

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woodside Primary School & Nursery
Number of pupils in school	398 (Sept 2023) 466 including nursery (Oct 2023) 407 excluding nursery (Oct 2023)
Proportion (%) of pupil premium eligible pupils	September 2023 43% = (171 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	April 2023
Statement authorised by	Mrs S Bloomer
Pupil premium lead	Mrs K Burns
Governor / Trustee lead	Mrs D Godwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,805
Recovery premium funding allocation this academic year	£24,975
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	£273,780

Part A: Pupil premium strategy plan

Statement of intent

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching 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. 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, 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 ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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.

The ultimate objectives for disadvantaged pupils are:

- to increase ARE in Reading Writing and Maths;
- to narrow the gap with non-PP pupil

Details below outline how the current pupil premium strategy plan work towards achieving those objectives and the key principles of the strategy plan.

Challenges

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

Challenge number	Detail of challenge																							
1	Low level of vocabulary and language skills on entry to school Language assessments (WellComm) in early years indicates there are a large number of children requiring additional language intervention. There is also an on going language need in Key Stage 1 and 2.																							
2	Limited experiences of reading opportunities Internal assessment at Summer 2022 shows attainment gaps in reading between pupil premium and non-pupil premium groups. <table><tr><td>Year Group</td><td>PP</td><td>Non-PP</td></tr><tr><td>1</td><td>30%</td><td>47%</td></tr><tr><td>2</td><td>54%</td><td>55%</td></tr><tr><td>3</td><td>42%</td><td>67%</td></tr><tr><td>4</td><td>48%</td><td>77%</td></tr><tr><td>5</td><td>36%</td><td>72%</td></tr><tr><td>6</td><td>59%</td><td>61%</td></tr></table>			Year Group	PP	Non-PP	1	30%	47%	2	54%	55%	3	42%	67%	4	48%	77%	5	36%	72%	6	59%	61%
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3	Lack of first-hand experiences to draw on in writing Internal assessment at Summer 2022 shows attainment gaps in writing between pupil premium and non-pupil premium groups. <table><tr><td>Year Group</td><td>PP</td><td>Non-PP</td></tr><tr><td>1</td><td>22%</td><td>47%</td></tr><tr><td>2</td><td>46%</td><td>59%</td></tr><tr><td>3</td><td>29%</td><td>63%</td></tr><tr><td>4</td><td>45%</td><td>67%</td></tr><tr><td>5</td><td>33%</td><td>70%</td></tr><tr><td>6</td><td>66%</td><td>71%</td></tr></table>			Year Group	PP	Non-PP	1	22%	47%	2	46%	59%	3	29%	63%	4	45%	67%	5	33%	70%	6	66%	71%
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4	Fluency in mathematics Internal assessment at Summer 2022 shows attainment gaps in mathematics between pupil premium and non-pupil premium groups. <table><tr><td>Year Group</td><td>PP</td><td>Non-PP</td></tr><tr><td>1</td><td>26%</td><td>43%</td></tr><tr><td>2</td><td>54%</td><td>59%</td></tr><tr><td>3</td><td>42%</td><td>50%</td></tr><tr><td>4</td><td>48%</td><td>66%</td></tr><tr><td>5</td><td>40%</td><td>76%</td></tr><tr><td>6</td><td>45%</td><td>61%</td></tr></table>			Year Group	PP	Non-PP	1	26%	43%	2	54%	59%	3	42%	50%	4	48%	66%	5	40%	76%	6	45%	61%
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5	Low attendance and levels of persistent absence impacting on social skills		
	Attendance data over last three years shows gaps between pupil premium and non-pupil premium groups		
		2020-21	2021-22
	Whole school attendance	91.13% (covid)	92.03%
	PP attendance	89.43%	91.75%
	Non-pupil premium attendance	92.83%	92.31%
Pupil premium groups of pupils make up a significant proportion of our persistent absentees. This proportion is often above the proportion that you would expect given our school profile.			

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
Challenge 1 Oracy – To increase a higher level of vocabulary and language skills throughout school, with a focus on early language skills in EYFS	Improved percentages of PP children achieving GLD
Challenge 2/3 Phonics – Achieve closer to national average expected standard in Y1 phonics screen check	Increase percentage of pupils achieving phonics screen check. Narrowing the gap between PP and non-PP pupils
Challenge 2 Reading - Achieve closer to national average progress scores in KS2 Reading	Increase percentage of pupils achieving Reading ARE at end of KS2 Narrowing the gap between PP and non-PP pupils
Challenge 3 Writing -To maintain national average progress scores in KS2 writing	Increase percentage of pupils achieving Writing ARE at end of KS2 Narrowing the gap between PP and non-PP pupils
Challenge 4 Mathematics - Achieve closer to national average progress scores in KS2 mathematics	Increase percentage of pupils achieving Mathematics ARE at end of KS2 Narrowing the gap between PP and non-PP pupils
Challenge 5 Attendance and Social skills - Improve attendance of disadvantaged pupils to close the gap between PP and non-PP pupils	Gap in attendance and punctuality between PP and non-PP pupils continue to close Enhanced social skills, reduction in behaviour incidents

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: **£12,726**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Voice 21 CPD delivered to and implemented by all staff 	Voice-21-Impact-Report-2016-2021	1 - Oracy
<ul style="list-style-type: none"> Little Wandle £995 Harper Collins Big Cat Library £270 	Fidelity using a DFE validated phonics scheme DFE - A complete programme may consist of resources from 2 different publishers but will be assessed for validation as one programme – Little Wandle Big Cats is one publisher.	2 - Phonics
<ul style="list-style-type: none"> Star Reading in place across Y1-Y6 including CPD package £263 Accelerated Reader ZPD all books for wider reading at home – choices targeted more precisely to child's ability (ZPD) £1,598 	Nunnery and Ross (2003) found positive effects on comprehension for pupils in grade 5. The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention. The studies found a mean effect size of +0.20 in primary reading and +0.07 in secondary reading.	2 - Reading
<ul style="list-style-type: none"> The Write Stuff Approach CPD Resources to aid the delivery of The Write Stuff £4000 	EEF improving literacy recommendations	3 - writing
<ul style="list-style-type: none"> Full implementation of Power Maths and fully resourced from EYFS to Year 6 £5600 	https://www.pearson.com/uk/educators/schools/news/schools-blog/2019/04/power-maths-every-teachers-dream.html	4 - maths

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

Budgeted cost: **£132,597**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Wellcomm assessment and intervention for EYFS Widget Online visual support for communication £300 	https://www.gl-assessment.co.uk/case-studies/ Impact at Woodside so far has seen a more communication friendly environment enabling pupils to access learning through dual-coding	1

<ul style="list-style-type: none"> Specific targeted phonics support in EYFS, KS1 and KS2 delivered by Teaching Assistants £35,476 Little Wandle Rapid Catch up programme £1909 Little Wandle Fluency programme £6788 	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ Specific targeted support following English Hub strategies and Interventions	2, 3
<ul style="list-style-type: none"> Analysis of Star Reading to identify Key Groups Targeted use of Henry's Hideaway and class libraries £2200 Targeted use of Century for Reading £2040 School Led Tutors to raise attainment in KS1 and KS2 in phonics, reading and writing £24,975 	<ul style="list-style-type: none"> https://www.renlearn.co.uk/success-story/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf https://www.century.tech/our-impact/ DfE National Tutoring Programme Toe by Toe (1:1 reading intervention) Reading Explorers (reading comprehension) Colourful semantics GPS (Grammar for writing) 	2, 3
<ul style="list-style-type: none"> TTRS heat maps: actions based on outcomes £194 Specific targeted maths support delivered by Teaching Assistants £12,040 School-Led Tutors to raise attainment in KS2 maths £see above 	<ul style="list-style-type: none"> Impact at Woodside so far – 64% of Year 4 pupils achieved a score of 18+ in MTCs in 2020/21 https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf Intervention supported by Power of 2, Century Maths, Maths.co.uk, TTRS, Precision Teach Times tables/ maths arithmetic	4
<ul style="list-style-type: none"> Non-class based DHT and 2 AHTs Leadership support for vulnerable pupils in reading, writing and maths (30% of salaries for PP) £71,650 	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ DHT teaching commitment to enhance quality first teaching with target groups of pupils and reduce staff to pupil ratios. To provide CPD and team teaching with staff	1,2,3,4

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

Budgeted cost: **£122,640**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Part-time Family Support Worker and Part-time Attendance Officer to monitor absence and embed systems to reduce persistent absentees £27,021 Pastoral Team (Mentor and TA) supporting behaviour and wellbeing £38,848 Weekly Pastoral Team meeting with AHT to prioritise needs of vulnerable pupils and families Rise and Shine Breakfast Club £2000 Sycamore Centre - SEMH support and CPD for staff and parents £2000 	<ul style="list-style-type: none"> Early Help referrals have increased and families gained support from outside agencies (housing, intense family support) Attendance to remain high profile to increase attendance in line with national 96% Impact at Woodside – 1 exclusion (despite intense support) and a reduction in behaviour incidents 2021/22 Basic provisions (food parcels) have impacted on and increased parental engagement Vulnerable pupils start school early and provided with breakfast so they are settled ready for education in class The Sycamore Behaviour Support Team consists of teachers and HLTA's with extensive experience working alongside children with social, emotional and behavioural difficulties. We work in partnership with schools to support and develop inclusive approaches that allow pupils with behavioural, emotional and social difficulties to access the curriculum. We offer a variety of interventions under the following headings: all aspects of staff training (including MAPA), Staff support, Pupil 1:1 and small group work, Parenting 	5
<ul style="list-style-type: none"> Non-class based leadership (DHT and 2 AHTs) - DSLs to support vulnerable families (20% of salaries for PP) £47,771 	<ul style="list-style-type: none"> Most vulnerable pupils and families take highest priority and remains with Senior Leadership as DSLs 20 CP, CiN and CiC 1 new ICPC added at start of 2022/23 	5
<ul style="list-style-type: none"> Trips, Visits and Uniform subsidy all year groups £5000 	<ul style="list-style-type: none"> Increase first-hand experiences to enable writing opportunities Uniform provides a sense of belonging to Woodside and sets a high standard in personal presentation 	5

Total budgeted cost: £267,963

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 2021 to 2022 academic year.

Wellcomm – Early Years (Oracy) Progress

At Green			
	All	PP	Non-PP
Reception Baseline	20%	6%	26%
Reception Spring	36%	20%	42%
Progress increase	+16%	+14%	+16%
Mobility			
6 new children who joined mid-year none at Green			

End of KS2 attainment

	2021	2022				2023					
ARE		All	PP	Non-PP	Difference	All	All PP	PP with SEND	PP without SEND	Non-PP	Difference
Reading	44%	47%	52%	42%	+10%	61%	54%	42%	57%	66%	-12%
Writing	37%	53%	52%	55%	-3%	71%	69%	50%	86%	73%	-4%
Maths	22%	42%	38%	45%	-7%	63%	54%	42%	64%	70%	-16%

Increase in overall attainment from 2021 to 2023

	2021	2022				2023			
GDS		All	PP	Non-PP	Difference	All	PP	Non-PP	Difference
Reading	15%	13%	7%	19%	-12%	12%	8%	15%	-7%
Writing	15%	15%	14%	16%	-2%	12%	4%	18%	-14%
Maths	12%	12%	7%	16%	-9%	16%	4%	21%	-17%

KS2 Progress

39% PP at ARE at beginning of Y6 increased to 54% by end of KS2 in Reading

39% PP at ARE at beginning of Y6 increased to 69% by end of KS2 in Writing

39% PP at ARE at beginning of Y6 increased to 54% by end of KS2 in Maths

Mobility

Since the End of KS1 data was reported in 2019 at 71% in reading and writing and 75% in mathematics, a significant number of children, who would have been in Year 6, have since left Woodside (12 children = 21% of original cohort). 8 out of 12 of these children were at least EXP at the end of KS1 in Reading, Writing and Maths.

Mobility has been high between Years 2 to 6 with 28 children joining and 18 leaving, finally finishing at the end of KS2 SATS (May 23) with 43 of the original Year 2 cohort and 15 new children.

The intake of new children has significantly reduced the data for this cohort since **End of KS1** from:

71% to 57% in reading,

71% to 52% in writing

75% to 55% in maths

(based on point of entry data for new children being below ARE)

End of KS1 attainment (Teacher Assessment)

	2021	2022				2023			
ARE	All	All	PP	Non-PP	Difference	All	PP	Non-PP	Difference
Reading	60%	54%	54%	55%	-1%	69%	56%	82%	-26%
Writing	58%	53%	46%	59%	-13%	60%	48%	68%	-20%
Maths	62%	56%	54%	59%	-5%	73%	64%	79%	-15%

	2021	2022				2023			
GDS		All	PP	Non-PP	Difference	All	PP	Non-PP	Difference
Reading	12%	9%	0%	17%	-17%	22%	8%	32%	-24%
Writing	4%	4%	0%	7%	-7%	2%	0%	3%	-3%
Maths	0%	12%	11%	14%	-3%	7%	3%	9%	-6%

KS1 Progress

28% PP at ARE at the beginning of Year 2 increased to 56% by the end of KS1 in Reading

24% PP at ARE at the beginning of Year 2 increased to 48% by end of KS1 in Writing

20% PP at ARE at the beginning of Year 2 increased to 64% in end of KS1 in Maths

0% PP at GDS at the beginning of Year 2 increased to 8% by end of KS1 in Reading

Phonics

TAs across school are delivering Little Wandle catch up after receiving training – intervention helps all children in need of catch-up including PP and LAC children.

		Spring							Summer
	number of pupils sitting test	% pupils raw score 0-5	% pupils raw score 6-10	% pupils raw score 11-15	% pupils raw score 16-20	% pupils raw score 21-25	% pupils raw score 26-31	% pupils raw score 32+	Phonics screening check
Year 1	58	5%	9%	9%	5%	21%	24%	29%	71%
Y1 PP	21					67%			57%
Year 2	23	0	4%	4%	8%	8%	29%	42%	88%
Y2 PP	33							52%	74%

71% of year 1 pupils passed the phonics screening check (57% PP).

88% of year 2 pupils passed the phonics screening check (74% PP).

Note – four Year 1 children and three Year 2 children, who were on track, left after Spring term data

Wider Strategies

As a result of having a Pastoral Team – Deputy DSL & Family Support Worker, Children on CP and CiN plans are able to access pastoral support to meet the actions identified on the CP and CiN plans - As a result there has been a reduction from CP (12 down to 5) and a reduction from CiN (10 down to 5).

Family Support Worker, is efficient in completing Early Help referrals. Due to children's families having gained support from outside agencies (e.g. housing, intense family support) that impacts on children personal development and learning, there has been a reduction of Early Help cases from 13 to 8 (Aut22-Spr 23)

DSL or Deputy DSL attend MAAMS for the earliest possible intervention to be provided – a total of 28 MAAMS attended 2022-23.

Date	CP Plan	CiN Plan	Children in Care (CiC)	Early Help	MAAMS attended	Referrals to social care	Children removed from roll	CME re-ferrals	CSE re-ferrals	Mobility In/Out
Aut 1 2021	12	4	4	8	5	0	9	1	1	60/16
Aut 2 2021	15	0	4(8)	5	5	1	4	0	0	16/11
Spr 1 2022	11	5	8	6	4	0	9	0	0	14/5
Spr 2 2022	8	6	9	7	0	0	13	0	0	2/6
Sum 1 2022	5	10	9	10	2	0	4	0	0	15/7
Sum 2 2022	5	10	10	12	2	0	6	0	0	
Aut 2022	7	5	6	13	15	0	0	5	0	
Spr 2023	6	3	6	8	7	1	8	0	0	
Sum 2023	5	5	4	8	6	0	0	0	0	69/37 Total since Sept22

Sycamore have supported with individual children across school.

Impact of support - Boxall Profile Progress

Child	Developmental (111+ is in range)			Diagnostic (below 10 is in range)		
	Start	End	Progress	Start	End	Progress
Child A	97	112	+15	43	40	3
Child B	72	78	+6	71	34	37
Child C	117	133	+16	33	8	25
Child D	96	78	Left	55	43	Left
Child E	117	113	-4	78	72	6
Child F	129	137	+6	109	7	102
Child G	111	99	-12	94	49	45

Pastoral Nurture Provision with individual children and small groups from EYFS

	START Scores September 2022		REVIEW Scores November 2022		REVIEW Scores May 2023	
	Developmental (111+ in range)	Diagnostic (-10 in range)	Developmental	Diagnostic	Developmental	Diagnostic
A	40	79	↑99	35	↑119	14
B	37	42	↑109	6	↑118	2
C	55	13	↑74	10	↑94	9
D	117	70	↓98	65	↑109	49
E	104	40	↑123	12	↑136	5
F	76	75	↓53	60	↓49	59

Attendance

	2020-21	2021-22	2022-23
National attendance			92.5%
Whole school attendance	91.13% (covid)	92.03%	90.93%
PP attendance	89.43%	91.75%	88.01%
Non-pupil premium attendance	92.83%	92.31%	91.43%

Summary

There was a successful implementation of the pupil premium strategy across the year which included:

English (Oracy, Phonics, Reading and Writing)

- Wellcomm assessment EYFS and resulting intervention
- Ongoing Little Wandle phonics training for all staff
- Little Wandle fully resourced: Big Cat Books (sets of 6 for each book), wall charts, flash cards
- Regular Little Wandle audit of teaching and coaching sessions
- Daily intervention for the lowest 20% in phonics across KS1 and KS2 to increase progress and attainment in English
- Accelerated Reader assessments in place Y1 – Y6
- Phonic catch-up in place across all KS2
- Writing training for all teaching staff: Jane Considine 'The Write Stuff'
- Jane Considine resources in place and being used to ensure better quality writing outcomes
- Toe by Toe and Reading Explorers implemented and delivered by School-Led Tutors (recovery plan)

Maths

- Power Maths in place and fully resourced from EYFS to Y6
- Power of 2 and Speedy Times Tables implemented and delivered by School-Led Tutors (recovery plan)

Social, Emotional and Mental Health Needs

- Sycamore training and intervention to support individual SEMH needs
- Reviewed behaviour policy across whole school
- Pastoral Menu of provision and weekly pastoral updates with SLT
- Attendance monitoring in place

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
Wellcomm	GL Assessment
Widget Online	Widget
Voice 21 Oracy	Voice 21
Little Wandle Phonics	Little Wandle
Accelerated Reader Programme	Renaissance
Toe by Toe	Toe by Toe
The Write Stuff	Jane Considine
Power Maths	Pearson/ Active Learn
Times Tables Rockstars	Maths Circle Ltd
Century Online Learning	Century Tech

Service pupil premium funding

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Leaders in school will engage in collaborative networks to share best practice across the Hales Valley Multi Academy Trust
- Engagement in additional professional development to improve teaching and learning
 - IRIS Connect – Continuous Professional Development and Learning (CPDL) of staff through instructional coaching – Walkthrus
 - National Professional Qualification in Leading Literacy
 - National Professional Qualification in Leading Early Years
 - National Professional Qualification in Leading Teacher Development
 - National Professional Qualification in Leading Behaviour and Culture
- Skills Builder project to develop life-skills and further aspiration
- Offer a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.