



# Pupil Premium Strategy Statement

This statement details our school’s use of 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	Woodley CofE Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	15% (45 children)
Academic year/years that our current pupil premium strategy plan covers 3 Years	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L Gurney
Pupil premium lead	L Gurney
Governor / Trustee lead	C Denley
Pupil Premium TA Champion	A Benham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70870
Recovery premium funding allocation this academic year	£10814
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	£81684

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intent is that all pupils make good progress and achieve high attainment across all subjects but particularly in Reading, Writing and maths. As our vision states, we for all children to achieve this irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal by reducing barriers they may face.

*What are your ultimate objectives for your disadvantaged pupils?*

- *For all disadvantaged pupils to make good progress against their targets in school and to meet or exceed age related expectations in Year 6 to ensure they are secondary school ready.*
- *To continue to try to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.*
- *To improve the attendance of all disadvantaged children through continued close monitoring and work to address barriers.*
- *To raise the expectations and aspirations of these children and their families through promoting cultural capital*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*

*How does your current pupil premium strategy plan work towards achieving those objectives?*

- *Good quality wave 1 teaching to support the needs of the children and leads to good progress*
- *A curriculum that addresses cultural capital*
- *Staff CPD*
- *Interventions to support progress in key areas such as reading and maths.*
- *Subsidise trips and resources*
- *Mental health and pastoral support work*

*'At Woodley C of E, each person is unique and accepted as a child of God. Through strong Christian values and our BRIGTH attitudes to learning, we inspire hearts and minds to create lifelong learners, who have the knowledge, skills and understanding to shine brightly in the world.'*

## Challenges

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

Challenge number	Detail of challenge
1.	PPG children have poor starting points and many have a low baseline on entry to EYFS
2.	PPG children are failing to achieve the rapid progress in reading, writing and maths, they need to make, to enable them to close the gap with their non-PPG peers.
3.	Attendance of our PPG children as a group is lower than that of the whole school.
4.	Limited parental engagement to support learning which impacts children's attitude to learning.

## 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. Disadvantaged children make more progress in EYFS	EYFS Profile shows improved progress from starting points and this continues throughout KS1.
2. Disadvantaged children to improve attainment and progress in reading, writing and maths.	KS2 outcomes 2024/25 show that children in the cohort are closing the gap with their peers and are making good progress.
3. To achieve and sustain improved attendance for our disadvantaged pupils; to close the absence gap between them and their non-disadvantaged peers.	Sustained high attendance from 2022/24 demonstrated by: <ul style="list-style-type: none"> <li>• Attendance will be in line with school attendance target (95% or above)</li> <li>• The absence gap between disadvantaged children and their non-disadvantaged peers is closed</li> </ul>
4. Greater parental engagement at school events and higher aspirations. Focused and tailored support for each disadvantaged family improves access to enrichment experiences resulting in children having a sense of belonging leading to greater engagement with their learning.	<ul style="list-style-type: none"> <li>• Attendance at parent's evening for PPG is in line with their peers by 2024</li> <li>• All children attend school trips, including the Year 6 residential trip</li> <li>• 100% of disadvantaged complete their home learning</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:** £47000

Activity	Evidence that supports this approach	Challenge number(s)addressed
<p>Quality first teaching for all pupils (flexible grouping; increased awareness of PPG barriers and gaps in prior learning; lessons tilted; feedback and marking at point of learning; pupil progress meetings)</p> <p>Red Pathway Programme for reading</p> <p>Targeted catch up support as 1:1 or small groups</p>	<p>Data, assessments and observations show that disadvantaged children make the expected progress every year and that by Yr 6 and that 70-80% of children make ARE.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</a></p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> <li>1. Teaching</li> <li>2. Targeted academic support</li> <li>3. Wider approaches.</li> </ol> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p>	<p>1, 2, 3</p>

<p>Embedding metacognitive strategies across the school curriculum</p>	<p>Evidence suggests that metacognition strategies and modelling of these in the classroom show that disadvantaged pupils are more likely to use these skills and will begin to manage their own learning and overcome their challenges.</p> <p>CPD programme of Walk throughs across the school</p> <p>Establishment of Woodley CofE Core 10</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1,2</p>
<p>Improving cultural capital of Disadvantaged children</p>	<p>For all PPG to have access to books at home to support learning and other resources to support teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2,3 4,</p>

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

**Budgeted cost:** £28684

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1:1 and small group intervention in Read,Write Inc</p> <p>Accelerated Reader programme</p> <p>Voice 21</p> <p>Lunchtime reading club</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2</p>
<p>Web-based programmes to be used in school:</p> <p>Reading Plus</p> <p>Nessy</p> <p>Reading Eggs</p> <p>Numbots</p> <p>Freckle</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils and is also effective to support those falling behind.</p>	<p>1,2,3</p>

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

**Budgeted cost:** £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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20/20/20 during lunchtime.	Less unstructured time on the playground benefits those Disadvantaged children who are unable to self-regulate. They are ready to learn once lunchtime has ended.	1, 2, 3
<p>Additional family funding to support:</p> <ul style="list-style-type: none"> <li>• Part fund trips</li> <li>• Fund/part fund Year 6 Residential trip</li> <li>• Print work and give resources if no online access during when home working</li> <li>• Home learning club</li> <li>• Laptop loan</li> </ul>	<p>PPG children benefit from increased enrichment opportunities.</p> <p>Children able to access home/ online learning.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	4
<p>Tailored and focussed support to families provided by PP TA Champion.</p> <ul style="list-style-type: none"> <li>• Make parent consultation appointments</li> <li>• Break barriers to learning</li> <li>• Establish good relationship with the family to support and to also improve attendance.</li> </ul>	<p>Parental engagement supports children’s learning through positive interactions and also gives opportunities for parents to be involved. 100% of parents attended parent consultations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4

**Total budgeted cost: £81684**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2023

#### **2022-2023**

##### **Number of Disadvantaged Pupils:**

Autumn 2022 - 41 Disadvantaged pupils

Spring 2023 - 45 Disadvantaged pupils

Summer 2023 - 45 Disadvantaged pupils

Achieved Expected Standard		Woodley CofE Primary	Wokingham	National
Phonics Screening		60%	66%	67%
End of KS1	Reading	55.6%	46%	54%
	Writing	33.3%	37%	44%
	Maths	44.4%	48%	56%
End of KS2	Reading	75%	58%	60%
	Writing	25%	53%	58%
	Maths	50%	54%	59%

## EYFS outcomes for Disadvantaged

EYFS	Woodley CofE Primary	Wokingham	National
GLD	75%	46%	52%
Reading	75%	49%	55%
Maths	75%	62%	64%

### Analysis

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### **EYFS**

2022/23 saw a smaller group of disadvantaged children (4) with high starting points and we were pleased that 75% met the GLD.

#### **Phonics**

Six of our disadvantaged children achieved the expected standard.

Four children who did not achieve the expected standard had low starting points in EYFS and had much support with phonics.

#### **KS1**

At the end of KS1, disadvantaged children achieve a higher percentage (55.6%) in reading than the Wokingham LA and National levels. This is due to consistent phonics teaching and the structured teaching of reading in year 2.

This is not the case in writing and maths, although 78% made good progress in writing and 55% in maths from their starting points.

Many children who did not achieve the expected standard at FS2 had low starting points when they began school. Much work is undertaken with parents and children to try to close the gaps which occurred during Covid 19.

**KS2**

Reading continues to be successful with disadvantaged children achieving a higher percentage in reading than their peers at Wokingham LA and National level. This has been a whole school target.

Writing is a school target and we are hoping to continue to close the gap still evident from Covid-19.

Maths is broadly in line with Wokingham LA.

School data is still cohort driven with good results in reading with writing lagging behind impacted by Covid-19.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted by Covid-19. However, recent discussions with pupil premium children indicate that they feel valued and supported. We attribute this to the continued work of our pupil premium champion as the children indicated that having an adult to support them made them feel valued and supported with their work across the curriculum meaning their attitudes to learning improved. This is why we will continue and enhance this element of support for these children in the coming academic year.

**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*

<b>Programme</b>	<b>Provider</b>
Freckle	Renaissance
1-1 Tutoring	School based
Reading Solutions	Dream box Learning
Reading Eggs/Express	Blake e-learning

**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