

# Woodland Grange Primary School

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school (completed by 31/12/23)

### School overview

Detail	Data
School name	Woodland Grange
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-24, 24-25, 25-26
Date this statement was published	6/12/23
Date on which it will be reviewed	6/12/23
Statement authorised by	Hayley Brown
Pupil premium lead	James Parker
Governor / Trustee lead	Najma Sabat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,345.00
Recovery premium funding allocation this academic year	£ 4,640.00
Pupil premium funding carried forward from previous year	£ 0
<b>Total budget for this academic year</b>	<b>£ 48,985.00</b>

# 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 will make provision for them to make good progress and achieve well across all subject areas during their time at Woodland Grange. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their relative attainment or needs at school.

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 strategy, alongside personalised, focused intervention in areas in which pupils require the most support. This is proven to have the greatest impact on learning (which children making good progress as they travel through the school) whilst at the same time will also benefit 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 early 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. In some cases this can be related to social, emotional and speech and language difficulties.
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 (including support for their immediate 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 2023/24.
To improve writing attainment among disadvantaged pupils.	KS1 and 2 SAT scores (including GAPS in KS2) 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/holiday club care.
To support disadvantaged EAL pupils joining Woodland Grange.	Disadvantaged pupils are offered additional language provision where appropriate. Standard of spoken and written English is monitored by EAL lead.

## 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 (e.g. CPD, recruitment and retention)

Budgeted cost: £ 4,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
GAPS interventions	To support pupil attainment and progress in GPS, reading and writing development.	1,2
EAL support (digital devices, licences and staff PD)	Support for children with EAL: Including new, disadvantaged 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. Support for families using 'Learning Village' interactive resources.	6
Mental Health support in school	Recommended by the NHS <a href="https://www.leicestershire.nhs.uk/mental-health-support-teams-in-schools">Mental Health Support Teams in Schools (MHST) - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)</a>	4,5

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

Budgeted cost: £ 31,395.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition in phonics, reading and writing	School staff to support disadvantaged pupils in weekly intervention sessions. Staff to provide targeted, personalised support (as identified by class teachers) and provide feedback to families on ways to further support at home. <a href="https://www.eef.org.uk/what-we-do/our-programmes/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1,2

	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Tuition with PP pupils in maths	School staff to support disadvantaged pupils in weekly intervention sessions. Staff to provide targeted, personalised support (as identified by class teachers) and provide feedback to families on ways to further support at home.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £12,950.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA support	To support pupil wellbeing, encourage engagement at school.	4
Out of term time care	To offer disadvantaged pupils the opportunity of preschool and activity camps out of term time.	5
School clubs	To offer disadvantaged pupils the opportunity of term time clubs and extra-curricular activities.	5
Trips & Residential	To offer disadvantaged pupils the opportunities to partake in educational trips and visits, linked to the curriculum.	4,5
School Uniform	To offer disadvantaged pupils new uniform (school and PE)	4,5

**Total budgeted cost: £48,985.00**

# Part B: Review of outcomes in the previous academic year

## Outcomes for disadvantaged pupils

We track attainment and progress during the academic year and use the data to plan our interventions. PP pupils make better than expected progress over time compared to non-PP pupils.

### KS2 SATS Reading

	WTS	EXS	GDS	EXS&GDS
PP (3)	(1) 2%	-	(2) 4%	(2) 4%
Non-PP (59)	(9) 15%	(29) 49%	(21) 43%	(50) 85%

### KS2 SATS Writing

	WTS	EXS	GDS	EXS&GDS
PP (3)	(2) 4%	-	(1) 2%	(1) 2%
Non-PP (59)	(16) 27%	(40) 68%	(3) 5%	(43) 73%

### KS2 SATS GPS

	WTS	EXS	GDS	EXS&GDS
PP (3)	(2) 4%	-	(1) 2%	(1) 2%
Non-PP (59)	(5) 8%	(18) 31%	(36) 61%	(54) 92%

### KS2 SATS Maths

±

	WTS	EXS	GDS	EXS&GDS
PP (3)	(1) 2%	(1) 2%	(1) 2%	(2) 4%
Non-PP (59)	(10) 17%	(22) 37%	(27) 46%	(49) 83%

### KS1 SATS Reading

	WTS	EXS	GDS	EXS&GDS
PP (2)	(1) 2%	(1) 2%	-	-
Non-PP (58)	(16) 28%	(32) 55%	(10) 17%	(42) 72%

### KS1 SATS Writing

	WTS	EXS	GDS	EXS&GDS
PP (2)	(1) 2%	(1) 2%	-	-
Non-PP (58)	(23) 40%	(29) 50%	(6) 10%	(35) 60%

### KS1 SATS Maths

±

	WTS	EXS	GDS	EXS&GDS
PP (2)	(1) 2%	(1) 2%	-	-
Non-PP (58)	(14) 24%	(35) 60%	(9) 16%	(44) 76%

## 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
Mental Health Support Team	NHS