

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	Woodcocks' Well CE (VA) Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22 to 23-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephanie Beckett, Headteacher
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	£11,760
Recovery premium funding allocation this academic year	£3,360
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	£15,120

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. (last reported 2019)
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. 86% of disadvantaged pupils are working below age-related expectations compared to 29% of non-disadvantaged pupils.
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. 71% of disadvantaged pupils are working below age-related expectations compared to 27% of non-disadvantaged pupils.
5	Our observations and pupils voice have shown that all pupils have worries since returning to school following the last lock-down. We have identified that our disadvantaged pupils do not take up enrichment activities such as sports clubs and music tuition.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 91.8% - 4.1% lower than for non-disadvantaged pupils. 2.9% 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.

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.	Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This will be evident when

	<p>triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>In Reception the Nuffield Early Language Intervention programme will be introduced in 2021-2022.</p> <p>Infusing vocabulary within the curriculum will be a focus for subject leaders, ensuring it its progressive 2021-2024</p>
Improved phonic attainment among disadvantaged pupils	<p>Assessment to indicate improvements in Phonic assessment data including for disadvantaged pupils.</p> <p>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)</p> <p>Reading books will match the order of taught phonics</p> <p>Parents will know how to support pupils at home with phonics and reading</p>
Improved reading attainment among disadvantaged pupils	<p>Assessments and Pupil voice will indicate significantly improved reading skills among disadvantaged pupils.</p> <p>Accelerated Reader will be introduced for Pupils who are no longer on the phonics scheme.</p> <p>Disadvantaged pupils will make 6 months reading age progress every year.</p> <p>Key Stage 2 reading outcomes in 2023/2024 will show that more than 50% of disadvantage pupils will meet age-related expectations.</p>
Improved writing attainment among disadvantaged pupils	<p>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.</p> <p>Key Stage 2 writing outcomes in 2023/2024 will show that more than 50% of disadvantage pupils will meet age-related expectations.</p>
To achieve and sustain improved wellbeing for all pupils in our school,	Engagement with the DFE Senior Mental Health Lead programme.

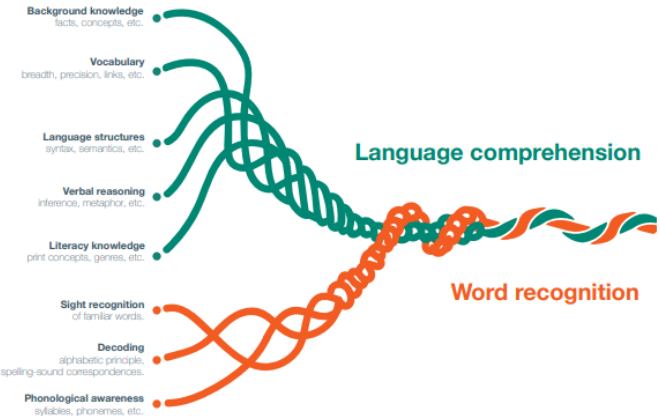
<p>particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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%. <p>the percentage of disadvantaged pupils who are late to be reduced to 1%</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.

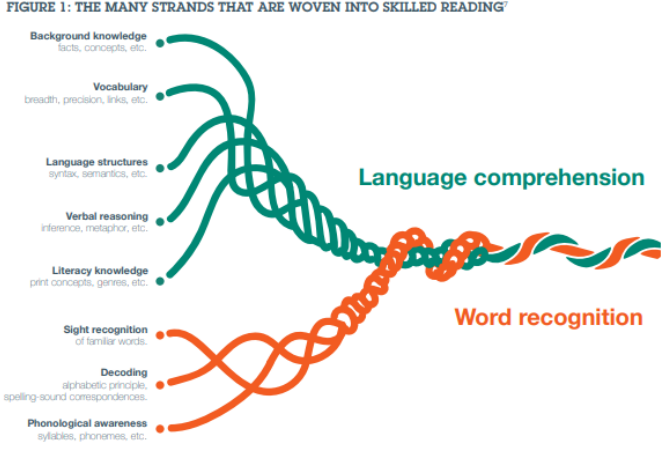
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF states:</p> <ul style="list-style-type: none"> • Are likely to be reliable and valid and should be able to provide information on the criteria. • Often standardised using national populations so you can compare your children's attainment to national norms. • Can be highly predictive of performance in national tests and some may provide predictions as well as actual scores. <p>Approx: NFER £193- KS1 £666 - KS2</p>	<p>3 4</p>
<p>English lead CPD on developing vocabulary within school to impact on Oracy and comprehension</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: £12,314

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>NELI 867(JH 1/3 of costs 867+/6)</i> <i>Accelerated Reader Set up funded by PTFA</i></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 from left to right, indicating that these skills are integrated and become more fluid as reading proficiency increases.</p>	<p>1 2 3 4</p>
<p>Additional Phonics sessions linking with advice from Lacey Green English hub</p> <p><i>Phonics intervention 1197/1116</i></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>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme</p> <p><i>1080</i></p>	<p>£810 – covid tutoring grant + 25% from school</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 4 10 80 2</p>
<p>Support in class on year group specific</p>	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 4</p>

objectives to ensure the disadvantaged gap does not widen <i>Approx £20ph (34,330/pp numbers) £4,275</i>		
Developing Social, Emotional Mental health specific interventions (Nurture/Elsa) <i>£1000 - resources £800 – ELSA £ 2,800 – delivery £259 music tuition</i>	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the DfE Senior Mental Health Lead Course <i>cost via DfE Grant</i>	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. <i>£500 – CPD/resources</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £14,114

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

[Reviewed Pupil Premium Strategy 20-21](#)

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 a [DfE grant to train a senior mental health lead](#). 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.
- 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, the impact of disadvantage on education outcomes. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.