 RWI consultant package: £3,000 CPD from 'challenging Education-RADY' cascaded to staff 	<p>Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6 Phonics +5 Reading comprehension strategies +6 Reducing class size +2 Small group tuition +4 Social and emotional learning +4 Teaching assistant interventions +4 Collaborative learning approaches +5</p> <p>EVIDENCE TAKEN FROM HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/</p> <p><u>RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</u></p>	<p>A B C D E</p>

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

Budgeted cost: **£1,739.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Reading/Phonics interventions 2 hours per week dedicated TA time: £994.08 1.5 hours weekly TA time to deliver 'Number Stacks' math's intervention £745.56 	Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6 Phonics +5 Reading comprehension strategies +6 Reducing class size +2 Small group tuition +4 Social and emotional learning +4 Teaching assistant interventions +4 Collaborative learning approaches +5 EVIDENCE TAKEN FROM HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/ RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES	A B C D E

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

Budgeted cost: **£150,128.84**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Educational Psychologist packages: £5,040 Inclusion manager: £48,622 Learning mentor: £25,909 ELSA trained support assistant: £22,068 School Councilor: £8,190 Appointment of EWO/community liaison officer-£21,339 Attendance incentives: £2,500 Break and lunchtime nurture 	Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6 Phonics +5 Reading comprehension strategies +6 Reducing class size +2 Small group tuition +4 Social and emotional learning +4 Teaching assistant interventions +4 Collaborative learning approaches +5 EVIDENCE TAKEN FROM HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND	A B C D E

<p>'structured play groups' (7.5 hours weekly 1x CT £9,005.24 2x TA £7,455.60)</p>	<p>HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/ RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p>	
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Total budgeted cost: £ 384,367.48

Part B: Review of outcomes in the previous academic year

Academic year 2020-2021 reviewed on previous document format- see school website.