

# Pupil premium strategy statement – Woodlands Park Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	06.12.23
Date on which it will be reviewed	06.12.24
Statement authorised by	Eve Cairns Vollans
Pupil premium lead	Beth Williams and Colette Venter
Governor / Trustee lead	Dominic Course

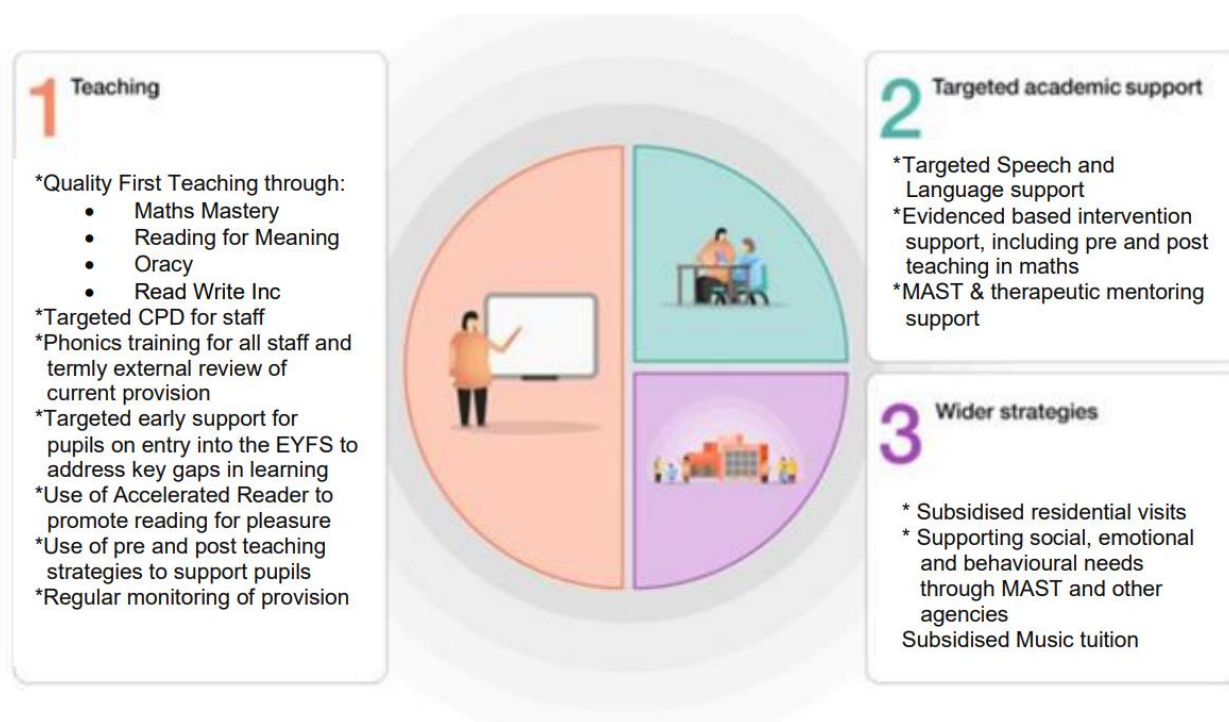
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91890
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 7685
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year+</i>	£99575

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodlands Park Primary we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child. To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. The key principles of our strategy plan are:



## Challenges

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

Challenge number	Detail of challenge
1	Significant period of school closures during the pandemic, followed by parents choosing to keep children at home and affecting attendance, has led to increased

	gaps in attainment (writing) for the most disadvantaged pupils in the school. See School Improvement Plan.
2	Oral language skills in Foundation Stage upon entry are lower for our disadvantaged pupils compared to other pupils. This slows reading and writing progress in subsequent years. See School Improvement Plan.
3	Disadvantaged pupils make slower progress in Read Write Inc. and read with less fluency in EYFS and KS1. Often, this is due to less parental engagement for these pupils. This in turn affects writing attainment and literary confidence. See School Improvement Plan.
4	Social and emotional difficulties, including attendance for FSM eligible children. See School Improvement Plan.
5	Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress, especially in writing and reasoning in maths. Low levels of support and engagement in learning outside of school. See School Improvement Plan.
6	Increase in physical and disruptive behaviours from disadvantaged pupils resulting in fixed term suspensions and part-time timetables. See School Improvement Plan and updated Behaviour Policy.

## 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
All staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision.	Staff meeting time dedicated to sharing expectations from subject leads to ensure consistent, high-quality teaching. Regular release time by core subject leads providing effective monitoring of subjects. Systems, Writing and SEND are focus CPD areas for all staff. High quality teaching and clear systems are understood and followed by all members of staff, ensuring consistency for pupils.
More opportunities for sharing high quality texts and strengthening language and vocabulary are in place in the whole school.  CPD for all staff with a focus on the importance of Reading for Pleasure and Reading Informing Empathy.	Budget is allocated towards sourcing a growing variety of high-quality texts for EYFS staff to share throughout the year. Spoken language has a high priority within the unit. Children are taught and encouraged to talk in full sentences and with appropriate vocabulary.  Ambitious vocabulary is discretely taught and reinforced to up level the language skills of pupils.

	<p>Staff completing DfE/Open Uni Reading for Pleasure CPD sessions. Staff feel empowered to help pupils with reading and book choice. Staff use books to help with empathetic needs.</p>
<p>Read Write Inc. is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increasing and consistently above national levels.</p>	<p>RWI continues to have a high priority within the school. • The RWI lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified. • Additional support is put in place for children who are not making the expected progress and/ or working below the expected level.</p> <ul style="list-style-type: none"> <li>• RWI Development Days and Refresher Training packages are used to ensure external support is in place for RWI lead and staff are receiving the most up-to date information and training.</li> <li>• Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.</li> </ul> <p>Support from Kernow English Hub and WeST Phonics Lead to support with new RWI Leader and to support with assessments and groupings.</p>
<p>All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school.</p>	<p>Accelerated Reader is well-led and has a high priority in the school. Reading lead quality assures monitoring and assessments. Children read regularly both in school and out of school for pleasure and are motivated to read. Reading targets and regular quizzing ensure that motivation and engagement remains high.</p> <p>Reading engagement is tracked carefully and support is put in place for children who are not reading frequently. Disadvantaged pupils receive small group reading sessions every morning at 8.30 for 20 minutes.</p>
<p>Pupils who need support know that there are safe spaces within the school and key members of staff who can support their needs.</p>	<p>Pupils spend time with their key members of staff and Family Support Worker when they need.</p> <p>Pupils know that there is a safe space where they can relax and take time to regulate emotions before returning to class.</p> <p>Pupils and staff work together to ensure that a safe space is created with a variety of</p>

	<p>activities for pupils who need support at lunchtimes.</p> <p>Pupils have access to a wide variety of lunch time and after school clubs.</p> <p>Pupils have access to music lessons and French/Spanish lessons.</p>
Writing- transcription and stamina. An improvement in pupil transcription and stamina for writing will be improved.	<p>Pupils who need writing support will receive personalised interventions.</p> <p>Letter-Join handwriting scheme will be taught every day in every class for 10-15 minutes and pupils will have access to practise at home.</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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers focusing on supporting disadvantaged pupils through high quality teaching.	<p>Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.</p> <p>EF 'Special Educational Needs in Mainstream' guidance report.</p>	1, 2, 3, 5
CPD for all teaching assistants focusing on supporting disadvantaged pupils through high quality teaching and tailored interventions.	<p>EF 'Special Educational Needs in Mainstream' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.</p> <p>The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. EEF 'Selecting Interventions' guidance. EEF 'Making Best Use of TAs' guidance.</p>	1, 2, 3, 5

Designated teachers to join WeST working parties focusing on improving literacy for disadvantaged pupils and social equity.	The EEF Menu of Approaches to support pupil premium pupils. The EEF 'Special Educational Needs in Mainstream' guidance report.	1, 2,3, 4, 5, 6
Recruitment of 0.5 FTE Family Support Worker to support disadvantaged pupils and families. Communicating with and supporting parents	The EEF Guidance Report "Working with Parents to Support Children's Learning"	1, 4, 5, 6
Supporting the recruitment and retention of teaching staff, providing cover time to undertake NPQs (6 members of staff)	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'.	1

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

Budgeted cost: £ 55525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who have fallen behind due to below average attendance make accelerated progress to catch up to previous attainment levels. <b>Attendance meetings.</b> <b>EWO involvement.</b> <b>Teacher catch up sessions PM.</b>	The EEF Guidance Report "Working with Parents to Support Children's Learning" Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EF 'Special Educational Needs in Mainstream' guidance report.	1,4,5,6
Continue to train staff and implement RWI phonics programme for early reading during the 2nd year of implementation through RWI development day.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework.	1-6

RWI lead to provide coaching to staff with the curriculum delivery of RWI on a fortnightly basis.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework.	1-6
Purchase Widgit to support adaptive teaching.	EEF 'Special Educational Needs in Mainstream' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1-6
Maths mastery specialist to train staff on maths fluency. Online maths fluency Karen Hunter NCTEM training for KS2 teachers and Mastering Number training for KS1 teachers.	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1-6
Children who entered EYFS with poor speech and language have made accelerated progress due to intervention programmes received. <b>SpeechLink interventions.</b>	The EEF Guidance Report "Working with Parents to Support Children's Learning" Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. The EEF 'Special Educational Needs in Mainstream' guidance report.	1,4,5,6
Purchase high quality text to support the writing curriculum.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'.	1-6
Provide staff with training on rigorous and well-planned reading and writing curriculum content.	The EEF Toolkit and the EEF 'Professional Development' guidance report. Simple view of writing document across the whole school with support of a Devon English consultant (R Cosgrave).	1-6
Pupils at risk of not making expected progress in Read Write Inc are quickly identified and support is put in place. <b>RWI Teacher support in afternoons.</b>	The EEF Guidance Report "Working with Parents to Support Children's Learning" Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1,4,5,6

	EF 'Special Educational Needs in Mainstream' guidance report.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support is in place for children who are from Service families and feel part of a community. Fortnightly Military Kids Club. Military children support from designated teachers.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF Guidance Report "Supporting Social and Emotional Development in Primary Schools".	1,2,3,4,5,6
Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families with attendance. Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions. <b>Attendance meetings.</b> <b>EWO involvement.</b> <b>Teacher catch up sessions PM.</b>	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF Guidance Report "Supporting Social and Emotional Development in Primary Schools".	1,2,3,4,5,6
Subscription to Multi Agency Support Team (MAST) ensures that the school can access a wider range of external support services. <b>Support for behaviour and learning needs.</b>	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF Guidance Report "Supporting Social and Emotional Development in Primary Schools".	1,2,3,4,5,6



Milk – disadvantaged pupils entitled to free milk.	EEF Guidance Report “Supporting Social and Emotional Development in Primary Schools”.	4, 5, 6
Residential 50% reduction.	EEF Guidance Report “Supporting Social and Emotional Development in Primary Schools”.	4, 5, 6
Reduction in school uniform and equipment.	EEF Guidance Report “Supporting Social and Emotional Development in Primary Schools”.	4, 5, 6
Reduction in purchasing books from school book sales.	EEF Guidance Report “Supporting Social and Emotional Development in Primary Schools”.	4, 5, 6

**Total budgeted cost: £99,575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

RWInc implementation resulted in 100% of foundation pupils starting Year 1 at ARE (95% securing the Early Learning Goal). Whilst the school's phonics screen outcome was below the trust average, by the end of Year 1, attainment grew to 92% with an average score of 37/40.

In maths, implementation of new Maths No Problem resources in foundation, consistent principles in fluency sessions and continued fidelity to the scheme in KS2 resulted in strong progress across the school and 83% of children in year 6 achieving ARE.

Alongside the whole school Wave 1 approach to high quality teaching of reading, PP children had a 2-3 small group visits to the local library as an opportunity to further promote reading for pleasure and to be a part of the wider community in a focussed nurture group.

Each PP child has had 2-5 donated books to take home and regular opportunities to discuss their reading habits with the PP leads. The children who come to school on the bus had a book read to them each morning. These children will have encountered up to 190 extra stories within the school year.

The services from MAST have started to support social and emotional needs of children and families through 1:1 work as well as providing staff training. All Year 5 and 6 PP children developed their skills in communicating, leadership and resolving conflict through Peer Mediator training. Year 5 and 6 PP girls have been provided their first eco-friendly period starter pack. Praise postcards have given termly opportunities for additional positive feedback between school and home. The PP leads have attended CPS and continued to build relationships with children, families and the HAB members.

#### Data

Year 6	% Expected School (PP)	% Expected Nationally (PP)
Reading	10/11 (90%)	60% (+30%)
Writing	4/11 (36%)	58% (-22%)
Maths	7/11 (64%)	77% (-13%)
SPaG	7/11 (64%)	
RWM Combined	45%	44% (+1%)

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
RWI Phonics Scheme	Oxford University Press
Rethink Reading	Devon

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Teaching assistant to support with emotional literacy. Teaching assistant to liaise with parents and offer wellbeing support. Teaching assistant to run groups for service children and liaise with outreach support from the service sector. Teaching assistant to run events for service children. 50% reduction on residential trips. Teaching staff members as coaches (who are part of military families and so have experience of deployments and military life).</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>Children able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with children in similar situations.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*