



Woodlea Primary School Pupil Premium Strategy Statement

This statement details our school's intended use of the pupil premium (and recovery premium) for the 2023 to 2024 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	Woodlea Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended, school is setting a 1 year plan to ensure rapid progress is made)	2023/2024
Date this statement was published	10/10/2023
Date on which it will be reviewed	10/10/2024
Statement authorised by	Governing Body
Pupil premium lead	Matt Greenhalgh Interim Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,480
Recovery premium funding allocation this academic year	£ 6162
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	£ 87,642

Part A: Pupil premium strategy plan

Statement of intent

The money the school receives for children who are, or have been in the last 6 years, eligible for additional funding is used to ensure that every child has the very best opportunity to leave school with all of the skills, knowledge and emotional confidence to ensure that are ready for the next stage of their educational journey.

Following the outcome of the Ofsted Inspection 2022, the school has focussed its work and continuous professional development on improving the quality of teaching and learning ensuring impact for all groups of pupils, including those experiencing disadvantage and/or registered for Pupil Premium. The school believes that best value for money and the greatest impact on our pupil premium children is identifying and then developing what is excellent practice for all children. This includes the purchasing of quality resources to support the teaching and learning within the classroom.

At Woodlea Primary we believe the money should:

- be used in a targeted way based on an annual identification of need
- enable pupils to overcome any barrier to learning
- support the whole family with a 'wrap around' package
- provide the very best quality of teaching and learning
- allow the school to engage with specialist services where identified to enhance the provision we have in school

As a school we believe

- every child can and will succeed
- in raising the aspirations for all our children and families
- in acting early as soon as a need is identified
- that every child in our school is, or will be supported to become a self-motivated and effective learner
- that every child will be respectful and learn the skills of working as part of a team
- that we want every member of our school community to be happy at school

Challenges

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

Challenge number	Detail of challenge
1	Our Pupil Premium children have a high rate of double disadvantage (Pupil Premium and identified Special Educational Need) – 59% compared to 12% nationally.
2	Historically, Pupil Premium Children's attendance has been on average 2% lower than non-pupil premium children
3	Assessment and school internal tracking suggests that pupil premium children do not attain as highly in reading at all key stages.
4	Assessment and school internal tracking suggests that pupil premium children do not attain as highly in writing at all key stages.
6	Assessment and school internal tracking suggests that pupil premium children do not attain as highly in maths at all key stages.

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
1	Improved outcomes for pupils experiencing SEN and Disadvantage	Disadvantaged children who also have an identified area of special educational need make accelerated progress to be at least in line with similar pupils nationally in 2024 and exceed in 2025.
2	To achieve and sustain improved attendance for all pupils, particularly those experiencing disadvantage, to ensure access to learning.	2024/2025 attendance data: - the overall absence rate for all pupils being no more than 5%, - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.5%.
3	Improved phonic attainment among disadvantaged pupils.	Year 1 phonics test outcomes in 2024: Greater than 70% of disadvantaged pupils meet the expected standard.
4	Improved reading attainment for disadvantaged pupils.	Internal KS1 reading outcomes in 2024: Greater than 75% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2024 are in line with outcomes for pupils experiencing disadvantage Nationally.
5	Improved writing attainment for disadvantaged pupils.	Internal KS1 writing outcomes in 2024: Greater than 70% of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2024 are in line with outcomes for pupils experiencing disadvantage Nationally.
6	Improved maths attainment for disadvantaged pupils.	Internal KS1 maths outcomes in 2024: Greater than 75% of disadvantaged pupils meet the expected standard. KS2 maths outcomes in 2024 are in line with outcomes for pupils experiencing disadvantage Nationally.

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: £33,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development from school Leadership and Learning Partner supporting the improvement in the quality of teaching and learning	-High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. -LLP support in the careful designing of the professional development is key to improving pupil outcomes EEF Effective Professional Development Guidance Report	1 + 3 + 4 + 5 + 6
Professional Development from HIAS Teaching and Learning adviser	-High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report -An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils EEF Special Education Needs in Mainstream Schools Guidance Report	1 + 3 + 4 + 5 + 6
Professional Development from HIAS Maths team	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report	1+6
Professional Development from HIAS English team	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report	1+3+4+5
Coaching support for individual teachers	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report	1 + 3 + 4 + 5 + 6
Additional leadership time for maths leader	-Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.	1 + 6

	-High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report	
Additional English leadership time to: • Purchase a new writing scheme for Year 2, (Oxford University Press Big Writing adventure), • support the embedding of key writing skills • mentor, coach and challenge staff • develop fluency in writing for the most disadvantaged children.	Although there is less evidence of good writing strategies than reading children need to be introduced to, then practise, planning, drafting, revising, and editing with feedback from the teacher and from their peers. The aim is for them to increase the fluency of these skills and techniques so that they become automatic EEF Literacy KS1 Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	5
Additional time for English Leader to embed and develop the school's phonics scheme. • Provide bespoke CPD for all staff • Ensure the phonics scheme is responsive to children's needs, accelerating progress • Support adaptations to the scheme where appropriate	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development Guidance Report Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Evidence suggest that children experiencing success with reading is a key component to reading progress EEF Literacy KS1 Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 + 3 + 4 + 5
Purchase of additional KS2 reading books	-Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. -Develop pupils' fluency through: • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. EEF Literacy KS2 Guidance Report	1+3+4
Purchase of additional KS2 guided/shared books	Develop pupils' fluency through: • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.	1+3+4

Purchase of additional phonetical decodable KS1 books	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Evidence suggest that children experiencing success with reading is a key component to reading progress EEF Literacy KS1 Guidance Report	1+3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for disadvantaged pupils and those that did not achieve the required standard in the Year 1 phonics assessment	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3 + 4
Additional SENCo time to ensure high quality interventions compliment high quality in class teaching. SENCo to work with and support LSAs in delivery of interventions and communication with teachers	Adopting a tiered approach to support and carefully considering when targeted interventions might be appropriate and when we may want to seek additional specialist support is key to ensuring all children make progress. The integration of any intervention with curriculum teaching is vital for the success of the intervention EEF Special Education Needs in Mainstream Schools Guidance Report	1 + 3 + 4 + 5 + 6
Fresh start phonics intervention for KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 + 3
Purchase Education Psychologist time	The advice of an Educational Psychologist is key to understanding and then meeting the needs of children with more complex issues. Expert advice ensures we are able to apply all the strategies research recommends is best practice EEF Special Education Needs in Mainstream Schools Guidance Report	1 + 3 + 4 + 5 + 6

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

Budgeted cost: £18,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behavior management and de-escalation techniques with the aim of developing our school ethos and improving behavior across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2 + 5
Attendance monitoring and systems set up to track and support /challenge parents where attendance becomes a concern	DfE guidance on attendance Worknig together to improve school attendance Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).	1+2
Funding time for school ELSA to work with families to improve attendance	DfE guidance on attendance Worknig together to improve school attendance Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.	1+2
Develop a clear vision for attendance with all stakeholders linked to our school values and high expectations This will involve - Regular communications on attendance - Using new MIS to support earlier identification of attendance concerns - Time from SLT on working with parents where attendance is a concern - Time with school ESLA supporting children - Parent support with ELSA and/or SENCo	DfE guidance on attendance Worknig together to improve school attendance Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.	1+2
Funding for places in breakfast and or after school club to support families in need	DfE guidance on attendance Worknig together to improve school attendance Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.	2

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 + 2 + 3 + 4 + 5 + 6
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Total budgeted cost: £87,642

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The school was judged inadequate by Ofsted in December 2022 in Leadership and Management and Overall Effectiveness. Since that date a new leadership team and Interim Executive Board have been put in place. Tracking and monitoring is now rigorous, with leaders being regularly challenged by the IEB and the Local Authority. Year 6, Year 2 and Year 1 outcomes, whilst below National averages, are significantly improved from 2022 and the predictions that were made in January 2023. This is due to targeted input, interventions and challenge from leaders at all levels.

Further information (optional)

Our Pupil Premium Strategy is interwoven with all other areas of school improvement. The areas we are working on as a school this academic year are:

Quality of Education

- All children, especially our disadvantaged children, make rapid progress in reading, writing and maths due to effective teaching. This includes focused planning with clear learning objectives, varied task design, including split inputs, which support the needs of all children within a lesson and across a series of lessons
- Children with Special Education Needs make rapid progress as their needs are clearly identified, actions to address their needs are effective and expectations of children's outcomes are high
- Attainment in reading across the school is accelerated with refinement to the RWI phonic scheme in KS1, implementation of Fresh start phonics where needed in KS2 and enhanced guided reading teaching in KS2
- Attainment in writing across the school is accelerated through a continual enhancement of the writing curriculum which is focussed on: the development of key writing skills. Particular emphasis will be placed on spelling, handwriting and sentence structure
- Attainment in maths across the school is accelerated with an adapted curriculum focused on children's gaps in learning and with a strong foundation in number fluency

Behaviour and Attitudes

- High standards of behaviour for learning are further embedded through: the review of the behaviour policy, the building in of clear rewards and, expectations that all children and staff understand
- Staff training and CPD is closely linked to the school's vision and values which enables all staff to support children with the right strategy for the situation, leading to significantly improved behaviour at all times during the school day
- Attendance is improved to be in line with national averages. There will be clear leadership expectations, a whole school focus on high attendance and excellent parental communication

Early Years

- The Early Years environment is further developed to ensure child initiated learning challenges children across the areas of the curriculum. There will be a clear focus on providing opportunities for high quality language and communication development
- The Learning environment and expectations, in both Year R and Year 1, are adapted termly to meet the changing needs of the children, ensuring that the environment and curriculum structure provides challenge and support, therefore ensuring children make rapid progress

Leadership and management

- All subject leaders have clear systems in place to lead their subject and ensure children are making accelerated progress, including a clear Subject Development Plan, a linked monitoring schedule and specific times to review their actions to identify the impact they are having
- Subject leadership is consistent and strong across the school due to clear whole school systems and continued CPD, coaching and mentoring for all subject leaders by the SLT and HIAS advisers
- Strong SEN systems are further developed and new systems set up, to ensure the highest quality of SEN provision across the school both in class and where additional interventions are in place for the children.
- Roles and responsibilities at all levels are clearly defined and embedded through a strong performance management process, to provide effective leadership across the school and to sustain rapid improvement
- Safeguarding and Health and Safety culture and practice are of the highest standards to ensure that the school is an environment where children, staff and families feel secure and confident

The Pupil Premium strategy is a living document. We review our pupil premium expenditure and any actions not considered to have been effective or value for money are discontinued. We use numerous research documents from the EEF as well as Ofsted and the DfE publications to support us in developing our strategy based on our children's identified needs.

The Headteacher of the school is the pupil premium lead for the school as we believe that our most disadvantaged children need the strongest leadership and all actions designed to ensure that they thrive and achieve are given the highest priority.