

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	360 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	12.8% (46 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 2022
Date on which it will be reviewed	November 2023
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	£64,975
Recovery premium funding allocation this academic year	£7,662
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>	£72,637

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 2021-22, 67% of disadvantage pupils achieving ARE in 'Speaking' compared to 74% 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. Gap is closed by the end of KS2 but not across Key Stage 2.</p> <p>Reception</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>ARE Writing</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>ARE Word Reading</td> <td>50%</td> <td>76%</td> </tr> <tr> <td>ARE Comprehension</td> <td>50%</td> <td>74%</td> </tr> </tbody> </table> <p>KS1</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>43%</td> </tr> </tbody> </table> <p>KS2</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>67%</td> </tr> </tbody> </table>	2021-22	Disadvantaged	Non-disadvantaged	ARE Writing	33%	67%	ARE Word Reading	50%	76%	ARE Comprehension	50%	74%	2021-22	Disadvantaged	Non-disadvantaged	Reading	38%	71%	Writing	13%	43%	2021-22	Disadvantaged	Non-disadvantaged	Reading	100%	81%	Writing	71%	67%
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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 2021/22, 57% of disadvantaged pupils achieved the phonics threshold in Year 1 (National data for disadvantaged pupils was 61%) compared to 87% 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>82 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. 7 pupils currently</p>																														

	require 1:1 support/mentoring throughout the day. 19 pupils attend lunch 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. 27% of all the pupils requiring additional support are disadvantaged.																		
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6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils and persistent absences have continued to rise for both disadvantaged and 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: £20,603.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Insight assessment tracking system</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ongoing internal and external (Pobble/Borough) 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>Purchase 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 new 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 our maths teaching</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National</p>	<p>5</p>

<p>and curriculum planning in line with DfE and EEF guidance.</p>	<p>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>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. Whole school Reading and writing CPD to be delivered.</p>	<p>EEF toolkit evidence support quality first teaching as having the greatest impact on pupil attainment</p>	<p>1, 2, 3</p>

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

Budgeted cost: £21,470.23

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-</p>	<p>1</p>

	andevaluation/projects/nuffield-early-language-intervention	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support Read, Write Inc 1:1 tutoring and Fresh Start in KS2 as well as tailored same day intervention.	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. One to one tuition EEF Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £30,563.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on trauma informed approach to support pupils, who suffer trauma or mental health problems and ways to develop relationships with pupils so that behaviour does not act as a barrier to learning.	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. EEF toolkit evidence: Social and emotional Learning (4+ months impact on attainment)	4, 6
Improve the quality of social and emotional learning (SEL) – whole school and whole class Whole class CPD, review of whole school scheme of work.	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).	4, 6

Nurture group provision – tool used for identification and to assess impact.	Social and emotional learning EEF	
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_sch.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: £72,637

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 2021 to 2022 academic year.

End of Key Stage 2 Pupil Premium Data *

% of pupils achieving the expected standard or above in:	Pupil Premium WH 2022	Pupil Premium National 2022	Difference	% of pupils achieving a high level of attainment in:	Pupil Premium WH 2022	Pupil Premium National 2022	Difference
Reading	100%	62%	+38%	Reading	14%	17%	-3%
Writing	71%	55%	+16%	Writing	14%	6%	+8%
Maths	57%	56%	+1%	Maths	14%	12%	+2%
Reading, Writing and Maths	57%	43%	+14%	Reading, Writing and Maths	14%	3%	+11%

*unvalidated dated

End of Key Stage 1 Pupil Premium Data

% of pupils achieving the expected standard or above in:	Pupil Premium WH 2022	Pupil Premium National 2022	Difference
Reading	38%	51%	-13%
Writing	13%	41%	-28%
Maths	13%	52%	-39%

MTC

Mean average score for the check	Average score for disadvantaged pupils WH	Average score for disadvantaged pupils National	Difference
	20.6	17.9	+2.7

Phonics Screening

% achieving Phonics Threshold in Yr1	Pupil Premium WH 2022	Pupil Premium National 2022	Difference
	57%	62%	-5%

EYFS GLD

% GLD	Pupil Premium WH 2022	Pupil Premium National 2022	Difference
	20%	49%	-29%

Outcomes for disadvantaged pupils

57% of year 1 pupil premium pupils passed the phonics screening check in June 2022 (just short of the National for Yr 1 PP at 62%)

In total 75% of Yr 2 pupil premium pupils passed the phonics check by the end of June 2022 (just below National for Yr 2 PP at 78%).

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, the whole school staff attended training in September as well as having access to weekly coaching sessions with the Phonics leader. We also have half termly coaching and team-teaching sessions from our RWInc consultant and have reviewed and updated our provision of resources.

Of the disadvantaged pupils who received the NELI programme, 75% achieved ARE for Listening, Attention and Understanding; 100% achieved ARE for Speaking and 50% achieved GLD. 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 KS2. For the MTC, the mean score for all pupils was 22 and 20.6 (above National 17.9) for disadvantaged pupils. End of Key Stage 2 data for 2021-2022 for PP were above national in reading, writing and maths in both EXP+ and GDS (see table above).

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 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. 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 school has currently made nine referrals this term with parents engaged and onboard.

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.

Overall attendance in 2021/22 was lower than in preceding years at 94.51%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.98% higher than their peers however it was below the national of 7.8%. Persistent absentees also continue to be an issue for all both disadvantaged and non-disadvantaged. These gaps are larger than in previous years, 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	Pobble

