

Woolden Hill 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	Woolden Hill Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Review of 2020 - 2021
Date this statement was published	15.10.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	Sarah Sadler Executive Headteacher
Pupil premium lead	Candi Norman Head of School
Governor / Trustee lead	Sujay Lavingia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,385
Recovery premium funding allocation this academic year	£ 5,220
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	£ 49,605

Part A: Pupil premium strategy plan

Statement of intent

Woolden Hill Primary School is a vibrant primary school in Leicestershire. All members of our school are committed to providing the very best education possible for our children. We believe that children learn best when they feel valued and are offered a wide range of opportunities. We are dedicated to working with all our stakeholders; children, parents, advisory board and our wider community. Our Intention is to improve the academic outcomes of disadvantaged children of all abilities, irrespective of their background or the challenges they may face. The focus of our strategy is to ensure that we support disadvantaged pupils to achieve high attainment across all subject areas.

We invest the majority of our allocated Pupil Premium allowance high quality teaching and Well-being – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment and ensuring that they are ready to learn is key. We ensure that support and interventions are targeted and backed up by research.

Pupil Premium has a high profile in our school and our Head of School runs the Pupil Premium Networks for our trust and is a Pupil Premium Reviewer. Our school is supported by the Advisory Board, with a lead Advisory Board member who has worked alongside the Pupil Premium lead on school projects. As a school we strongly believe that all stakeholders have a part to play and we work closely with our community, Advisory Board and pupils to ensure that our offer supports all pupil premium pupils. We ensure that pupils of all abilities are supported and challenged to ensure progress, this includes interventions to close the gap as well as to those targeted at pupils who are learning at a greater depth level.

Our SLT monitor the impact interventions and ensure that all staff are accountable for the attainment and progress children in receipt of pupil premium through half termly pupil progress meeting, the use of Insight and regular reporting to the Advisory Board. To ensure that we use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children using educational research such as EEF Teaching and Learning Toolkit.

At Woolden Hill, we understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone.

We use an evidence-based approach to inform our thinking and to ensure that the allocation is used effectively. To ensure they are effective we will:

- Ensure all disadvantaged pupils are challenged
- Monitor progress and intervene when needs are identified
- Raise expectations of staff
- Ensure that our approach is supported by all stakeholders

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments indicate that the education and well-being of our disadvantaged pupils and some of our more vulnerable pupils has been negatively impacted by school closures due to Covid-19 than for other pupils. This has led to significant gaps, leading to pupils falling further behind age related expectations, especially for writing.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their early reading development. Over the last 3 years, 50-65% of pupils have achieved a score of 32 or higher in phonics screenings compared to 75-90% of non-disadvantaged pupils.
3	Assessments, both internal and external indicate that reading progress among disadvantaged pupils is significantly below that of the non-disadvantaged pupils. Over the last 3 years, 28-43% of disadvantaged pupils achieved age related expectations compared to 73-86% of non-disadvantaged pupils in the end of KS2 assessments.
4	Assessments, both internal and external indicate that writing progress among disadvantaged pupils is significantly below that of the non-disadvantaged pupils. Over the last 3 years, 41-71% of disadvantaged pupils achieved age related expectations compared to 73-95% of non-disadvantaged pupils in the end of KS2 assessments.
5	Assessments, both internal and external indicate that maths progress among disadvantaged pupils is significantly below that of the non-disadvantaged pupils. Over the last 3 years, 42-53% of disadvantaged pupils achieved age related expectations compared to 84-94% of non-disadvantaged pupils in the end of KS2 assessments.
6	Our assessments, observations, discussions with pupils and whole school well being survey indicate an increase in social and emotional issues for disadvantaged pupils, due to friendship concerns, online issues and an increase in isolation. This has impacted our disadvantaged pupils and teacher referrals have increased by 27% in the last 12 months. We have 40 pupils requiring additional support, 33 of these are disadvantaged.
7	Our attendance data over the last 3 years indicate that the attendance of our disadvantaged pupils has been between 1.63% and 3.27% lower than for non-disadvantaged pupils. Our observations and research from the EEF show that absenteeism impacts disadvantaged pupils progress negatively.
8	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils, leading to increasing SALT needs for pupils entering EYFS or those pupils who are new to the school.

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 indicate improved oral language skills among disadvantaged pupils. 80% of disadvantaged pupils in EYFS reach listening, speaking and attention and understanding
Improve phonics attainment among our disadvantaged pupils.	Phonics outcomes increase each year and in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes for 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2	KS2 writing outcomes for 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2	KS2 maths outcomes for 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain increased attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2023/24 demonstrated by: The overall absence rate of all pupils being no more than 2.5% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced by 1.5%
To achieve and sustain improved wellbeing for all pupils, with a particular focus on disadvantaged pupils	High levels of pupil wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • Student voice, parent and pupil survey • Observations • Reduction in incidents recorded on CPOMs • Increased participation in enrichment activities.

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: £5,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading in KS2	EEF: Research into high reading comprehension strategies shows high impact for very low cost based on very extensive research.	1, 3

<p>Embed the use of whole class guided reading, daily one to one reading and the use of Accelerated Reader to assess</p>	<p>Reading comprehension strategies + 6 months Research states it is imperative that the right level of text is identified to support pupil progress, so the use of AR will enable this. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Progress in Writing Support & training from Lead Practitioner in English to ensure that planning for the teaching of writing is high quality and that feedback is used effectively.</p>	<p>EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with studies suggesting gains equating to more than two years' progress in one year. Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Progress in Mathematics Continue embed the mastery approach through the use of White Rose Maths to increase mathematical progress.</p>	<p>EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Phonics and Early Reading Embed the use of RWInc phonics scheme to ensure that pupils make good progress in EYFS and KS1.</p>	<p>EEF: Research into high quality synthetic phonics programmes shows high impact for very low cost based on very extensive research. 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. Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Quality First Teaching To provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers using mastery learning, metacognition and feedback</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT LSA The use of EPIC SALT Support Assistant to identify pupils earlier and target appropriate interventions for all PP children	EEF: Research into strategies shows very high impact for very low costs after extensive research Oral Language Interventions + 6 months Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 8
Century & TTRS The use of targeted interventions and challenges in mathematics, spelling and reading in small groups with teaching assistants	EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Phonics interventions Use of additional phonics sessions for KS1 and LKS2 and the use of Fresh Start in UKS2 in small targeted intervention groups	EEF: Research into strategies shows the following high impacts for low costs. Phonics + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £32, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions	EEF: Research into strategies shows the following moderate impacts for moderate costs.	1, 6

Support wellbeing of pupils and build knowledge, social skills, and resilience through interventions	Social and emotional learning + 4 months Behaviour interventions + 4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Attendance Increase attendance of PP pupils to 97% to increase access to learning opportunities and interventions.	Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school.	1, 7
Enrichment Fund Encourage all PP pupils to access a wide variety of opportunities to widen their experiences and increase wellbeing. Use of enrichment fund to access after school clubs, music lessons, trips and uniform	EEF: Research into strategies shows the following moderate impacts for moderate costs. Extending the school day + 3 months Arts participation + 3 months Extending school time EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	1, 6

Total budgeted cost: £49,105

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 the number of changes in schools during 2020/21, wellbeing was at the forefront of our plan to ensure that PP pupils were supported. On entry to school a Bounce Back PSHE unit was taught to all children, while vigorous assessments took place to identify gaps in reading, writing, maths and phonics. Our data showed that although we had made progress towards our intended outcomes in 2018/19, the outcomes we aimed to achieve by 2020/21 in our previous strategy were not realised.

While at school children were identified and then targeted for interventions to close those gaps. The school introduced Insight, to track pupils at the end of the academic year and Pupil Premium data was collected alongside Non-Pupil Premium data to identify gaps moving forward. In year 6 Pupil Premium pupils achieved better than non- Pupil Premium pupils. In Year 1 the largest gaps between Pupil Premium and Non-Pupil Premium children were seen with 100% of Pupil Premium pupils achieving ARE in maths. Only 50% of Pupil Premium pupils would have scored enough to pass the phonics screening. In year 2 the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths was 48%. In year 3, the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths was between 14-19%. In year 4, the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths was between 34-43%. In year 5, the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths was between 17-43%. In year 6, the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths was between 18-39%.

The defined expectation from the DFE, three hours KS1 and four hours for KS2 home-schooling a day, meant an increased pressure on some of our parents. These parents were supported by our school staff. Families were supported with technology to support children with their learning, we offered all Pupil Premium pupils access to devices and support with internet access. As a school we purchased 117 devices to ensure that all of our KS2 pupils had access to a device in school and we worked hard to ensure that Blended Learning could take place regardless of if a child was in school or at home isolating.

Our assessments indicated that the impact of Covid-19 disrupted all subject areas and schools closures were most detrimental to our disadvantaged pupils. Our focus was to ensure that the majority of our Pupil Premium children were in school, receiving high-quality teaching from our teachers. For those disadvantaged children who were not in school during lockdown, access to live lessons was offered, so they could access the same curriculum as those children in school. Teachers contacted all PP children who were not accessing live lessons through weekly phone calls.

The attendance of our disadvantaged children improved from the previous year - finishing at 94.9% by the summer term, an increase of nearly 6%. However there remained a gap with non Pupil Premium who finished the year with an attendance of 96.51%. This is an area to focus on.

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
Fresh Start	Read Write Inc
Phonics	Read Write Inc
Maths, Spelling and Reading lessons	Century

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?	The service pupil premium funding was allocated to the Enrichment Fund and pupils were able to select trips, afterschool clubs and or uniform. All pupils in receipt of this funding were also able to access ELSA sessions and were part of the daily reading programme. They are also included in any intervention that has been put in place for all PP children and will be based on their needs.
What was the impact of that spending on service pupil premium eligible pupils?	Using the service pupil premium in this way has enabled pupils to access a range of enrichment to improve their school experience and has enhanced learning time. Daily reading has supported the children regardless of ability. Being able to access all PP offers has supported all service pp pupils to make good progress.

Further information

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.
- Using devices to enable all children to access blended learning in KS2 classrooms using tools such as immersive reader, Century and Accelerated Reader..
- Using Insight Tracking tools to support regular assessment and data analysis to identify target pupils.

Planning, implementation, and evaluation

When planning our pupil premium strategy, we used 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 used the research from the EEF database to identify schools that were similar to ours to support our planning. We used evidence from *The Inclusive Classroom* by Daniel Sobel to support our teacher development.

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 have also taken part in EEF projects over the last 12 months and will be continuing with the NIESR schools project, which aims to support gaps caused by Covid for pupils in EYFS, Year 1 and Year 2.

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.