

Pupil premium strategy statement – Wooden Hill Primary and Nursery 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	372 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	14% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr Ian Garner
Pupil premium lead	Mrs Natasha Smith
Governor / Trustee lead	Susan Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,180
Recovery premium funding allocation this academic year	£7,975
Pupil premium carried forward from previous years	£0
Total budget for this academic year <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>	£91,155

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we as a school have carefully considered the context of the school and the challenges that we face.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research has proven that this approach has the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The strategy we have developed is in response to the common challenges and individual needs we as a school have identified. It is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel to their full potential. To ensure they are effective we 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 the outcomes for disadvantaged pupils 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	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 revealed a need amongst our disadvantaged pupils.

	<p>In 2022-23, 80% of disadvantage pupils achieved ARE in 'Speaking' compared to 72% of non-disadvantage pupils.</p> <p>Underdeveloped oral language skills and vocabulary gaps continue into KS2 and have a significant impact on outcomes in reading and writing.</p>																														
2	<p>Internal and external data indicates that Reading and Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Percentages between disadvantaged and non-disadvantaged has decreased when compared to 2021-22 however gap is still significant.</p> <p>Reception</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>ARE Writing</td> <td>20%</td> <td>48%</td> </tr> <tr> <td>ARE Word Reading</td> <td>40%</td> <td>69%</td> </tr> <tr> <td>ARE Comprehension</td> <td>60%</td> <td>78%</td> </tr> </tbody> </table> <p>KS1</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>55%</td> </tr> </tbody> </table> <p>KS2</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>72%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>69%</td> </tr> </tbody> </table>	2022-23	Disadvantaged	Non-disadvantaged	ARE Writing	20%	48%	ARE Word Reading	40%	69%	ARE Comprehension	60%	78%	2022-23	Disadvantaged	Non-disadvantaged	Reading	50%	65%	Writing	33%	55%	2022-23	Disadvantaged	Non-disadvantaged	Reading	51%	72%	Writing	38%	69%
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3	<p>Internal data and observations in class have indicated over time that our disadvantaged pupils often experience greater difficulties with their phonics. The difficulty impacts negatively upon their ability to develop as readers.</p> <p>At Wooden Hill in 2022-23, 33% of disadvantaged pupils achieved the phonics threshold in Year 1 (National data for disadvantaged pupils was 67%) compared to 74% of non-disadvantaged pupils).</p>																														
4	<p>Internal assessments and observations as well as discussions with our pupils and their families have identified social, emotional and mental health issues for many pupils especially those who are disadvantaged. These findings are supported by national studies. The number of pupils requiring access to social and emotional support and intervention has increased throughout the school.</p> <p>62 pupils currently require additional support with social and emotional needs. 40 children are receiving small group therapy sessions aimed at developing playground skills, friendship groups, social skills, managing feelings/anxiety, expressing feelings and confidence, managing big emotions and communicating feelings appropriately. 5 pupils currently require 1:1 support/mentoring throughout the day. 17 pupils attend lunch</p>																														

	club nurture provision which supports children that find the lunch hall overwhelming and children that struggle with their eating. This time is also used for these children to talk about any worries and to socialise in a supervised, relaxed environment. Staff also model appropriate table manners by having their meals with them. 30% of all the pupils currently requiring additional support are disadvantaged.																		
5	<p>Internal and external data indicates that Maths attainment among disadvantaged pupils is below that of non- disadvantaged pupils in Reception and KS1 and significantly below at the end of KS2.</p> <p>Reception</p> <table border="1"> <tr> <td>2022-23</td> <td>Disadvantaged</td> <td>Non-disadvantaged</td> </tr> <tr> <td>Number</td> <td>60%</td> <td>65%</td> </tr> </table> <p>KS1</p> <table border="1"> <tr> <td>2022-23</td> <td>Disadvantaged</td> <td>Non-disadvantaged</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>65%</td> </tr> </table> <p>KS2</p> <table border="1"> <tr> <td>2022-23</td> <td>Disadvantaged</td> <td>Non-disadvantaged</td> </tr> <tr> <td>Maths</td> <td>38%</td> <td>74%</td> </tr> </table>	2022-23	Disadvantaged	Non-disadvantaged	Number	60%	65%	2022-23	Disadvantaged	Non-disadvantaged	Maths	50%	65%	2022-23	Disadvantaged	Non-disadvantaged	Maths	38%	74%
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6	Our attendance data for 2022-23 indicates that attendance among disadvantaged pupils was 2.73% lower than for non-disadvantaged pupils (down from 4% the previous year) and persistent absences for disadvantaged pupils was 4.89% compared to 9.23% for non-disadvantaged pupils.																		

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.	<p>Speech and Language project in Nursery and NELI in Reception fully established. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Improved vocabulary is evident when triangulated with other sources of evidence (book scrutiny, lesson observation, outcomes in reading and writing).</p>

<p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that at least the National Average of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that at least the National Average of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that at least the National Average of disadvantaged pupils met the expected standard.</p>
<p>Improved phonics attainment among disadvantaged pupils.</p>	<p>Year 1 and end of KS1 phonics outcomes in 2024/25 show that at least the National Average of disadvantaged pupils met the expected standard.</p>
<p>Early intervention and support is offered to families in need to try and build parenting skills / confidence as well as prevent an escalation in cases.</p> <p>Safeguarding systems are in place to and robust to ensure that when needed pupils and their families can access the support they need</p>	<p>The provision of a school-based Family Support Worker helps to develop the confidence and skills of parents. There is a reduction in cases progressing to Child In Need (CIN) or progressing from CIN to Child Protection (CP). More cases are managed at a Team Around the Family (TAF) level without a need to refer to Social Services.</p> <p>Provision of a central electronic recording system 'CPOMS'. All staff have access to record concerns / actions taken to mitigate risks and provide support.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils – including those who are disadvantaged being no less than 96%.</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)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Staffing (for example, CPD, recruitment and retention)

Budgeted cost: £38,537.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of (Insight) assessment tracking system</p> <p>Ongoing internal and external staff moderation and training to ensure that judgements are accurate, evidence based and consistent.</p>	<p>Rigorous assessment data provides reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Assessment and Feedback EEF</p>	<p>1, 2, 3, 5</p>
<p>Embedding of a DfE validated Systematic Synthetic Phonics programme to ensure high quality phonics teaching across EYFS and KS1 (through the use of a reading leader, support from our RWI consultant, training for all staff and provision of resources).</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>5</p>

	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	
<p>Data for the whole school has identified a need to improve the quality of teaching reading and writing for both disadvantaged and non-disadvantaged pupils.</p> <p>Whole school Reading and writing CPD.</p> <p>Purchase of Accelerated Reader and books to support reading at KS2</p> <p>Purchase of 40 tablets (five per KS2 class)</p> <p>Writing Moderation package</p>	<p>EEF toolkit evidence support quality first teaching as having the greatest impact on pupil attainment</p> <p>More time spent in books helps to foster children’s language and communication and to boost their reading skills. Quality books for at-home reading means increased likelihood of shared reading with families.</p> <p>This professional development supports teachers in working together to identify a child’s strengths and next steps. This program supports teachers’ assessments of writing and moderators give feedback of how children can achieve their next steps.</p>	1, 2, 3
<p>High quality CPD package purchased and to be delivered in-house in order to improve quality first teach across the school.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teachers are encouraged to take ownership by identifying their own areas of improvement; source their own CPD; and put this to practice in the classroom.</p>	2,3,5

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

Budgeted cost: £19,574.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve spoken language skills in young children at the time they start school. We will fund the member of staff required to implement this programme.</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>Read, Write Inc 1:1 tutoring and Fresh Start in KS2 as well as tailored same day intervention.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Guide to the Pupil Premium and the tiered approach guide - Targeted academic support (e.g. structured interventions, small group tuition and one to one support)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

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

Budgeted cost: £33,043.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p>	<p>Teaching assistant trained as an Emotional Literacy Support Assistant (ELSA) Emotional Literacy is an understanding and awareness of thoughts and feelings and the ability to deal with them appropriately.</p> <p>Some areas an ELSA may work on:</p> <ul style="list-style-type: none"> • Recognising a variety of emotions • Determining triggers and developing coping strategies • Supporting children with loss and bereavement. <p>Children will work closely with the ELSA over 6 – 12 weeks to build self-awareness and independent skill sets. The ELSA will liaise with the class teacher so that any strategies are consistent and supportive for the child/ren.</p> <p>EEF Guide to the Pupil Premium and the tiered approach guide - Targeted academic support (e.g. structured interventions, small group tuition and one to one support)</p> <p>EEF toolkit evidence: Social and emotional Learning (4+ months impact on attainment)</p>	<p>4, 6</p>
<p>Improve the quality of social and emotional learning (SEL) – whole school and whole class</p> <p>Purchase JIGSAW PSHE curriculum – including teacher CPD</p> <p>Develop whole school Behaviour Curriculum</p> <p>Nurture group provision – tool used</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>Social and emotional learning EEF</p>	<p>4, 6</p>

for identification and to assess impact.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.londoncp.co.uk/not_attend_school.html</p> <p>https://www.ucl.ac.uk/ioe/researchprojects/2022/jan/school-absences-and-pupilachievement</p> <p>https://attendancemattersmagonline.co.uk/attendance-and-safeguarding/</p>	6
<p>Extra-curricular clubs – 1 free per term</p> <p>To provide opportunities for new experiences both sport and art based, which might not be available to pupils outside of the school setting.</p>	<p>EEF toolkit evidence: Arts participation (+3 months impact on attainment)</p> <p>Research by Sportdev.org – identifies the impact of sport on well-being.</p>	4, 6
<p>Educational visits- fully and partially funded (50%) educational visits for pupil premium pupils and half funding for Year 6 visits which involve overnight accommodation. To widen pupils understanding of the world and to help pupils make links with their in-school learning.</p>	<p>Research by educationnext.org – identifies culturally enriching fieldtrips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking</p>	4, 6

Total budgeted cost: £91,155

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of Key Stage 2 Pupil Premium Data

% of pupils achieving the expected standard or above in:	Pupil Premium WH 2023	Pupil Premium National 2023	Difference	% of pupils achieving a high level of attainment in:	Pupil Premium WH 2023	Pupil Premium National 2023	Difference
Reading	51%	60%	-9%	Reading	13%		
Writing	38%	58%	-20%	Writing	0%		
Maths	38%	59%	-21%	Maths	0%		
Reading, Writing and Maths	25%	44%	-19%	Reading, Writing and Maths	0%	3%	+3%

End of Key Stage 1 Pupil Premium Data

% of pupils achieving the expected standard or above in:	Pupil Premium WH 2023	Pupil Premium National 2023	Difference
Reading	50%	54%	-4%
Writing	33%	44%	-11%
Maths	50%	56%	-6%

MTC

Mean average score for the check	Average score for disadvantaged pupils WH	Average score for disadvantaged pupils National	Difference
	20.9	18.3	+2.6

Phonics Screening

% achieving Phonics Threshold in Yr1	Pupil Premium WH 2023	Pupil Premium National 2023	Difference
	33%	67%	-34%
% achieving Phonics Threshold by Yr2	83%		

EYFS GLD

% GLD	Pupil Premium WH 2023	Pupil Premium National 2023	Difference
	0%	52%	-52%

Outcomes for disadvantaged pupils

33% of year 1 pupil premium pupils passed the phonics screening check in June 2023 (National for Yr 1 PP at 67%). In total 83% of Yr 2 pupil premium pupils passed the phonics check by the end of June 2023.

The school has been teaching RWI phonics for a number of years however with a lot of new staff joining the school, to ensure consistency in approach and high-quality phonics teaching across EYFS and KS1 they have access to weekly coaching sessions with the Phonics leader. We also have half termly coaching and team-teaching sessions from our RWI consultant and have reviewed and updated our provision of resources. Any new staff joining the school also have the full programme of training with our dedicated RWI consultant.

Of the disadvantaged pupils who received the NELI programme, 80% achieved ARE for Listening, Attention and Understanding (+5% from 2021-22) and 80% achieved ARE for Speaking. The programme will continue this year however a new member of

staff will need to be trained to deliver the programme because the member of staff who was trained has left the school which has cost implications.

KS1 SATs and EYFS GLD data continues to show a significant gap between disadvantaged pupils and their peers in all subjects. This gap is beginning to close in KS1 however has widen for KS2. For the MTC, the mean score for all pupils was 22 and 20.9 (above National 18.3 and higher than 2021-22) for disadvantaged pupils.

A review by the new head and deputy head teacher of the assessment systems in place as well as a continued focus on whole school CPD to further improve quality first teaching quality and feedback based on Rosenshein's Principles in 2021-22 continues to be embedded and aims to close the gap in attainment between disadvantaged pupils and their peers.

Our assessments and observations indicate that pupil wellbeing and mental health continued to be 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 including having a member of staff trained as an ELSA. We are building on that approach with the activities detailed in this plan.

The provision of a school-based Family Support Worker has helped to develop the confidence and skills of parents. Parents have been supported with referrals to Early Help and they are more willing to engage with the support since the FSA was appointed.

The SEMH support worker and Learning Mentor continue to see a rise in the number of referrals from school staff in relation to the number of pupils requiring access to social and emotional support and intervention. A next step for the school is to have a more rigorous tool to identify pupils and barriers to their learning and to assess impact.

In 2022-23 the number of pupils attending extra-curricular clubs to enrich their learning increased. 48% of disadvantaged pupils attended extra-curricular clubs in the last academic year and 100% attended educational visits including the Year 6 Residential.

Overall attendance in 2022-23 was slightly up from 2021-22 (94.51%) to 94.91%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.73% higher than their peers (92.18%) however it was 2.25% lower than the previous academic year (2021-22 difference was 4.98%) and below the national of 11.4%. Persistent absentees for disadvantaged pupils was 4.89% which is lower that non-disadvantaged pupils (9.23%). These gaps are still there, which is why attendance is a focus of our current plan.

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
TTRockstars	Spelling Shed
Numbots	Jigsaw – PSHE
Grammarsaurus	