



## 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	Woodley CofE Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	17%
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 21
Date on which it will be reviewed	September 2022
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	£58,325
Recovery premium funding allocation this academic year	£13,433
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	£71,758

# 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 BRIGHT 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 on 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	<ul style="list-style-type: none"> <li>- Attendance at parents 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> </ul>

having a sense of belonging leading to greater engagement with their learning.	- 100% of disadvantaged complete their home learning
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## 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: £ 36,000

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>	1, 2, 3

Embedding metacognitive strategies across the school curriculum	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. CPD programme of Walkthrus across the school Establishment of Woodley CofE Core 10  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1,2
Improving cultural capital of Disadvantaged children	For all PPG to have access to books at home to support learning and other resources to support teaching  <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>	1,2,3 4,

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention in Read,Write Inc.  Accelerated Reader programme	<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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <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>	1,2

<p>Web based programmes to be used in school:</p> <p>ZipTales Nessy Third Space Maths Reading Eggs Numbots 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 also effective to support those falling behind.</p>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>20/20/20 during lunchtime.</p>	<p>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.</p>	<p>1, 2, 3</p>
<p>Additional family funding to support:</p> <ul style="list-style-type: none"> <li>• Part fund trips</li> <li>• Print off work if no online access during when home working</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>	<p>4</p>
<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> </ul>	<p>Parental engagement supports children's learning through positive interactions and also gives opportunities for parents to be involved.</p> <p>100% 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>	<p>4</p>

<ul style="list-style-type: none"><li>• Break barriers to learning</li><li>• Establish good relationship with the family to support and to also improve attendance.</li></ul>		
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**Total budgeted cost: £36,000+£30,000+£5,758**

## 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.

2019- 6 Disadvantaged pupils

2021- 6 Disadvantaged pupils

<b>Reading Year 6 data</b>	Disadvantaged pupils	Non-disadvantaged pupils
2019	84%	71%
2020	No data	No data
2021	84%	82%
2022		
<b>Writing Year 6 data</b>	Disadvantaged pupils	Non-disadvantaged pupils
2019	50%	85%
2020	No data	No data
2021		
2022		
<b>Maths Year 6 data</b>	Disadvantaged pupils	Non-disadvantaged pupils
2019	83%	79%
2020	No data	No data
2021	84%	82%
2022		



Punctuation and Grammar Year 6 data	Disadvantaged pupils	Non-disadvantaged pupils
2019	83%	77%
2020	No data	No data
2021	No data	No data
2022		

The impact of our Pupil Premium outcomes from 2020-21 was impacted by COVID-19 and online teaching but were good at the end of Year 6. Online teaching was tracked carefully and the staff in the vulnerable team maintained good contact with all families and many attended school during this period.

Our strategy supports children from their low starting points and many of them make good progress.

## 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
Diagnostic Maths Intervention (for Years 4,5 & 6)	Third Space Learning (as part of the National Tutoring Programme.)

## 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?	