



# Woodland Grange Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (completed by 31/12/22)

### School overview

Detail	Data
School name	Woodland Grange
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	25/438 (5.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	16/12/22
Date on which it will be reviewed	30/11/22
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	£ 38,780.00
Recovery premium funding allocation this academic year	£ 4,350.00
Recovery premium* funding carried forward from previous year	£ 4,568.00
<small>*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.</small>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 21,368.00
<b>Total budget for this academic year</b>	<b>£ 69,066.00</b>
<small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	

# 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 2022/23.
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 EAL pupils joining Woodland Grange.	Disadvantaged pupils are offered extra language provision. 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 (for example, CPD, recruitment and retention)

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths teaching/support (including phonics and early reading support)	<p>£14,000</p> <p>High quality intervention sessions run by existing (or additional). Staff to work with identified pupils – gap analysis on a program of additional teaching and small group interventions (including Year 1 phonics check data 2022)</p> <p><i>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><a href="#">Maths guidance KS 1 and 2.pdf</a> (<i>publishing.service.gov.uk</i>)</p> <p><i>EEF guidance is based on a range of the best available evidence:</i></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,2,3
<i>EAL support</i>	<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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition with PP pupils in phonics, reading and writing	£8,000 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	£8,000 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: £20,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and family counselling for disadvantaged pupils and their families.	£5,500 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.	£2,500 To support pupils in their wellbeing through play-based learning and activities.	4
Out of term time care	£3,000 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 To offer disadvantaged pupils the opportunities to partake in educational trips and visits, linked to the curriculum.	
School Uniform	£500 To offer disadvantaged pupils new uniform (school and PE)	
Contingency fund for any arising issues	£1,443	

**Total budgeted cost: £68,943**

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

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### KS1 – Reading

	Below	At & Above	Above
PP	33%/1	67%/2	-
Non-PP	19%/11	81%/47	19%/11

#### KS1 – Writing

	Below	At & Above	Above
PP	67%/2	33%/1	-
Non-PP	19%/11	81%/47	7%/4

#### KS1 – Maths

	Below	At & Above	Above
PP	67%/2	33%/1	-
Non-PP	17%/10	83%/48	21%/12

#### KS2 – Reading

	Below	At & Above	Above
PP	12%/1	88%/7	63%/5
Non-PP	4%/2	96%/55	54%/31

#### KS2 – Writing

	Below	At & Above	Above
PP	25%/2	75%/6	13%/1
Non-PP	14%/8	86%/49	25%/14

#### KS2 – GAPS

	Below	At & Above	Above
PP	25%/2	75%/6	50%/4
Non-PP	2%/1	98%/56	72%/41

#### KS2 – Maths

	Below	At & Above	Above
PP	25%/2	75%/6	50%/4
Non-PP	4%/2	96%/55	63%/36

To improve phonics scores in KS1 among disadvantaged pupils

- Implementation of whole school phonics program
- Monitoring and evaluation with phonics and literacy leads in school
- Regular drop-in sessions from SLT to ensure quality of provision
- CPD for all staff on new scheme (initial and ongoing) to ensure fidelity to the new scheme
- Provision for additional phonics intervention (following whole class phonics teaching)

To improve reading/writing/maths attainment among disadvantaged pupils

- T&L/QA lead for OAK Trust to ensure quality first teaching CPD for teaching staff
- Learning walks, drop-in sessions to ensure core lessons are planned and delivered according to key principles
- Additional teaching input follows key learning as well as small group tuition for the majority of disadvantaged
- Termly assessment tracker shows that disadvantaged pupils make expected or better than expected progress
- No More Marking data (in writing) shows the majority of disadvantaged pupils working at age expected levels
- At end of KS2 the majority of disadvantaged pupils are working at EXS in reading writing and maths (see above)

To improve wellbeing for disadvantaged pupils and ensure they are supported to engage in extra-curricular activities at school.

- Additional counselling (during 2021-22) offered to disadvantaged pupils and their families
- Appointment and training of ELSA in school (for this academic year) to continue this important work
- Pupil Premium lead in school has offered support to class teachers in liaising with families regarding additional services that can be offered
- Financial help offered to disadvantaged pupils (for residential trips and extra-curricular clubs) as a way of ensuring they receive the same opportunities

To support EAL pupils joining Woodland Grange.

- Additional staff CPD from EAL lead in school to provide better support for EAL pupils
- This is especially important for younger pupils and also for pupils joining mid-year (from outside of the UK)



## 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
n/a	