

# Woden Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Woden Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	53% (224)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 / 2024-25 / 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Walmsley
Pupil premium lead	L Godfrey
Governor / Trustee lead	D Selkirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,920
Recovery premium funding allocation this academic year	£ 32,480
Pupil premium (and recovery 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	£358,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are: Teaching, Targeted, Wider

- ✓ To improve and/or consolidate attainment outcomes between disadvantaged and other pupils
- ✓ To improve and/or consolidate the rate of progress for disadvantaged 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 enrichment opportunities such as 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:

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

The range of provision the Governors consider making for this group will include:

- ✓ 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, provision for small group work, 1:1 and focussed interventions to raise attainment and accelerate progress
- ✓ Intervention Support 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

## 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, particularly those facing most challenges
2	Confidence and communication skills
3	Children to have the highest aspirations for themselves and to understand their part in developing learning behaviours
4	Supporting parents to engage more positively with learning
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	<p>Improve attendance of disadvantaged pupils to be in line or above NA</p> <p>Bespoke approach to provide families with individualised support through Early Help where needed</p> <p>Provision of parent workshops to support home learning</p> <p>Increase in disadvantaged pupil participation in clubs and visits</p>

## 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: £195,555.93

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: £131,078.28

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 Teacher to facilitate interventions, 1:1, small group work	<p>EEF 'Using Pupil Premium Effectively'</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>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'.</p>	2,3
Loan of devices (laptop or tablet) for targeted groups to access Century software at home.	<p>EEF 'Digital Technology Guidance Report'</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p> <p>'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'</p>	5

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

Budgeted cost: £ 61,523.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing access to Before/After school clubs, trips and residential visits	<p>EEF - Provision of a range of initiatives to extend children's experiences</p> <p>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></p> <p>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	1,4
Safeguarding & Attendance Lead to support families with attendance, well-being and additional needs	<p>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></p> <p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism</p> <p>The Pupil Premium, Ofsted Feb 2013,  <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a></p> <p>Effective schools: "...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning"</p>	1,4
Workshops / Information sessions for parents/carers to be provided information to support home learning	<p>EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.</p>	5

**Total budgeted cost: £388,157.58**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aims	Outcomes
Outcomes in reading, writing, and maths.	<p>At KS1, outcomes for disadvantaged pupils in all areas were above national averages with Reading 68% (NA 54%), Writing 48% (NA 44%), Maths 61% (NA 56%)</p> <p>33% of disadvantaged pupils achieved 25/25 and 51% 20-25/25 in the MTC, an improvement on previous year.</p> <p>At *KS2, outcomes for disadvantaged pupils were broadly in line with national averages Reading 58% (NA 60%), Writing 71% (NA 58%), Maths 71% (NA 59%)</p> <p><i>*Special Consideration applied 2022-23</i>  <i>NB: Current comparisons based on provisional results.</i></p>
Outcomes in KS1 Phonics Screening Check	65% (NA 67%) of disadvantaged children passed the Year 1 phonic screening check
Engagement in enrichment activities	<p>Curriculum enrichment activities and events are partially funded by 60% to reduce cost to parents and ensure all pupils can participate.</p> <p>100% of disadvantaged pupils participate in school visits and events linked to the curriculum</p> <p>54% disadvantaged pupils attended subsidised residential visits in Y2, Y4 and Y6</p> <p>53% disadvantaged children participated in free staff-led after-school clubs</p> <p>56% disadvantaged children attended sports related events</p>
Parental engagement in workshops / events	<p>There were a total of 15 workshops run across the year where approximately parents attended including phonics, first aid and Statutory assessments.</p> <p>55% of disadvantaged pupils' parents attended</p>

	these workshops
Outcomes in attendance	<p>Attendance rates for both disadvantaged and non-disadvantaged pupils was above national averages.</p> <p>Disadvantaged attendance 91.2% (NA 88.6%) Non- disadvantaged attendance 93.6% (NA (93.8%))</p>

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils is slowly returning to those of 2019 when there were last statutory assessments. Pre-validated data suggests that at the end of KS2, 60% of pupils with a pupil premium eligibility achieved age-related expectations in reading with 18% GDS, 71% expected and 8% GDS in writing and 71% expected and 3% GDS in maths. There remains gaps in learning which have still to be addressed; these remain due to the legacy of Covid19 disruption. All subjects have been impacted to some extent as evidenced in schools across the country.

Targeted interventions have shown to be most effective for the pupils at Woden and will continue with the support of high quality CPD and increased staff to pupil ratio. The impact has been further mitigated by our resolution to maintain a high-quality curriculum, and wherever possible to provide a wide range of enrichment opportunities and educational visits for all children.

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

The EEF's implementation guidance supported development of our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## 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
Read, Write, Inc	Oxford University Press
Century	
National College	
Education City	
Discovery Education	



Ten Town	
Handwriting	Letter Join

## 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