

## Woodcocks' Well CE (VA) Primary School - Pupil premium strategy statement: 2022 - 2025

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
School name	Woodcocks' Well CE (VA) Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23-24, 24-25, 25-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governor
Pupil premium lead	Stephanie Beckett, Headteacher
Governor / Trustee lead	Johanne McKie, Pupil Premium governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
Recovery premium funding allocation this academic year	£500
National Tutoring Grant at 60% of the cost	£472.50
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	£19,887.50

## 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will also use our small National Tutoring Programme grant for a small number of pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- enrich experiences of disadvantaged pupils

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in Reception and Key Stage 1. Phonics attainment data has been on a downward trend during the period of reported data <b>but has now begun to rise getting closer to the national average.</b>
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  <b>72% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children who are also SEND</b>
4	Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  <b>59% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children who are also SEND</b>
5	SEND. A significant proportion of our disadvantaged pupils also have SEND needs relating to 1 or more areas of the code of practice. These pupils are supported in class and by our SEN/SMHL Assistant in school. In many cases the emotional needs of the children are not being met which then impacts on their ability to make accelerated progress against their targets. There is often an emotional barrier to their learning.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has <b>increased slightly</b> from <b>87.3% to 88.9%</b> however this is still lower than for non-disadvantaged pupils ( <b>95.1%</b> ).  <b>35%</b> of disadvantaged pupils have been late during the year resulting in missing the start of the school day.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Pupil Premium pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Infusing vocabulary within the curriculum will be a focus for subject leaders, ensuring it its progressive 2021-2024</li> </ul>
<p>Improved phonic attainment among disadvantaged pupils</p> <p>Ruth Miskin Cost Oxford Owl Cost Monitoring cost</p>	<ul style="list-style-type: none"> <li>• Assessment to indicate improvements in Phonic assessment data including for disadvantaged pupils.</li> <li>• Embed a complete systematic synthetic phonics (SSP) programme to support for children in Reception and Key Stage 1 to become fluent readers (Read Write Inc)</li> <li>• Engage with English Hub and Ruth Miskin Training</li> <li>• Parents will know how to support pupils at home with phonics and reading through specific phonics workshops</li> <li>• 100% of our disadvantaged pupils will pass the Phonics Screening Check</li> </ul>
<p>Improved reading attainment among disadvantaged pupils</p> <p>Renaissance Cost UKS2 AR club New Books chosen by disadvantage pupils</p>	<ul style="list-style-type: none"> <li>• Assessments and Pupil voice will indicate significantly improved reading skills among disadvantaged pupils.</li> <li>• Accelerated Reader will be embedded for Pupils who are no longer on the phonics scheme.</li> <li>• Disadvantaged pupils will make 6 months reading age progress every year.</li> <li>• Key Stage 2 reading outcomes in 2023/2024 will show that 50% of disadvantage pupils will meet age-related expectations.</li> <li>•</li> </ul>

<p>Improved writing attainment among disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Key Stage 2 writing outcomes in 2023/2024 will show that 50% of disadvantage pupils will meet age-related expectations.</li> </ul>
<p>To address SEND needs, particularly of our disadvantaged pupils, by sustaining improved wellbeing for all pupils in our school. 22-23 11/17 - 65%</p>	<p>Engagement with the DFE Senior Mental Health Lead programme. Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.  22-23 PP – 91% Non PP – 94% Lateness – 5.4%</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.</li> <li>• the percentage of disadvantaged pupils who are late to be reduced to 1%</li> <li>• Implement daily phone calls to ensure families are awake and able to get to school on time.</li> <li>• Link with other professionals to ensure routines can be implemented in the home to aid families in getting their child to school on time.</li> </ul>
<p>To enhance pupils' cultural capital by providing a range of experiences.</p>	<ul style="list-style-type: none"> <li>• Provide pupils with a range of after-school club options (ideas gathered via pupil voice.)</li> <li>• Disadvantaged pupils to attend at least 1 after school club during the academic year 2022-2023.</li> <li>• Provided children with an enriched curriculum.</li> <li>• Pupils to have the opportunity to access 'Holiday and Food' club activities during school holidays.</li> </ul>

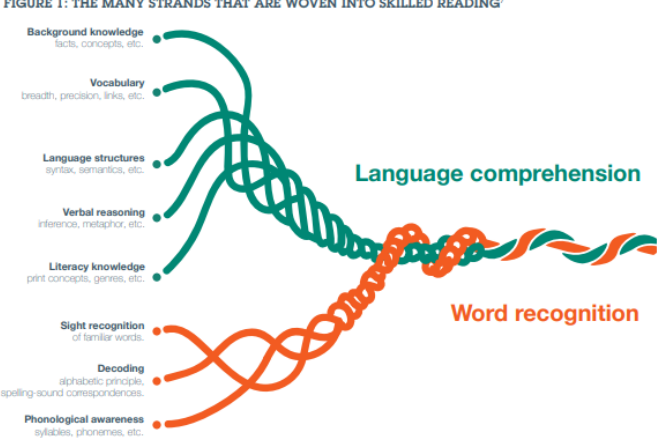


## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

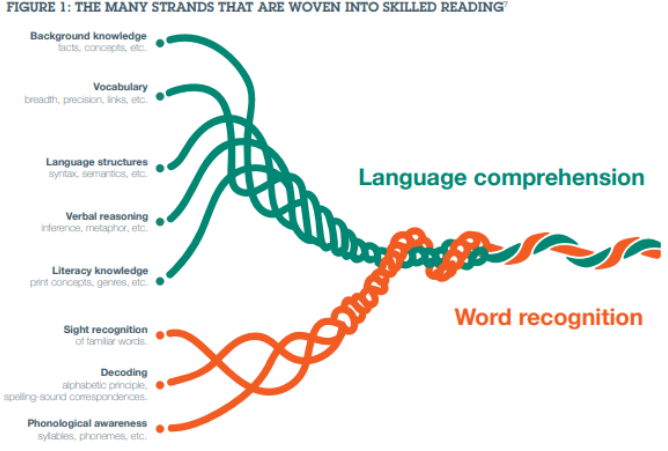
## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly to impact on future planning.</p> <p><i>£380 – Supply cover for 1:1 time with Headteacher</i></p>	<p>EEF states:</p> <ul style="list-style-type: none"> <li>• Are likely to be reliable and valid and should be able to provide information on the criteria.</li> <li>• Often standardised using national populations so you can compare your children's attainment to national norms.</li> <li>• Can be highly predictive of performance in national tests and some may provide predictions as well as actual scores.</li> </ul>	<p>3 4</p>
<p>English lead CPD on developing vocabulary within school to impact on Oracy and comprehension as well as the writing process</p> <p>Monitoring time Oracy needs to be looked at</p>	<p>EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11. If I can read a word I can spell a word – Ricketts 2018. Orthographic facilitation</p> <p>EEF Pp10 – 13 Scarborough's reading rope</p> <p>FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING'</p>  <p>The diagram illustrates Scarborough's Reading Rope, showing two main strands: Language comprehension (top, green) and Word recognition (bottom, orange). The Language comprehension strand includes Background knowledge (facts, concepts, etc.), Vocabulary (breadth, precision, links, etc.), Language structures (syntax, semantics, etc.), Verbal reasoning (inference, metaphor, etc.), and Literacy knowledge (print concepts, genres, etc.). The Word recognition strand includes Sight recognition (of familiar words), Decoding (alphabetic principles, spelling-sound correspondences), and Phonological awareness (syllables, phonemes, etc.). The strands are woven together to form a rope.</p>	<p>1 2 3 4</p>

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

Budgeted cost: £16,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic support to develop Oracy and comprehension in reading by implementing structured programmes</p> <p><i>Accelerated Reader Sessions for KS2 Pupils 1x per week</i> <b>£646</b></p> <p><i>Phonics Tutoring for all children in receipt of PPG at least 3x per week</i> <b>£1596</b></p>	<p>EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11. If I can read a word I can spell a word – Ricketts 2018. Orthographic facilitation</p> <p>EEF Pp10 – 13 Scarborough’s reading rope</p> <p>FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*</p>  <p>The diagram illustrates Scarborough's Reading Rope, showing two main sections: Language comprehension (top, green) and Word recognition (bottom, orange). The Language comprehension section includes strands for Background knowledge (facts, concepts, etc.), Vocabulary (breadth, precision, links, etc.), Language structures (syntax, semantics, etc.), Verbal reasoning (inference, metaphor, etc.), and Literacy knowledge (print concepts, genres, etc.). The Word recognition section includes strands for Sight recognition of familiar words, Decoding (alphabetic principle, spelling-sound correspondences), and Phonological awareness (syllables, phonemes, etc.). The strands are woven together to form a rope that tapers towards the right, representing the integration of these skills into skilled reading.</p>	<p>1 2 3 4</p>
<p>Additional Phonics sessions linking with advice from Lacey Green English hub</p> <p><i>Funded by DFE</i> <i>Phonics Tutoring for children at least 3x per week</i> <b>£1596</b></p>	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Support in class on year group specific objectives to ensure the disadvantaged gap does not widen</p> <p><b>£9,600</b></p>	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3 4</p>



<p>Developing Social, Emotional Mental health specific interventions (Nurture/Elsa)</p> <p><i>£500 - resources</i> <i>£250 – ELSA supervision</i> <i>£1500 – delivery</i> <i>£500 – staff training</i> <i>Emotion Coaching</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p><i>£ 380 – Meetings with professionals (Supply for teachers x 4 sessions)</i> <i>£1,000 – Attendance Officer via CE</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>To enhance pupils’ cultural capital by providing a range of experiences.</p> <p><i>£69 music tuition</i> <i>£1,044 enrichment visits</i></p>	<ul style="list-style-type: none"> <li>• Provide pupils with a range of after-school club options (ideas gathered via pupil voice.)</li> <li>• Disadvantaged pupils to attend at least 1 after school club during the academic year 2022-2023.</li> <li>• Provided children with an enriched curriculum.</li> </ul> <p>Pupils to have the opportunity to access ‘Holiday and Food’ club activities during school holidays.</p>	<p>7</p>

**Total budgeted cost: £18,981**

## 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 2022 to 2023 academic year.

<b>Progress Measures:</b>				
<b>Core Subjects</b>				
	<b>Pupil Numbers</b>	<b>Key Stage 1 - 6</b>	<b>Lower Key Stage 2 - 4</b>	<b>Upper Key Stage 2 - 5</b>
<b>Attainment</b>	Pre-Key Stage	Maths - Reading - Writing -	Maths - 2 50% Reading - 2 50% Writing - 2 50%	Maths - Reading - Writing -
	Working Towards	Maths - 4 67% Reading - 4 67% Writing - 4 67%	Maths - 1 25% Reading - Writing - 2 50%	Maths - 3 60% Reading - 4 80% Writing - 5 100%
	Age Related	Maths - 2 33% Reading - 2 33% Writing - 2 33%	Maths - 1 25% Reading - 1 25% Writing -	Maths - 3 60% Reading - 2 40% Writing - 1 20%
	Above Age Related	Maths - Reading - Writing -	Maths - Reading - 1 25% Writing -	Maths - Reading - Writing -
	<b>Pupil Numbers</b>	<b>Key Stage 1 - 6</b>	<b>Lower Key Stage 2 - 4</b>	<b>Upper Key Stage 2 - 5</b>
<b>Progress</b>	Less than expected	Maths - 1 17% Reading - 1 17% Writing -	Maths - Reading - Writing - 1 25%	Maths - 2 40% Reading - 4 80% Writing - 5 100%
	Expected	Maths - 5 83% Reading - 5 83% Writing - 6 100%	Maths - 1 25% Reading - 1 25% Writing - 2 50%	Maths - 4 80% Reading - 2 40% Writing - 1 20%
	More than Expected	Maths - Reading - Writing -	Maths - 3 75% Reading - 3 75% Writing - 1 25%	Maths - Reading - Writing -

KS1 – 6 PP of which 4 are SEN

LKS2 – 4 PP of which 2 are SEN

UKS2 – 5 PP of which 2 are SEN

Most PP children are progressing as expected if not better (LKS2) although attainment of PP children is not in line with age related expectations.

### Multiplication Tables Check Year 4

	<b>School</b>	<b>National</b>
<b>Full Marks</b>	2 - 17% (not inc SEN 22%)	27%
<b>Disadvantaged children who passed</b>	1 - 50% (not inc SEN 50%)	17.9%
<b>Average score</b>	Total 242 Average - 20.1	19.8

### Phonics Screening Check

Y1 – 72% pass of which 50% passed (1/2)

Y2 – 88% pass of which 100% PP children passed (4/4)

### EYFS – Good Level of Development

73% of which 0% PP children passed

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Not applicable

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

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising Mental Health training from different services. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Develop staff understanding of having a trauma informed approach
- Offering a wide range of high-quality extracurricular activities. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

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

We looked at a number of reports by the EEF about effective use of pupil premium.

We used the [EEF's implementation guidance](#) to help us develop 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.

We engaged with the English hub for phonics and will continue to do so next year.