

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	Woodcot Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	36% 6% service premium 30% Free School Meals
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body November 2023
Pupil premium lead	Marion Clist
Governor / Trustee lead	Lisa Rhodes

Funding overview

Detail	,Amount
Pupil premium funding allocation this academic year	£78,570
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,104
National Tutoring Premium (allocation £3,510)	£7,020
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	£98,303

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, including progress for those who are already high attainers.

We will also 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

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes
- targeted academic support - additional support is provided through targeted provision
- whole school strategies - we believe that there is no single strategy or intervention which provides a complete solution.

Challenges

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

Challenge number	Detail of challenge
1	<p>Impoverished Speech & Language</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Difficulties with Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Narrowing the attainment Gap</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Average Progress scores for our disadvantaged children were lower than disadvantaged peers in reading, writing and maths.</p>
4	<p>Social, Emotional & Mental Health need which leads to low levels of resilience which affect learning</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Vulnerable Families & related Attendance & Punctuality issues</p> <p>Our assessments, observations and discussions with pupils and families have identified that when a family gets into crisis, children's attendance at school tends to suffer and children display increased anxiety and reluctance to separate from their parents.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 5% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 3.5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £12,737.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>P4C</p> <p>Embedding dialogic activities across the school curriculum (P4C). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p> <p>P4C</p> <p>Release time for teachers</p> <p>12 x ½ days @ £120 = £1,440</p> <p>4 x full days @ £200 = £800</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion (P4C), are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1</p>
<p><u>DfE validated Systematic Synthetic Phonics programme</u> (RWI) to secure stronger phonics teaching for all pupils.</p> <p>RWI face to face training</p> <p>RWI online training and core subscription</p> <p>RWI Phonics Training, Development Day & progress meetings: £2,210</p> <p>RWI Phonics Resources: £510</p> <p>Additional resources for the RWI scheme</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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>

<p>Precise teaching & effective assessment</p> <p>Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupil</p> <p>Rising stars diagnostic Maths assessments Y2 – 6 & interventions</p> <p>Rising stars diagnostic reading assessments Y2 – 6 & interventions</p> <p>NTS Shine: £2,000</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p>	<p>3</p>
<p>Solent Maths Hub</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths Hub teacher cover for CPD</p> <p>Cover 12 x ½ days @ £120 = £1,440</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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>
<p>CPD led by HCC English Inspector</p> <p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p> <p>CPD & teacher release time to work on Writing</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF Improving literacy in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>EEF improving literacy in Key Stage 2</p>	<p>3</p>

<p>New reading books: £500 RWI Spelling resources: £700</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	
<p>CPD to enhance skills of teachers and TA's - high quality inclusive teaching</p> <p>CPD led by Educational Psychologist INSET training and planning</p> <p>Educational Psychologist 4 days to provide advice for teachers & LSA supporting children with SEND</p> <p>EP support x 4 days @ £575 = £2,300 SENCo release x 2 days @ £200 = £400</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority</p> <p>INSET on adapting learning for SEND pupils, scaffolding framework of interactions, metacognition strategies.</p> <p>EEF - Maximising Impact of Teaching assistants https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence</p> <p>Maximising the Impact of Teaching Assistants (MITA) is a whole-school training and consultancy programme for school leaders, teachers, and teaching assistants (TAs). The programme supports schools to improve how TAs are deployed in a classroom setting, prepared for lessons, and interact with pupils to improve pupil outcomes.</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>1 Decision programmes: £87.50 and £350</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: £29,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme (wellcomm YR) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>20% of salary of Early years assistant doing daily wellcomm sessions</p> <p>Wellcome programme £560</p> <p>20% = £3,667</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p>WellComm; speech and language toolkit has been developed by speech and language therapists. Screening tools enable effective assessments with a personalised profile for each child. Gaps in learning are identified and interventions put in place. Targeted interventions provide a structured approach for each child and regular screening shows the progress that is being made.</p>	1
<p>White Rose maths tutoring (Year 6)</p> <p>2 X 45 minute sessions per week 10 weeks</p> <p>White Rose Maths £3,300 @ 50% = £1,650</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: and in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	3
<p>The Nest nurture Provision</p> <p>Nurture: £23,997</p> <p>Unqualified teacher salary</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><u>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	4

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

Budgeted cost: £56,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA ELSA £18,455</p>	<p>ELSA There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>See also Little Trooper group for service children</p>	4
<p>Learning Mentor £15,542</p>	<p>A learning mentor has been employed to explicitly support pupils' learning. Developing and strengthening learning behaviours in our pupils, will enable them to become more motivated, engaged, and determined to succeed.</p> <p>EEF learning behaviour work has developed from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning.</p> <p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	4
<p>Improving Attendance and support for Vulnerable Families £17,886</p>	<p>Child & Family Support Worker works with vulnerable families improve parental engagement with issues such as attendance and punctuality. EEF (+3) We define parental</p>	5

	<p>engagement as the involvement of parents in supporting their children's academic learning. It includes: - general approaches which encourage parents to support their children with for example reading or homework - approaches and programmes which aim to develop parenting skills. - the involvement of parents in their children's learning activities; and - more intensive support tailored to meet the needs of vulnerable families. Meeting with parents, liaising with external agencies, attending CP/CIN meetings (children's services, EHH)</p> <p>Working with parents to become more engaged with school life and supporting their children</p> <p>Working with children to raise confidence, self esteem, reduce anxiety</p> <p>Analysis of attendance and follow up contact.</p>	
<p>Breakfast Club Salary & running costs £3,725 Resources: £350</p>	<p>Breakfast Club A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	4,5
<p>Cost of subsidising residential trips Year 5 2023/4 6 pp in cohort £259 x 1 Pupil</p>	Residential Trips, clubs, visits to increase cultural capital	All
<p>Cost of subsidising school trips and visits 23/24 Estimate £500</p>	Subsidising school trips/visits to increase cultural capital	All

<p>Contingency fund for acute issues. 23/24 Estimate £200</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Uniform, trips, bedding, food etc</p>	<p>All</p>
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Total budgeted cost: £99,528.50

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.

Our internal assessments during 2021/22 and end of Key Stage standardised tests show that the performance of disadvantaged pupils was typically lower than not disadvantaged peers in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy are therefore not yet fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, pupil absence was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose and Oak National Academy.

At times when all pupils were expected to attend school, attendance among disadvantaged pupils was lower than their peers. A gap between the attendance of disadvantaged and not disadvantaged pupils has been evident for the last 3 years which is why attendance is a focus in our Pupil Premium strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to staff and pupil absence (COVID-19-related issues). The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are further building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
wellcomm	
RWI	
White Rose Maths tuition	

Service pupil premium funding (optional)

Measure	Details
Little Troopers Group 5% of ELSA salary (included above)	Little Troopers Our Child & Family Support worker focused attention on the emotional wellbeing and academic achievement of service children. Little Troopers group undertook activities to stay connected to their deployed parent.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.

Further information

Additional activity

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over time to secure better outcomes for pupils.