



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: 437
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 (reviewed Sept 2022)
Date on which it will be reviewed- October 2023
Statement authorised by- Yvonne Crilly (Head Teacher)
Pupil premium lead- Jo Duncombe (Deputy Headteacher)
Governor Lead- Rob Leckey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,740 (2021/22) £284,910 (2022/23)
Recovery premium funding allocation this academic year	£14645 (21/22) £19540 (2022/23)
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 (2021/22) £304,450 (2022/23)

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 reduce 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	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 and year 1 pupils to year 2 by: deploying additional staff members to support a reduced child: pupil ratio, improving the physical environment 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 therapy, draw and talk etc. • Improved attendance-attendance at 96% or above • Reduce PAs - improved mental health and wellbeing • EWO to target previous PA chn and parents to maintain good attendance (increased numbers of EHAs) • All staff are aware of the impact of insecure 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 at least 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. At least 10% of pupils entitled to PPG achieve GDS for reading, writing and maths- across school All children have access to a broad and balanced curriculum Daily, one to one phonics take place daily Reading fluency interventions take place daily Talk Boost speech and language Daily, maths intervention-focus on fluency and number facts Employ a tutor (NTP) to target pupils identified as needing to make accelerated progress (Y2-reading, Y3-maths, Y6-writing)
<p>DEVELOP CULTURAL CAPITAL</p> <p>Increase the number of disadvantaged children participating in after school activity clubs, trips and residential.</p>	<ul style="list-style-type: none"> All after school clubs are offered free to disadvantaged pupils All disadvantaged pupils engage with the enrichment activities on offer (e.g-attend at least 1 after school club during the academic year). All residential experiences are reduced by 50% Free breakfast club places Free walking bus Free WASP (after school provision) places All teachers will evaluate curriculum planning and consider how disadvantaged pupils may be supported with any gaps in prior experiences (e.g. when comparing Europe with the British Isles, consider many children will have no knowledge or experiences of travelling so may not be able to respond to the curriculum in the same way as their non-PPG peers may) At least 70 vulnerable children will be offered a place on Telford & Wrekin Council's Happy, Healthy & Active Holiday programme, running at Christmas, Easter and in the Summer. This is an exciting programme that mixes positive, enriching and engaging activities with healthy, nutritious meals.

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: **£186,518**

Activity	Evidence that supports this approach (+ average impact of additional intervention, in months, over a year)	Challenge number(s) addressed
<ul style="list-style-type: none"> Full time Nurture teacher: £59,152 (JH) 	Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6	A B

<ul style="list-style-type: none"> • 2x Learning support assistants in Nurture provision: £40,300 • Relevant CPD for school subject leaders: £11,000 • 1x additional Year 2 TA £20,150 • 2x additional HLTAs in Year 2: £51,786 • Early Years Pedagogical consultant, half termly - £1,180 • RWI consultant package: £2,950 • CPD from 'challenging Education-RADY' cascaded to staff £0 • NTP- 20 hours per week 	<p>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>HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EDUCATION-EVIDENCE/TEACHING-LEARNING-TOOLKIT/SMALL-GROUP-TUITION</p> <p>HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/PROJECTS-AND-EVALUATION/PROJECTS/NATIONAL-TUTORING-PROGRAMME</p> <p>RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p>	C D E
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6,908.48**

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: £1,011.56 • 1.5 hours weekly TA time to deliver 'Number Stacks' math's intervention £758.67 • Initial 25% contribution towards the NTP supply teacher (interventions in Y2, Y3, Y6) £5138.25 • Daily TALK Boost across all 3 key stages 	<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>RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p> <p>https://ican.org.uk/talk-boost/</p>	A B C D E

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

Budgeted cost: **£220,028.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Educational Psychologist packages-18 sessions-Silver Package: £5,469.30 • LSAT support packages: £4,404.25 • EYLSAT support package: £1,200 • Provision of uniform £0 • Inclusion manager: £51,956 • Learning mentor: £29,962 • ELSA trained support assistant: £24,605 • School Councillor: £8880 • Appointment of EWO/community liaison officer: £29,478 • Attendance incentives: £2,500 • Break and lunchtime nurture 'structured play groups' 7.5 hours weekly 1x CT £14,076.15 2x TA's: £7,586 • Walking Bus Staffing Costs: £11,676 • After School Activity-£4320 • Breakfast Club-£13,676 • Residential subsidy: Y6-Arthog-£2800 Y5-London £1820 Y4-Pioneer- £3420 Y3-Beaudesert- £1500 Y1/2-Beach-£700 <p>70 places available for 'Happy Healthy Holiday' club-cost to school £0</p>	<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>RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p> <p>8 Staff 2.50 hours per week x 38 wks</p> <p>12 clubs per week x 36 wks x 1 hour per week @ £20ph, based on 50% subsidy for PPG pupils</p> <p>4 Staff 17.50 per week x 38wks</p>	<p>A B C D E</p>

Total budgeted cost: £413455.18

Part B: Review of outcomes in the previous academic year

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

Nurture Based Provision:

- 12 children (50%) are supported in the Nurture provision.
- 8/12 (66.6%) of the children have additional ISF funding.
- 5/12 (42%) of the children in the Nurture group have been reintegrated back into at least one lesson each week.
- There is one child with an EHCP in the Nurture group and 1 child in the ECHNA process currently.
- 14/24 (58%) of the children attending either Jigsaw provision are or have had additional outside agency support this year: (LSAT, EP, ISF, EHWPB, School counsellor, MHSW, Strengthening Families, Educational triage, police)
- 6/24 (25%) of the children are receiving support from either the Woodlands school counsellor or the MHSW in school each week.

Maintain Jigsaw Provision:

- The Jigsaw provision has supported 24 children since September 2021.
- 18 children (75%) have been supported within the cognitive provision in the morning, with 9/24 (37.5%) attending all morning.
- 18/24 (75%) of the children are PPG
- 4/24 (17%) are girls in the cognitive provision
- 20/24 (80%) are boys in the cognitive provision with 12/12 (100%) are boys in the Nurture provision.
- 9/24 (37.5%) of the children are supported for guided reading and literacy each day.
- 11/24 (46%) of the children are supported for maths lessons each day.
- Since September 6/24 (25%) of the children have been reintegrated back into class for guided reading and literacy.
- Since September 1/24 (4%) of the children have been reintegrated for maths.
- 4/24 (17%) of the children in the cognitive provision have additional ISF funding.

Evaluation of Year 1 Intervention:

	% Expected progress (Using the schools own assessment methodology)			% Better than expected progress (Using the schools own assessment methodology)		
	R	W	M	R	W	M
Year 1	61	56	56	17	12	24

- Talk Boost intervention up and running and is proving highly successful for identified pupils for whom language and communication is a huge barrier to learning. This is now being implemented across school.
- 60% of Y1 chn passed the PSC. Those who did not meet the standard continue to have: daily RWI, daily 1-1 tuition, Talk Boost, after school booster sessions.
- The nurture/pastoral interventions in place throughout this academic year. This has proved successful and this year has seen a reduction in the number of pupils, from this cohort, needing to access this provision.

Inclusion Provision:

- Attendance at the end of academic year 2021-2022 is in line with national, although the PA% continues (although reduced) to be above national averages.
- Numbers of internal/external exclusions has reduced.
- Restorative behaviour practices have become embedded. Refresher training in Autumn 2022 has meant that all staff are familiar with and are using the above strategies consistently. This has resulted in the number of children displaying highly dysregulated behaviour has reduced considerably and when this does occur, these incidents are de-escalated more quickly.
- A greater number of pupils have had access to the various pastoral interventions and pupil support packages, than previous years. This has been vital due to the increased number of pupils who have required help from an early help assessment.

Curriculum Standards:

- After the initial implementation of NELI, staff evaluation resulted in a change of intervention, as the results from the NELI package were not evident. The Talk Boost package was purchased, and 3 staff have been trained allowing the programme to be delivered across all 3 key stages.
- Phonics tuition remains in place-daily, for identified pupils.
- Daily maths intervention is ongoing, following the purchase of 'Number Stacks' by the newly appointed maths lead. This has led to more pupils accessing specific interventions related to individual gaps in number knowledge. Numicon and 'Num Bots' also remain in place as identified interventions.

DATA HEADLINES

EYFS GLD	72%
Y1 PSC	60%
Y2 PSC re-sit prediction	9/20 = 45%
Y2 SATS	Reading-51% Writing-34% Maths-59%
Y4 MTC	9% scored over 80%, 28% scored between 50-80%, 46% scored less than 50%
Y6 SATS	Reading-83% Writing-64% Maths-72%

Group Name	Number of Students	Well Below			Below			ARE			ARE or Better			Exceeding																		
		Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing																
(V) Disadvantaged Students	187	54.36%	16	8.56%	29	15.51%	28	14.97%	75	40.11%	59	31.55%	88	47.06%	88	47.06%	81	43.32%	70	37.43%	96	51.34%	98	52.41%	71	37.97%	8	4.28%	17	9.09%	1	0.53%
	1	16.58%	6	19.35%	9	29.03%	7	22.58%	7	22.58%	6	19.35%	8	25.81%	18	58.06%	9	29.03%	16	51.61%	18	58.06%	16	51.61%	16	51.61%	0	0%	7	22.58%	0	0%
	2	10.34%	3	10.34%	3	10.34%	3	10.34%	11	37.93%	16	55.17%	19	65.52%	14	48.28%	9	31.03%	7	24.14%	15	51.72%	10	34.48%	7	24.14%	1	3.45%	1	3.45%	0	0%
	3	19.25%	0	0%	12	33.33%	12	33.33%	19	52.78%	9	25.00%	11	30.56%	14	38.89%	12	33.33%	13	36.11%	17	47.22%	15	41.67%	13	36.11%	3	8.33%	3	8.33%	0	0%
	4	14.97%	1	3.57%	3	10.71%	3	10.71%	12	42.86%	6	21.43%	15	53.57%	13	46.43%	18	64.29%	10	35.71%	15	53.57%	19	67.86%	10	35.71%	2	7.14%	1	3.57%	0	0%
	5	15.51%	5	17.24%	2	6.90%	3	10.34%	9	31.03%	9	31.03%	16	55.17%	13	44.83%	16	55.17%	9	31.03%	15	51.72%	17	58.62%	10	34.48%	2	6.90%	1	3.45%	1	3.45%
	6	18.18%	1	2.94%	0	0%	0	0%	17	50.0%	13	38.24%	19	55.88%	16	47.06%	17	50.0%	15	44.12%	16	47.06%	21	61.76%	15	44.12%	0	0%	4	11.76%	0	0%

Group Name	Number of Students	Well Below			Below			ARE			ARE or Better			Exceeding																		
		Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing																
(V) PPG None SEN	132	38.37%	2	1.52%	9	6.82%	8	6.06%	45	34.09%	31	23.48%	58	43.94%	78	59.09%	74	56.06%	65	49.24%	85	64.39%	91	68.94%	66	50.0%	7	5.30%	17	12.88%	1	0.76%
	1	15.91%	0	0%	2	9.52%	1	4.76%	5	23.81%	5	23.81%	6	28.57%	16	76.19%	7	33.33%	14	66.67%	16	76.19%	14	66.67%	14	66.67%	0	0%	7	33.33%	0	0%
	2	17.42%	2	8.70%	1	4.35%	1	4.35%	7	30.43%	12	52.17%	15	65.22%	13	56.52%	9	39.13%	7	30.43%	14	60.87%	10	43.48%	7	30.43%	1	4.35%	1	4.35%	0	0%
	3	20.45%	0	0%	6	22.22%	6	22.22%	13	48.15%	8	29.63%	10	37.04%	12	44.44%	10	37.04%	11	40.74%	14	51.85%	13	48.15%	11	40.74%	2	7.41%	3	11.11%	0	0%
	4	17.42%	0	0%	0	0%	0	0%	8	34.78%	4	17.39%	13	56.52%	13	56.52%	18	78.26%	10	43.48%	15	65.22%	19	82.61%	10	43.48%	2	8.70%	1	4.35%	0	0%
	5	12.12%	0	0%	0	0%	0	0%	6	37.50%	1	6.25%	7	43.75%	8	50.0%	13	81.25%	8	50.0%	10	62.50%	14	87.50%	9	56.25%	2	12.50%	1	6.25%	1	6.25%
	6	16.67%	0	0%	0	0%	0	0%	6	27.27%	1	4.55%	7	31.82%	16	72.73%	17	77.27%	15	68.18%	16	72.73%	21	95.45%	15	68.18%	0	0%	4	18.18%	0	0%

Year 6 Teacher Assessment Data			
	Reading	Writing	Maths
59 children Progress based on 56 chn as 3 have no KS1 data)	ARE + 78% GD -20% ARE- 58% WT -22% PKS-0% Expected Progress + 77% Better than exp progress- 13%	ARE + 64% GD -7% ARE- 58% WT -32% PKS-2% Expected Progress + 71% Better than exp progress- 4%	ARE + 71% GD -10% ARE- 61% WT- 27% PKS -2% Expected Progress + 71% Better than exp progress- 4%
Year 6 SAT Assessment Data			
	Reading	SPAG	Maths
57 children Progress based on 56 chn as 3 have no KS1 data)	ARE + 83% GD -32% Expected Progress + 84% Better than exp progress- 20%	ARE + 81% GD -28% Expected Progress + 80% Better than exp progress- 11%	ARE + 72% GD -7% Expected Progress + 80% Better than exp progress- 11%
SEND Chn- TA data			
	Reading	Writing	Maths
19 chn	Expected Progress + 79% Better than exp progress- 11%	Expected Progress + 68% Better than exp progress- 11%	Expected Progress + 74% Better than exp progress- 0%
PPG chn -TA data			
	Reading	Writing	Maths
32 chn	Expected Progress + 59% Better than exp progress- 13%	Expected Progress + 66% Better than exp progress- 3%	Expected Progress + 72% Better than exp progress- 2%