

# Woden Pupil premium strategy statement - September 2021

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	Data
School name	Woden Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	52% (219)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	H Vernon
Pupil premium lead	S Walmsley
Governor / Trustee lead	D Selkirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,485
Recovery premium funding allocation this academic year	£30,885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317,370

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are: Teaching, Targeted, Wider

- ✓ To improve and/or consolidate attainment outcomes between PP and other pupils
- ✓ To improve and/or consolidate the rate of progress for PP children
- ✓ To provide a high ratio of teaching and additional staff to ensure all children receive Quality First Teaching
- ✓ Establish high quality interventions for disadvantaged or any pupils
- ✓ Increase access to Before/After school clubs, trips and residential visits
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- ✓ Ensure that quality first teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensure that appropriate provision is made for all pupils
- ✓ Quality time to allow for staff to plan, monitor and review
- ✓ Provide high quality professional development through National College
- ✓ Provide high quality interventions
- ✓ Safeguarding & Attendance Lead to support families with attendance, well-being and additional needs

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- ✓ Ensuring all children receive quality first teaching differentiated for individual needs to maximise attainment and progress
- ✓ High staffing levels including additional teachers, HLTAs and support staff in every year group to ensure effective teaching and learning, provide for small group, 1:1 and focussed interventions to raise attainment and accelerate progress
- ✓ Recovery Premium Teacher
- ✓ Increasing number of children at or above age-related expectations.
- ✓ Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Working closely with parents & families, Social Care, LA and outside services
- ✓ Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Limited parental engagement
2	Confidence and communication skills
3	Children to have the highest aspirations for themselves and to understand their part in developing learning behaviours
4	Can be hard to engage the families facing most challenges
5	Digital poverty – limited access to devices or lack of online provision to access any additional learning opportunities at home.

## 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
Progress in Reading	Achieve in line or above national average attainment and progress scores
Progress in Writing	Achieve in line or above national average attainment and progress scores
Progress in maths	Achieve in line or above national average attainment and progress scores
Phonics	Achieve at least expected standard in PSC
Other	Improve attendance of disadvantaged pupils to be in line or above NA Bespoke approach to provide families with individualised support

## 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: £277,226.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Year groups have additional staff to maximise teaching and learning	<ul style="list-style-type: none"> <li>• EEF/Sutton Trust Teaching &amp; Learning Toolkit – Reducing class sizes (+2) / Small Group Tuition (+3) / Teaching Assistant Interventions (+3)</li> <li>• Blatchford &amp; Hattie (2020) Rethinking Class Sizes: ‘At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes’</li> </ul>	2,3
National College CPD programme	<p>Education Policy Institute, London (2020). Key findings:</p> <ul style="list-style-type: none"> <li>• High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.</li> <li>• quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</li> </ul> <p>DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015)</p> <ul style="list-style-type: none"> <li>• 7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</li> </ul>	2,3

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

Budgeted cost: £28,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to Interventions (Raising Attainment Plans)	<p>Provision of QFT and effective, targeted challenge for children identified as needing additional support – see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF ‘Using Pupil Premium Effectively’: Diagnose, use evidence, implement, monitor &amp; evaluate.</p> <p>The Pupil Premium, Ofsted 2012, <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a></p> <p>10 Top ‘Gap Busters’: Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis.</p> <p>John Dunford (ASCL, 2015) 10 point plan for maximum impact for Pupil Premium students</p>	2,3

Intervention Teachers to facilitate interventions, 1:1	EEF 'Using Pupil Premium Effectively' <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'.	2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,094.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing access to Before/After school clubs, trips and residential visits	EEF - Provision of a range of initiatives to extend children's experiences Gov.uk: <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	1,4
Safeguarding & Attendance Lead to support families with attendance, well-being and additional needs	Gov.uk: <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism The Pupil Premium, Ofsted Feb 2013, <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a> Effective schools: "...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning"	1,4

**Total budgeted cost: £ 317,370**

## 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 2020 to 2021 academic year.

- Internal data demonstrates positive progress and outcomes despite challenges brought about by the Pandemic
- Higher staffing ratios provided QFT and interventions
- Quality online provision provided during periods of closure, all children provided with devices where needed
- Safeguarding and Attendance Lead provided support for all families as needed throughout pandemic
- Clubs and activities ran when possible

### 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
Century	CenturyTech
Espresso	Discovery Education
Timestables Rockstars/Numbots	Math Circle
Oxford Owl	OUP
Education City	Education City Ltd

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A