

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Woodcroft Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	98 (53%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Barry Fanning
Pupil premium lead	Laura Sherwell
Governor / Trustee lead	Marie Hattersley

Funding overview

Detail	Amount – 2021 - 22
Pupil premium funding allocation this academic year	£155685
Recovery premium funding allocation this academic year	£15805
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	£171490

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our disadvantaged children receive the same opportunities and experiences in school as their non-disadvantaged peers. Teachers identify individual academic gaps; these are addressed through targeted high quality support and quality first teaching. Our CPD programme focuses on our Woodcroft teaching and learning pedagogy, which supports staff to deliver clear and meaningful learning journeys.

Removing educational and social barriers for our pupils is the key objective of our pupil premium strategy. Due to our high proportion of disadvantaged students, most of our actions from this plan benefit all pupils, with a few specifically targeting certain educational or social barriers.

Challenges

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

Challenge number	Detail of challenge
1	We have a significantly higher proportion than the national average of pupils from disadvantaged backgrounds and serve a community with significant deprivation. A significant proportion of our pupils have complex family lives which impact on their schooling.
2	A high percentage of our disadvantage pupils also have an SEND need (37%), which causes multiple issues when closing the gap. This is almost twice the SEND need of pupils who are not disadvantaged. 68% of our SEND pupils are disadvantaged compared to the national average of 37.5%.
3	51% of our disadvantaged pupils have also experienced significant trauma and Adverse Childhood Experience (ACEs). This impacts on children in a range of ways and requires significant support.
4	We have a slightly higher percentage of boys than girls who are disadvantaged, but over half of the boys that are disadvantaged also have an SEND need. This impacts on the gender gap in school.
5	Pupils have limited exposure to the wider community and the world around them – this limits their ability to understand new ideas and concepts with limited experience.

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
Pupil Premium children make accelerated progress from EYFS to Key Stage 2.	Closing the attainment gap between PP and non-PP pupils early in EYFS and Key Stage 1 which can then be maintained at Key Stage 2.
SEND needs are assessed quickly and interventions introduced in EYFS and Key Stage 1 to support children's progress.	Provision maps and pupil passports are used to track pupils with SEND progress. Regular assessment allows for interventions and support to be changed when needed.
To reduce the impact of ACEs on our pupils through a Thrive and considerate approach from all members of staff.	Pupil outcomes and progress for pupils identified with ACEs continues to track their peers and expected outcomes at end of Key Stages are achieved.
Curriculum changes help engage boys quickly in reading and writing. The use of boy friendly text drivers engage boys in writing.	In reading and writing, reduction in gender gap outcomes for all pupil groups and cohorts.
All pupils receive a diverse range of experiences that broaden their understanding of the world around them.	Trips, clubs and visitor events are attended by a high proportion of disadvantaged pupils. Work outcomes linked to experiences are improved due to a greater understanding of context.

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: £58609

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed quality of teaching through rigorous CPD, coaching and monitoring, ensuring it is consistently good or better.	CPD is linked to whole school pedagogy and through detailed monitoring specific action and support for all staff can be implemented. Leaders supporting teachers to deliver quality first teaching is fundamental in closing the disadvantage gap.	1 to 4 £34909

	EEF: Mastery learning is a moderate cost with progress potential of 5 months	
To embed NCETM approach to maths that helps secure pupils knowledge in mastery maths.	<p>New approach for all year groups allows pupils to retain maths knowledge through mastery learning and embedding maths knowledge. CPD and support for teachers across both key stages.</p> <p>EEF: Mastery learning is a moderate cost with progress potential of 5 months</p>	<p>1, 2, 4</p> <p>£7500</p>
To improve children's recall of knowledge and facts through a clearly structured knowledge curriculum.	<p>Investment in subject leader time and related CPD to ensure that knowledge and skills are clearly defined in each subject. This allows children to recall information more quickly.</p> <p>EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.</p>	<p>1, 2, 4</p> <p>£5850</p>
To support language development and early reading through high quality phonics.	<p>Little Wandle phonics package is constantly updated in both resources and CPD. Phonics leader time each week enables rigorous monitoring and support to practitioners to deliver high quality teaching and interventions.</p> <p>Ongoing support through high quality phonetic books.</p> <p>EEF: . 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.</p>	<p>1, 2, 4</p> <p>£7850</p>
To encourage reading for pleasure and support the wider reading curriculum.	<p>Purchase of new reading books including phonetically decodable books for early readers.</p> <p>EEF: reading strategies can increase progression by 6 months. Encouraging reading supports this.</p>	<p>1, 2, 4</p> <p>£1500</p>
To ensure children have books at home.	Purchase of free books to give as prizes to pupils to encourage reading.	<p>1, 2, 4</p> <p>£1000</p>

	EEF: reading strategies can increase progression by 6 months. Encouraging reading supports this.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61692

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed to deliver high quality interventions to pupils across Key Stage 2.	<p>Targeted interventions to groups and individuals who require significant support to 'keep up' or 'catch up' in their learning.</p> <p>EEF: Impact of TAs when delivering targeted interventions is 4+ months.</p>	<p>2, 4</p> <p>£20823</p>
Speech and language specialist support.	<p>Talk boost interventions in EYFS.</p> <p>EEF: Impact of TAs when delivering targeted interventions is 4+ months.</p>	<p>2, 4</p> <p>£3500</p>
Development of outdoor learning environment in Year 1 to improve boys' engagement in learning.	<p>Focus on physical learning and outdoor opportunities.</p> <p>EEF: There has been insufficient evidence gathered by EEF. However, we have seen the benefits to our children in delivering outdoor opportunities in terms of their physical development, their welfare and their engagement.</p>	<p>£5632</p> <p>2,3,4</p>
Additional ECT teacher in Year 6 for 2023/24 to support gaps in learning and provide focus work for groups and individuals.	<p>Additional ECT teacher provides regular support through targeted group and individual work to Year 6 pupils. This is partly funded through the recovery premium.</p> <p>EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.</p>	<p>1, 2, 4</p> <p>£31737</p>

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

Budgeted cost: £51189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils with SEMH needs through Thrive activities.	Ensuring that a Thrive program is delivered across the school by our trained practitioner. Training for therapeutic story writing. EEF: Social and emotional learning can have +4 months progress	1, 3 £4212
Broaden the experiences and trips for other pupils to enrich the curriculum.	Each Year group from Year R to Year 6 book 6 trips or experiences across the academic year. Parents provide voluntary contributions but this is subsidised. School pantomime subsidised. EEF: Social and emotional learning can have +4 months progress	1, 3, 5 £8500
To ensure that pupils are fed and not hungry during the school day.	Provide bagels and cereal on a daily basis. Increased subsidy for Magic breakfast. EEF: Social and emotional learning can have +4 months progress	1, 3 £3800
Subsidise cost of breakfast club to ensure pupils arrive on time and are fed.	Parents charged 30p for breakfast club. Salary of 4 x LSA for 5 days a week. EEF: Social and emotional learning can have +4 months progress	1, £6000
Improve attendance and punctuality of disadvantaged pupils through targeted support.	HSLW works with families to identify areas of need to improve attendance. This is not an area that EEF have focused on, however we know that attendance is key in good attainment.	1, 3 £15697

Improve attendance of persistently absent pupils through targeted support.	1 day a week of additional support from Pupil Support Worker. Organising coffee mornings for vulnerable parents and targeted meetings with parents of persistently absent pupils.	1, 3 1 days cost plus provisions £3500
Year 6 residential trip subsidised by the school. This is to ensure take up.	2 x nights with 8 activities to broaden children's experiences. EEF: Social and emotional learning can have +4 months progress	3, 5 £4800
Employ a counsellor to support specific children on an ad-hoc basis to help those that have suffered an ACE.	In addition to a 3 day a week ELSA and use of MHST, a counsellor would support some of our most high risk pupils to help address issues related to ACEs. EEF: Social and emotional learning can have +4 months progress	1,3 £4680

Total budgeted cost: £171,490

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 2022 to 2023 academic year.

See 22-23 statement review.

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
N/A	
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

When developing this strategy we have considered the needs of our pupils and how we can improve their educational experiences and outcomes. For each target in our strategy we have considered evidence from EEF as well as our own knowledge of the community we work in.