Pupil premium strategy statement – Woodfield Primary 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	573
Proportion (%) of pupil premium eligible pupils	31.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Mr S Arnold, Headteacher
Pupil premium lead	Mr Jane Cattell, Deputy headteacher
Governor / Trustee lead	Sarah Jassal, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,349
Recovery premium funding allocation this academic year	£26,245
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£288,774

Part A: Pupil premium strategy plan

Statement of intent

Is it our intention that disadvantaged pupils at Woodfield Primary School will make accelerated progress across all subject areas to close the gap between themselves and their peers at school and at national level. High quality teaching is at the heart of our strategy alongside an evidence-based approach taking into account the specific barriers faced by our disadvantaged pupils. Attendance necessarily takes high priority in our pupil premium strategy plan along with other factors that impact upon the ability of our pupils to access their learning, including their ability to retrieve essential prior-knowledge as well as supporting pupils with Special Educational Needs and/or social, emotional and behavioural needs.

Our strategy is integral to our wider School Development Plan for this academic year but also considers longer-term objectives to secure sustainability. The accompanying pupil premium implementation plan is designed to ensure that there is rigorous monitoring of the impact of this strategy on pupils' attainment and it is regularly reviewed to promote the best possible outcomes.

The key principles of our pupil premium strategy plan are as follows:

- High quality CPD and coaching to improve teaching (over time this will build up to the 'Five-a-day' principle)
- Change in timetables to support discrete teaching of reading and arithmetic with time for pupils to practice and embed these skills
- Effective use of assessment and feedback to tailor teaching to meet the specific needs of our pupils
- Use of technology to support retrieval practice, supplement modelling and to extend provision outside of school hours.
- Targeted interventions (using evidence-based programmes) to develop communication and language, literacy and numeracy as soon as children start school
- Effective deployment of teaching assistants to those year groups that are most in need to support high quality provision within the classroom as well as deliver targeted interventions
- Timely and systematic analysis of attendance data and patterns to enable early intervention and support
- Adopting a trauma-informed approach to pupils with social, emotional and behavioural needs to ensure early-intervention and build protective factors

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils have identified that a large proportion of our disadvantaged pupils have gaps in knowledge in Reading, Writing and Maths, leading to pupils making less than expected progress as they move through Key Stage Two.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This is an impact of the Covid pandemic and is being addressed by a focus on reading fluency in Years 2 and 3 and their ongoing development as readers.
3	Our attendance data indicates that the gap between attendance of disadvantaged pupils and all pupils in Y1-Y6 widened from 0.98% in 2021-22 to 3.04% in 2022-23. This mirrors national data.
4	Analysis of school records indicates that 1 in 5 disadvantaged pupils at Woodfield (21%) are likely to have suffered Adverse Childhood Experiences and have many of the vulnerabilities listed in KCSIE 2023 compared with 8% of non-disadvantaged pupils.[1] Building protective factors for these pupils may reduce the impact on these pupils' mental health, behaviour, attendance and progress at school.
5	To ensure leaders and teachers have the subject knowledge and pedagogy to close the disadvantaged gap, addressing social mobility through high-quality training.

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[1] Based on CPOMs report filtered for students who have ever been monitored for the following categories: Child in Need, Child Protection, Contact with Social Worker, Contact with Strengthening Families Worker, Domestic Abuse, LAC, MARFS, MASH ADVICE, Police. 37/180 disadvantaged pupils = 21%. 35/431 non-disasdvantaged pupils = 8%

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 vocabulary acquisition and language comprehension among disadvantaged pupils.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils and this is broadly in line with their peers.
Improved reading fluency for children in EYFS and KS1	KS1 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard in reading and that all disadvantaged pupils meet the required standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils	Phonics Screening Check outcomes in Year 1 in 2023/24 show that disadvantaged pupils perform at least in line with national average. This is translated into improved reading fluency in Years 2 and 3, evidenced by standardised reading ages and triangulated with other sources of evidence, including listening to the lowest 20% children read. KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils meet the expected standard and more than 28% meet the higher standard.
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2025/26 show that more than 71% of disadvantaged pupils meet the expected standard and more than 13% meet the higher standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2025/26 show that more than 73% of disadvantaged pupils meet the expected standard and more than 22% meet the higher standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. • the percentage of disadvantaged pupils who are persistently absent being below 15%.
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: • qualitative data from student voice, student and parent surveys and teacher observations
To ensure that all pupils have access to the technology needed for online learning	All children are able to access online learning and engagement in this is the same as their non-disadvantaged peers.

To ensure that all children have equal access to enhancement opportunities in school	• All disadvantaged children will access extra-curricular clubs and enhancement activities in school All disadvantaged children are able to attend school trips.

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: £160,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our core curriculum planning and adaptive teaching in line with DfE and EEF guidance. *Weekly spotlight monitoring and training* *Targeted coaching for teachers*	According to the EEF, the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This includes curriculum adaptation. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 5
Changes in timetables to support discrete teaching of reading and arithmetic with time for pupils to practise and embed these skills. *Subject leader release time to embed key elements of guidance in school and to access resources and training linked to reading fluency, the reading framework, and arithmetic.*	The EEF Guidance report for KS2 literacy promotes developing reading fluency and the teaching of reading comprehension strategies building towards independent practice: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 This is also underscored in the DfE non-statutory Reading Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The DfE non-statutory guidance also recommends building in ample opportunities for pupils to practice Mathematics to ensure fluency and automaticity. https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report	1, 2
Professional development to support the effective implementation of DfE-approved systematic-synthetic phonics provider *RWI training, Early Reading leader support and coaching, online portal and RWI development days*	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: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2

Training and coaching for teachers on the 'five-a-day' principle	The EEF guidance based on research evidence suggests that there is a set of five core practices that support all pupils, including those with SEND, to succeed academically. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf It is further recommended that the ABCD of Effective Professional Development below can be used to bring teaching practice closer to the Five-a-day principle. EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 5
Specific training on metacognition and self-regulation strategies, in particular the 'Challenge' of our CUSP approach to ensure that Pupil Premium spending supports eligible students who are high-attainers.	The EEF Teaching and Learning toolkit indicates that developing metacognition and self-regulation has 'very high impact for very low cost based on extensive evidence' (+7 months). And the guidance recommends 'providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Effective use of standardised diagnostic assessments *Purchase of NTS termly tests* *Training for staff to ensure assessments are interpreted and administered correctly*	Standardised tests can provide 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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1
Developing teachers' pedagogical expertise – Specifically linked to feedback.	EEF Teaching and Learning Toolkit indicates that feedback has 'very high impact for very low cost based on extensive evidence' (+6 months). Effective feedback and marking will also link to reducing workload School workload reduction toolkit - GOV.UK (www.gov.uk)	1, 5
Professional Development of key members of staff to enhance teaching and learning. *Provide cover time for staff to undertake National Professional Qualifications.*	Investment in Continuous Professional Development opportunities for staff in order to develop and retain teaching staff	5
Use of technology to support reading fluency implemented in KS2 from Autumn 2 onwards. *Annual subscription to Reading Plus digital programme app.*	Although the EEF's cost impact analysis indicates that this is an expensive strategy, this is negated by the high impact of providing tailored high-quality teaching that is matched to pupils' needs. EEF guidance recommends that technology can be used effectively to improve outcomes for pupils with the following considerations:	1

	EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Reading Plus has been selected for a pilot programme initially based on case studies evidencing impact in other UK primary schools https://www.readingsolutionsuk.co.uk/case-studies/page/3/	
Use of technology to support retrieval practice and self-quizzing to increase retention of key ideas and knowledge, as well as to supplement modelling and improve the quality of explanations. *Purchase of 100 ipads to launch digital strategy in Years 4, 5 and 6*	EEF guidance recommends that technology can be used effectively to improve outcomes for pupils with the following considerations: EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Furthermore, the EEF metacognition and self-regulation toolkit recommends the use of 'digital technology' for 'intelligent tutoring systems that scaffold learning' as having 'particularly high impact on pupil outcomes'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2

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

Budgeted cost: £67,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition targeting Year 4 and 6 pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. *School-led tuition provided by HLTAs linked to National Tutoring Programme*	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, especially when it takes place over an extended period of time 8-20 weeks to see impact. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1
One-to-one phonics tutoring to support improved phonics outcomes and reading fluency, particularly for disadvantaged pupils.	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:	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. and Freshstart daily tutoring (subsidised by National Tutoring Programme) *Training for TAs and Early Reading leaders in delivery of the programmes from Central School Improvement team expert.*	[Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#)	
Deployment of Teaching Assistants - weighted to Years 4 and 6 to support high quality provision within the classroom and targeted interventions *50% Salary contribution to HLTA in Y6 and Y4.*	EEF guidance suggests that where TAs are used effectively to enhance classroom provision and deliver linked interventions that build on or prepare for classroom learning, that this can add value to what teachers do and build pupil independence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants The EEF's TARGET approach will be following to ensure the effectiveness of targeted interventions to support language development, literacy and numeracy	1
Delivery of oral-language interventions *TA ongoing assessment and delivery of Wellcomm interventions across Early Years (subsidised by National Tutoring Programme).*	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: [Oral language interventions	EEF (educationendowmentfoundation.org.uk)](#) In addition, EEF Early Years Toolkit indicates that Communication and Language approach has 'very high impact for very low cost based on extensive evidence' (+7 months).	1

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

Budgeted cost: £60,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice. *Appointment of Attendance and Medical Officer.* *Targeted support from EWO (2 hours per week).*	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Whole school attendance support strategies.		
Adapting our behaviour model to include a SEL approach *Appointment of full-time Pastoral Officer.* *ELSA training and targeted support.*	The EEF Teaching and Learning Toolkit states that a Social Emotional Learning approach could be implemented for low cost and could yield four months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The guidance report supports us to plan protective factors for children who have Adverse Childhood Experiences to embed a trauma-informed approach.	4
Early intervention and referral to mental health support *SLA with Reflexions Mental Health Support Team,* *Appointment of Pastoral Officer as above.*	Adopting a whole school approach to social, emotional and wellbeing in primary school alongside the importance of early intervention is supported by NICE guidance July 2022: https://www.nice.org.uk/guidance/ng223/resources/social-emotional-and-mental-wellbeing-in-primary-and-secondary-education-pdf-66143833987525	4
Embedding use of Trackit behaviour monitoring system to enable early intervention for all pupils and close monitoring of disadvantaged pupils.	This is supported by the EEF recommendations for Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4

Total budgeted cost: £288,774

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the 2022 to 2023 academic year, even though the gap between disadvantaged and non-disadvantaged pupils widened slightly due to the negative impact of COVID, it has now begun to close in most year groups, and is now inline with national expectations.

In KS1, the gap has closed due to strong early identification of barriers to learning and effective early phonics and language intervention.

Next year, our focus will be on Years 4 and 6 in order to further close the gap between our disadvantaged and non-disadvantaged pupils' achievement.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by participation in Wolverhampton's Pupil Premium Network with the following aims:

- to liaise with other schools in Wolverhampton with high-performing disadvantaged pupils to learn from their approach
- to commission a pupil premium review in the Spring Term to gain an external perspective on the implementation of our current strategy
- to ensure that we are up to date with the latest reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage

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 and this has resulted in us putting into place a more robust evaluation framework going forward to include the following:

- . We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.