

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	584
Proportion (%) of pupil premium eligible pupils	32.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	28.11.22
Date on which it will be reviewed	July 2023
Statement authorised by	P Salisbury
Pupil premium lead	G Hawkins
Governor / Trustee lead	S Jassal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,330
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£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>	£218,330

Part A: Pupil premium strategy plan

Statement of intent

At Woodfield Primary School, all members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities which will enable them to achieve success by fulfilling their potential.

Our main objectives are to raise the attainment of disadvantaged children in reading, writing and maths, provide them with the opportunity to participate in after school enrichment activities, and support them and their families who may have mental health barriers.

The strategy plan put in place towards achieving these objectives is as follows:

Principles

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed

Provision

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support for children when necessary
- Additional teaching and learning opportunities provided through trained teaching assistants and higher-level teaching assistants
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve age-related expectations
- Opportunities to participate in afterschool clubs
- Opportunities to access mental health resources along with the use of outside agencies
- Additional learning support.

- Financial contributions towards activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support, from school pastoral support officer and outside agencies if appropriate
 - This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate a significant gap between disadvantaged and other children in reading attainment at ARE and above in some year groups; in year 3 the gap is 14%, and in year 6 the gap is 17%
2	Assessments indicate a significant gap between disadvantaged and other children in writing attainment at ARE and above in some year groups; in year 1 the gap is 12%, in year 3 the gap is 22%, and in year 6 the gap is 27%
3	Assessments indicate a significant gap between disadvantaged and other children in maths attainment at ARE and above in some year groups; in year 3 the gap is 8%, and in year 5 the gap is 9%
4	Our attendance data for the last academic year, and first half term of this year, shows that the gap between attendance for disadvantaged children compared to other children has increased from 1.12% to 2.09%. This is particularly evident in certain year groups (in year 1 the gap is 7.5%). Similarly, of our 84 persistent absentees so far this term, 35 of them are disadvantaged pupils (42%)
5	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities for many pupils, including sporting and physical activities, which has been exacerbated by both the ongoing impact of COVID-19 and the current cost of living crisis. These challenges particularly affect disadvantaged pupils.
6	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. Currently, 12 out of 25 children and families working with our pastoral support officer are disadvantaged (48%)

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
To close the gap in reading attainment between disadvantaged pupils and other pupils in identified year groups and areas	The gap in attainment between disadvantaged pupils and other pupils will reduce in all year groups, with a particular focus on years 3 and 6
To close the gap in writing attainment between disadvantaged pupils and other pupils in identified year groups and areas	The gap in attainment between disadvantaged pupils and other pupils will reduce in all year groups, with a particular focus on years 1, 3 and 6
To close the gap in maths attainment between disadvantaged pupils and other pupils in identified year groups and areas	The gap in attainment between disadvantaged pupils and other pupils will reduce in all year groups, with a particular focus on years 3 and 5
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils will decrease, and the attendance gap between disadvantaged pupils and other pupils will reduce • the percentage of all pupils who are persistently absent will decrease, and the gap between disadvantaged pupils and their peers will reduce
To improve opportunities for enrichment activities (including sporting and physical activities) for all pupils, particularly our disadvantaged pupils	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; all disadvantaged children will have accessed at least one extra-curricular club over the course of the year, based on their interests. Discussions with pupils and families will indicate the positive impact of this

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: £ 139,479.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Provision in Year 6 (x2) 3 hours a day, 3 times a week	Teaching assistants can provide a large positive impact on learner outcomes; however, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional member of teaching staff in year 6 during autumn term 1 in order to support and secure high-quality teaching for all pupils, and particularly disadvantaged pupils	Well-evidenced teacher interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Contribution to TA support across school, improving quality first teaching	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Contribution to SLT, support for teachers. Improving the quality of teaching through	Dedicated time is timetabled for teachers to access coaching, mentoring and planning support. Evidence suggests that coaching	

<p>staff deployment and CPD.</p>	<p>and mentoring it is most effective when it is:</p> <ul style="list-style-type: none"> •supported by the school’s leadership •sustained over at least two terms, •includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. <p>Effective professional development Education Endowment Foundation</p>	
<p>Oracy training for staff, leading to embedded dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Daily phonics coaching for staff, and ongoing CPD, to secure stronger phonics teaching for all pupils</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 maths teaching and curriculum through the implementation of ‘Power Maths’ scheme, along with CPD for staff to support this</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 3</p>
<p>Daily transcription sessions in order to provide opportunities for children to practice writing</p>	<p>EEF guidance suggests that extensive practice, supported by effective feedback, is required to develop fluent transcription skills. It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition:</p>	<p>1, 2, 3</p>

	Improving literacy in Key Stage 2	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18,031.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly monitoring of target children in year 6 for writing by year group leader and deputy head teacher	As pupils develop their literacy skills, teaching should adapt to their changing needs. This makes teaching more efficient because effort is focused on the best next step. This approach can support both high- and low-prior-attaining pupils by ensuring that the challenge and support that they receive is appropriate Improving literacy in Key Stage 2	2
Reading fluency interventions (twice weekly) through 'Herts for Reading'	The EEF highlights the importance of reading fluency in its 'Improving literacy in key stage 2' report, and emphasises the need for children to develop accuracy, automaticity and prosody https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667947156	1, 2
Additional teaching assistant support in year 3 Elm class	Teaching assistants can provide a large positive impact on learner outcomes; however, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 44,819.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO services	The principles of good practice set out in the DfE's Working together to improve school attendance advice emphasise the importance of regularly analysing attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place	4, 6
'Believe to Achieve' counselling service Contribution to Pastoral Officer CAMHS support Social Care Strengthening families	More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement Working with parents to support children's learning Education Endowment Foundation	5, 6
Occupational therapist		6
School nursing service		6
Wolves Foundation	Children to be provided with the opportunity to participate in sessions led by the Wolves Foundation (academic and PE) as well as holiday clubs run as part of HAF (Department for Education Holiday activities and Food programme)	5, 6
Contingency fund for acute issues.	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.	4,5,6

Total budgeted cost: £202,330.15 (£15,999.85 budgeted in contingency fund)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Using key stage 1 and 2 performance data, phonics test results, and our own internal assessments, we have examined the academic performance of our school's disadvantaged students throughout the 2021/22 academic year.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. We compared our findings to those for disadvantaged and non-disadvantaged students at a school level to help us assess the performance of our disadvantaged students (although these comparisons are to be considered with caution given the caveats stated above).

Our data suggests that although disadvantaged pupils continued to make progress across the year, and the number of disadvantaged pupils achieving the expected standard and above increased in all subjects in all year groups (with one exception), there are still significant gaps remaining in attainment between disadvantaged pupils and other pupils (outlined in 'Challenges' section above). Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although it seems clear that in addition, some of the actions to boost outcomes for disadvantaged pupils, as well as other pupils, had less impact than anticipated. Similarly, our key stage 2 SATs date showed that gaps remained between disadvantaged pupils and other pupils (7% in reading, 8% in writing and 10% in maths). Overall, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils grew during the course of the pandemic, but is now beginning to close in some areas. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic, particularly in certain year groups. The impact on disadvantaged pupils has been particularly acute.

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
Counselling	Believe to Achieve
Puberty talks	Project GIVE
Drama classes	Stagecoach
Pastoral Officer support	Contribution to Pastoral Officer
EWO services	EWO services
Mental Health support	CAMHS
Social Care	Wolverhampton Health and Social Care
Family Support	Strengthening families
Occupational therapy	Wolverhampton occupational therapy services
School nurse	Wolverhampton School nursing service
Physical activity clubs, extra-curricular activities and HAF clubs	Wolves Foundation

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.