

## 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	Data
School name	Woodcroft Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	119 (59%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Barry Fanning
Pupil premium lead	Laura Sherwell
Governor / Trustee lead	Marie Hattersley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145870.83
Recovery premium funding allocation this academic year	£7613
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	£153483.83

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our disadvantaged children receive the same opportunities and experiences in school as their non-disadvantaged peers. Teachers identify individual academic gaps; these are addressed through targeted high quality support and quality first teaching. Our CPD programme focuses on our Woodcroft teaching and learning pedagogy, which supports staff to deliver clear and meaningful learning journeys.

Removing educational and social barriers for our pupils is the key objective of our pupil premium strategy. Due to our high proportion of disadvantaged students, most of our actions from this plan benefit all pupils, with a few specifically targeting certain educational or social barriers.

## Challenges

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

Challenge number	Detail of challenge
1	We have a significantly higher proportion than the national average of pupils from disadvantaged backgrounds and serve a community with significant deprivation. A significant proportion of our pupils have complex family lives which impact on their schooling.
2	Low starting points on entry to EYFS, especially physical development. Potential for further hindrance to development due to lockdown.
3	Low aspirations and resilience prevents children of all abilities aiming high and achieving at greater depth.
4	There is a vocabulary gap across the school and this impacts on writing and spelling outcomes.
5	Pupils have limited exposure to the wider community and the world around them – this limits their ability to understand new ideas and concepts with limited experience.

## 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
Pupil Premium children make accelerated progress from Key Stage 1 to Key Stage 2. Rapid catch up replaced with a keep-up approach.	Closing the attainment gap between PP and non-PP pupils at Key Stage 2 from their stronger Key Stage 1 outcomes.
PP pupils identified early in EYFS and specific teaching occurs to accelerate early key skills. Early focus on physical development including both gross and fine motor skills.	EYFS PP pupils leave EYFS in-line with their non-PP peers for Good Level of Development.
Increase in resilience in children prepared to challenge themselves at all levels of their learning.	Greater number of PP pupils achieving Greater depth; increase in those PP pupils identified as close to expectations at PRMs achieve ARE.
Broaden vocabulary of children across the school to improve spelling and writing outcomes. Teaching of vocabulary alongside spelling rules.	Improved use of language across all cohorts that supports improvement in spellings. This is evidenced in pupils' written work across the curriculum.
All pupils receive a diverse range of experiences that broaden their understanding of the world around them.	Trips, clubs and visitor events are attended by a high proportion of disadvantaged pupils. Work outcomes linked to experiences are improved due to a greater understanding of context.

## 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: £24702

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve quality of teaching through rigorous CPD, coaching and monitoring, ensuring it is consistently good or better.	CPD is linked to whole school pedagogy and a coaching programme is implemented where need is identified. Leaders Support teachers to deliver quality first teaching is fundamental in closing the disadvantage gap.  EEF: Mastery learning is a moderate cost with progress potential of 5 months	1 to 5
To improve child-led discussion which will support vocabulary development for all pupils.	Lessons structured to encourage oral contributions. Resources such as 'Magic Writer' purchased to ensure children have clear models	4

	EEF: Oral language interventions, low cost and potential progress of +5 months.	
HIAS support to impact on the quality of teaching through expert CPD	<p>CPD on School Improvement including: Vocabulary; Spelling; the Science of Learning; Art teaching; and improving outcomes for children with SEND.</p> <p>EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.</p>	1 to 4
To support language development and early reading through high quality phonics.	<p>New Phonics Package acquired (Little Wandle) with resources to support the high quality phonics teaching that is already happening.</p> <p>EEF: . Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1, 2, 4
To encourage reading for pleasure and support the wider reading curriculum.	<p>Purchase of new reading books including phonetically decodable books for early readers.</p> <p>EEF: reading strategies can increase progression by 6 months. Encouraging reading supports this.</p>	1, 3, 4
To ensure children have books at home.	<p>Purchase of free books to give as prizes to pupils to encourage reading.</p> <p>EEF: reading strategies can increase progression by 6 months. Encouraging reading supports this.</p>	1
Developing History Curriculum through hands on resources.	<p>Design and purchase History boxes to support hands on learning and bring curriculum to life.</p> <p>EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.</p>	1, 5
Improve access to tablet technology to support the	15 Ipads Plus Trolley – giving teachers more flexibility to enrich the curriculum through the use of technology.	1, 3, 5

development of computing skills.	EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language specialist support.	New LSA 20 % of time allocated to S&L interventions.  EEF: Impact of TAs when delivering targeted interventions is 4+ months.	2, 4
Development of outdoor learning environment in EYFS and Key Stage 1 to improve language.	Focus on early language and physical development through the creation of outdoor learning spaces in EYFS, Year1 and Year 2.  EEF: There has been insufficient evidence gathered by EEF. However, we have seen the benefits to our children in delivering outdoor opportunities in terms of their physical development, their welfare and their engagement.	2, 5
Focused 1:1 catch support through our cover teacher's additional days.	Additional day to provide 1:1 catchup of cover teacher.  EEF 1:1 tuition can improve progression by 5+ months	1, 2, 4
Ensure children with multiple vulnerabilities are supported with individual interventions.	HLTA to support children with multiple vulnerabilities and provide targeted interventions.  EEF: Impact of TAs when delivering targeted interventions is 4+ months.	1, 2, 3 & 4
To provide reading interventions to all cohorts and accelerate reading progress to the most vulnerable.	LSAs deliver interventions of groups to accelerate reading. Teachers to ensure they read with vulnerable children.	1, 2, 4

	EEF: Reading comprehension strategies can have 6+ months progress and targeted interventions by LSAs can have up to 4 months progress.	
To close language and physical development gaps in EYFS.	Additional LSA to support early language development in EYFS.  EEF: Small group tuition and LSA targeted intervention can have 4 months progress.	1, 2 & 4
Support pupils with SEMH needs through Thrive activities.	Training for Thrive Practitioner and delivery of advice and assessment.  Training for therapeutic story writing.  EEF: Social and emotional learning can have +4 months progress	1, 5

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

Budgeted cost: £36061

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To enhance opportunities for pupils to study Science in the wider environment	Development of a dipping pond and science nature area.  EEF: There has been insufficient evidence gathered by EEF. However, we have seen the benefits to our children in delivering outdoor opportunities in terms of their physical development, their welfare and their engagement.	1, 3, 4, 5
Broaden the experiences and trips for other pupils to enrich the curriculum.	Each Year group from Year R to Year 6 book 6 trips or experiences across the academic year. Parents provide voluntary contributions but this is subsidised. School pantomime subsidised.  EEF: Social and emotional learning can have +4 months progress	1, 3, 5

Enhancing the pupil environment to develop learning across the school.	<p>Focus on developing the library, stairwells and hall through Wall Art that encourages reading and subject knowledge. These will build pupil curiosity.</p> <p>Visual support to help children learn through what they can see on a daily basis. An engaging environment that shows children what is possible.</p>	1 & 3
To ensure that pupils are fed and not hungry during the school day.	<p>Provide bagels and cereal on a daily basis.</p> <p>EEF: Social and emotional learning can have +4 months progress</p>	1
Subsidise cost of breakfast club to ensure pupils arrive on time and are fed.	<p>Parents charged 30p for breakfast club. Salary of 3 x LSA for 5 days a week.</p> <p>EEF: Social and emotional learning can have +4 months progress</p>	1
Improve attendance and punctuality of disadvantaged pupils through targeted support.	<p>HSLW works with families to identify areas of need to improve attendance.</p> <p>This is not an area that EEF have focused on, however we know that attendance is key in good attainment.</p>	1, 3
Year 6 residential trip subsidised by the school. This is to ensure take up.	<p>2 x nights with 8 activities to broaden children's experiences.</p> <p>EEF: Social and emotional learning can have +4 months progress</p>	5

**Total budgeted cost: £153,651**

## 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.

*Please see our Pupil Premium Strategy for 2020-21 which has impact statements for all Pupil Premium focus points.*

### 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
N/A	
N/A	

### 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

## Further information (optional)

*When developing this strategy we have considered the needs of our pupils and how we can improve their educational experiences and outcomes. For each target in our strategy we have considered evidence from EEF as well as our own knowledge of the community we work in.*