



## 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	Wooden Hill Primary School
Number of pupils in school	363 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	53 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing board
Pupil premium lead	Jane Critchlow
Governor / Trustee lead	Rebecca Witney

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63, 110
Recovery premium funding allocation this academic year	£11, 200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£74, 310</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Wooden Hill Primary School, we aim to reduce and then eliminate barriers to accessing the curriculum that our disadvantaged pupils may face. We aim to ensure that progress for disadvantaged pupils is in line with others across all areas. We also aim for disadvantaged pupils who are already high attainers to make as much progress as possible.

Common barriers to learning for our disadvantaged pupils can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations. The challenges are varied and we react to individual need.

High-quality teaching and CPD 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. We aim that, alongside the attainment and progress of our disadvantaged pupils, that the attainment and progress of non-disadvantaged pupils will also improve in a sustained way.

Our approach will be responsive to need and considers the need for education recovery for those of our pupils most impacted by the pandemic. To ensure that our plan is effective, the approaches we take will:

- ensure disadvantaged pupils are challenged in the work that they are 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills</p> <p>Our assessments and observations indicate underdeveloped spoken language skills in many of our disadvantaged pupils. This is evident in Reception where the NELI assessment on entry (September 2021) revealed a significant need amongst our disadvantaged pupils. Underdeveloped oral language skills and vocabulary gaps continue into KS2 and have a significant impact on outcomes in reading and writing.</p>
2	<p>Phonics and early reading</p> <p>Our phonics assessments in Reception and KS1 suggest that our disadvantaged pupils generally have greater difficulty with phonics than their peers. The partial school closures have had a significant impact on the phonics of our current KS1 and Y3 pupils. This will have a negative impact on their development as readers.</p>
3	<p>Social, emotional and mental health</p> <p>Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. We have particularly observed a significant increase in anxiety and issues with attachment since the partial school closures. Teacher referrals for small group and 1:1 emotional support have increased during the pandemic. 42 pupils were referred for support during the autumn term 2021 (of whom 14 are disadvantaged).</p>
4	<p>Attendance and punctuality</p> <p>Our attendance was 96.63% for all children (97.18% non-PPG) during the 2020-2021 academic year. The attendance of our pupil premium children was 93.52% and FSM was 93.33%. There are 22 disadvantaged children whose attendance was below 96% during the 2020-2021 academic year. Many of these were impacted by the pandemic and the absences were authorised absences due to self-isolation, partial school closure or illness. There are 7 children whose attendance continues to cause concern.</p>
5	<p>Overall progress and attainment in reading at KS2 and writing at KS1 (SATS 2019) indicates that there is a significant gap between outcomes for disadvantaged and non-disadvantaged pupils.</p>
6	<p>Our assessments and observations indicate that the partial school closures have had a significant impact on all pupils but particularly on our disadvantaged pupils. These findings are supported by national</p>

	data. There are significant knowledge gaps in all subjects leading children to fall further behind age related expectations.
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## 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 and vocabulary skills amongst disadvantaged pupils.	Speech and Language project in Nursery fully established. NELI assessments in reception indicate significantly improved outcomes. Improved vocabulary is evident when triangulated with other sources of evidence (book scrutiny, lesson observation, outcomes in reading and writing).
Improved phonics and reading outcomes in Reception and KS1 for disadvantaged pupils.	KS1 phonics check in 2021-2022, 2022-2023 and 2023-2024 show that there is no gap between disadvantaged and non-disadvantaged pupils. The negative impact of the pandemic on phonics and early reading for the current Y1 and Y2 children is eliminated by the time they enter KS2. The Y3 children impacted rapidly catch up.
Achieve and sustain improved social, emotional and mental health for all pupils in our school and particularly our disadvantaged pupils.	By 2023-2024 there is a decrease in the number of referrals made to our SEMH worker and Learning Mentor. Qualitative data from pupil surveys and pupil voice demonstrates high levels of wellbeing.
Achieve and sustain improved attendance for the small minority of disadvantaged pupils who are persistently absent.	The 7 children identified have attendance of above 96%.
Improved outcomes at KS1 and KS2 in reading, writing and maths.	KS2 writing outcomes for 2023-2024 show that there is no gap between disadvantaged and non-disadvantaged pupils. KS2 reading outcomes for 2023-2024 show that there is no gap between disadvantaged and non-disadvantaged pupils. KS2 maths outcomes for 2023-2024 show that there is no gap between disadvantaged and non-disadvantaged pupils.

## 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: £14,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve oracy and vocabulary skills across the school through the use of dialogic activities</p> <p><i>We will continue work on Voice 21 and the 'Speech and Language project' strategies through our CPD programme as well as funding teacher release time.</i></p>	<p>There is strong evidence that a focus on dialogic activities such as the explicit teaching of vocabulary and dialogic activities such as high-quality classroom discussions are inexpensive to implement with high impact on reading and writing.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>CPD to secure stronger phonics teaching for all pupils across the school.</p> <p>We have purchased a <a href="#">DfE validated Systematic Synthetic Phonics programme</a>.</p> <p><i>We require CPD to support effective and consistent implementation. We will fund teacher release time to facilitate this.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>We will fund teacher release time to</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	6

<i>embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve spoken language skills in young children at the time they start school.</p> <p><i>We will fund the member of staff required to implement this programme.</i></p>	<p>The Nuffield Early Language intervention (NELI) is designed to improve listening, narrative and vocabulary skills. The 20-week programme is delivered in reception.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1
<p>Improve outcomes for SEND and lower attaining pupils through the use of targeted interventions.</p> <p><i>We will employ a member of staff to provide 1:1 and small group phonics tutoring in KS1.</i></p> <p><i>We will use Read, Write Inc 1:1 tutoring and Fresh Start in KS2 as well as tailored same day intervention.</i></p>	<p>If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p>	5, 6

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

Budgeted cost: £23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning (SEL) – whole school and whole class.</p> <p><i>We will employ of a social, emotional and mental health worker (SEMH)-targeted.</i></p>	<p>There is extensive evidence that social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Build on our work on trauma informed practice and attachment by adopting Restorative Practices.</p> <p><i>We will purchase training for the whole school on Restorative Practice.</i></p>	<p>Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. The EEF guidance suggests that consistency and coherence at a whole school level are paramount. A whole school change will take several years to embed but is likely to have an impact on attainment over time.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	3
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

<i>We will employ a Family Support Worker (FSA) to work with families to improve attendance.</i>		
Contingency fund	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	£1000

**Total budgeted cost: £74, 310**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in all areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high-quality curriculum during partial school closures through the use of Google Classroom, as well as the distribution of our DfE funded Chromebooks to disadvantaged families.

Overall attendance in 2020/21 was lower than in preceding years at 96.63%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.11% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We will continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We are extremely aware of the impact of partial school closures on pupil's oral language and vocabulary. This is particularly evident for our disadvantaged pupils and is predominantly seen lower down the school. We will continue our work on these areas.

## Further information

Our pupil premium strategy will be supplemented by additional actions that are not being funded by pupil premium or recovery premium. That will include:

- Continuing to work on a cohesive curriculum progression which explicitly highlights key vocabulary and concepts.
- Offering a range of high quality CPD including peer observations (Talk for Teaching) and professional visitors.
- Continuing to listen to pupil voice and engage with our families to inform our decision making

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.