

Woodland Grange Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Woodland Grange |
| Number of pupils in school | 445 |
| Proportion (%) of pupil premium eligible pupils | 26/445 (5.8%) |
| 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 | 23/11/21 |
| Date on which it will be reviewed | 23/11/21 |
| Statement authorised by | Kirk Hayles |
| Pupil premium lead | James Parker |
| Governor / Trustee lead | Najma Sabat |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £ 47,040.00 |
| Recovery premium funding allocation this academic year | £ 4,640.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 6,063.00 |
| 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 | £ 57,743.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Woodland Grange we believe that all pupils, irrespective of their background or the challenges they face, should have the same opportunities at school as any other child. We should make provision for them to make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their relative attainment.

We consider the challenges faced by our vulnerable pupils, irrespective of their disadvantages, and endeavour to support their journey through school.

High-quality teaching is at the heart of our approach, alongside personalised, focused intervention in areas in which 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.

Our approach is responsive to common challenges facing disadvantaged pupils, as well as addressing their individual needs. Our intention is that it will help bridge any academic gaps whilst supporting their personal well-being and allowing them to excel and take an active role in school life.

At Woodland Grange we have a whole school approach to Pupil Premium; all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress for their disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments & observations indicate that disadvantaged pupils can have greater difficulties with phonics and reading than their peers. |
| 2 | Assessments & observations indicate that disadvantaged pupils can have greater difficulties with writing development than their peers. |
| 3 | Assessments & observations indicate that disadvantaged pupils can have greater difficulties with numeracy than their peers |

| | |
|----|--|
| 4 | Observations & discussions suggest that disadvantaged pupils often have struggles with their emotional well-being and mental health. |
| 5. | Discussions show that disadvantaged children often struggle to access the wider curriculum and enrichment activities (particularly during the Covid pandemic). |
| 6. | Children arriving at school with English as an additional language (EAL). Ensuring they are supported in the classroom and provision is made for their development of spoken and written English (and support for their family). |

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 improve phonics scores in KS1 among disadvantaged pupils. | Year 1 phonics test scores show improved results for our disadvantaged pupils. |
| To improve reading attainment among disadvantaged pupils. | KS1 SAT Reading scores are improved in 2021/22. |
| To improve writing attainment among disadvantaged pupils. | KS1 and 2 SAT scores show an improvement in the attainment of disadvantaged pupils working at age expected levels and above. |
| To improve maths attainment among disadvantaged pupils. | KS1 and 2 SAT scores show an improvement in the attainment of disadvantaged pupils working at age expected levels and above. |
| To improve the wellbeing for disadvantaged pupils. | To see an improvement in pupil wellbeing from activities in and out of the classroom. |
| To ensure that disadvantaged pupils are supported to engage in extra-curricular activities at school. | To offer support for clubs, trips, residentials and pre/after/out of term time care. |
| To support EAL pupils joining Woodland Grange. | Disadvantaged pupils are offered extra EAL provision. Standard of spoken and written English is closely monitored. |

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: £28,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|--|-------------------------------|
| English and maths teaching/support | <p>£10,000</p> <p>High quality intervention sessions run by existing (or additional) staff in each year group.</p> <p>Staff to work with identified pupils – gap analysis on a program of additional teaching and small group interventions.</p> <p><i>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:</i></p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p><i>The EEF guidance is based on a range of the best available evidence:</i></p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 1,2,3 |
| EAL support | <p>£18,500</p> <p>Support for children with EAL: Including new pupils arriving with little or no English. Regular sessions with school staff to support their acquisition of English (spoken and written) plus resources and training.</p> | 6 |

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

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1:1 tuition with PP pupils in phonics, reading and writing | £6,000 School staff to support disadvantaged pupils in weekly intervention group sessions. Staff to provide targeted, personalised support (as identified by class teachers). | 1,2, |
| 1:1 tuition with PP pupils in maths | £6,000 School staff to support disadvantaged pupils in weekly intervention group sessions. Staff to provide targeted, personalised support (as identified by class teachers). | 3 |

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

Budgeted cost: £17,243

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pupil and family counselling for disadvantaged pupils and their families. | £3,500 To support pupils and their families with their emotional wellbeing Sessions planned in conjunction with the school counsellor as required | 4 |
| Provide play therapy for disadvantaged pupils. | £1,500 To support pupils in their wellbeing through play-based learning and activities. | 4 |
| Out of term time care | £2,000 To offer disadvantaged pupils the opportunity of preschool and activity camps out of term time. | 5 |
| To provide clubs to disadvantaged pupils. | £3,500 | 5 |

| | | |
|-------------------------------------|---|---|
| | To offer disadvantaged pupils the opportunity of term time clubs and extra-curricular activities. | |
| Trips & Residential | £4,000 | |
| STEM project boxes | £800 To provide STEM boxes to support learning at home. | 5 |
| School Uniform | £500 | |
| Contingency fund for arising issues | £1,443 | |

Total budgeted cost: £57,743