

Pupil premium strategy statement – Woodland View Primary School

This statement 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 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
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mark Horsley
Pupil premium lead	Amanda Matsangou
Governor / Trustee lead	Alison Talbot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£2,500
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and engagement.

Whole- School Level

Our whole school offer is rooted in academic research and years of staff experience in piloting new ideas with our most vulnerable pupils being our benchmark.

Enrichment is a key element leading to our success at Woodland View Primary School. We offer funded places for extracurricular provision where Pupil Premium pupils are targeted and supported to attend. Residential trips and additional opportunities we offer, will be subsidised for families or fully-funded case-by-case if necessary.

Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.

Early intervention and targeted learning support are central to our strategy. Diminishing attainment gaps very early on allows us freedom to layer pupils with the huge number of experiences as they continue their journey through our school.

Pupil Voice surveys allow class teachers and SLT to gain a better understanding of each and every individual barrier to learning a child may have.

Bespoke provision for individual pupils

No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised.

The provision provided encompasses both direct approaches to 'diminish the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance their social and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Lower overall attainment and progress
2	Underdeveloped oral language skills and vocabulary gaps having an impact on pupils ability to learn word reading skills
3	Opportunities to rehearse and embed word reading and language comprehension skills
4	Opportunities for learning at home
5	Opportunities for children to engage with activities that increase "Cultural Capital".
6	Resilience, confidence and self-esteem

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
To close attainment gaps between pupils eligible for pupil premium and those not eligible.	80% of all PP pupils attain age-related outcomes in Reading, Writing and Maths
Improved oral language skills and vocabulary understanding among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils compared to their baseline assessments. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A higher percentage of PP pupils, 80%, achieve age-related expectations or above at the end of EYFS, KS1 and KS2 in Reading and Writing.</p> <p>All PP pupils make at least expected progress, with many making accelerated against their baseline assessments, to close</p>

	the attainment gap compared with pupils not eligible for pupil premium.
To develop the 'whole' child, building emotional resilience and self-esteem and an ability to thrive in the world around them, whatever the circumstance	Targeted pupils show improved emotional literacy scores and positive teacher feedback following a package of support from starting points. 100% of children in receipt of pupil premium grant participate in at least one extra curricular club
All pupils will have access to enrichment opportunities that will enhance their cultural capital	100% of pupils will access curriculum enrichment trips, attend a skills club or take instrument lessons throughout the academic year.
Extra in-school opportunities to rehearse and embed word reading and language comprehension skills will lead to increased pupil progress.	Lowest 20% readers will make at least expected progress.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching, training and resourcing</p> <ul style="list-style-type: none"> • We ensure that teaching and learning opportunities meet the needs of all the children in school. • Our teaching practices are based on sound academic research with a track record of proven impact. 	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy in KS1/KS2 Education Endowment Fund EEF 2021</p> <p>Department for Education (DfE), 2012. Research Evidence on Reading for Pleasure. [Online]</p> <p>Such, C. 2021. The Art & Science of Teaching Primary Reading – Corwin Publishing</p> <p>Hill,L, Whitby,G. 2022. FAST Feedback: How one Primary School abolished written marking – Bloomsbury</p> <p>DfE - The Reading Framework – The Foundations of Literacy Updated 2023</p>	1, 2, 3

Speech and Language therapist and Sp&L support assistant to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Quigley,A. 2018. Closing The Vocabulary Gap – David Fulton Publications</p> <p>DfE - The Reading Framework – The Foundations of Literacy Updated 2023</p>	1, 2, 3, 6
Read Write Inc - Early and fluent reading	DfE - The Reading Framework – The Foundations of Literacy Updated 2023	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading specialist support to provide 1:1 and group tuition for word reading and language comprehension skills	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
	<p>Department for Education (DfE) , 2018. Mental Health and Behaviour in Schools. [Online]</p> <p>Education Endowment Foundation , n.d. Behaviour. [Online]</p> <p>Dix, P. 2017 - When the Adults Change, Everything Changes: Seismic shifts in school behaviour</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	

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

Budgeted cost: £ 3,875

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Pastoral <i>Social, emotional and communication needs relating to physical and mental wellbeing impacting on learning.</i></p>	<p>Social/emotional learning and support – Education Endowment Fund +4 months Mod cost</p>	<p>6</p>
<p>Sports coaching <i>Before and After-school activities</i></p>	<p>Inclusion, emotional/social wellbeing, Family support.</p>	<p>5, 6</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PiXI	
Read, Write, Inc	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.