

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.

School overview

Detail	Data
School name	Woodside Primary School
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Danielle Ashley
Pupil premium lead	Marcia Phipps
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231 737
Recovery premium funding allocation this academic year	£29 363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	
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Part A: Pupil premium strategy plan

Statement of intent:

Our intention is to provide an aspirational and inclusive teaching and learning environment with good or better teaching and learning for all. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. The term 'disadvantaged' applies to pupils who are considered to be vulnerable to possible underachievement, entitled to free school meals (FSM), looked after by the local authority and pupils of armed service personnel.

Pupil Premium is additional funding given by the government to help enable and support pupils that are deemed as disadvantaged to achieve results in line with national expectations.

At Woodside Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Funding will be used to remove barriers to learning and achieving excellence. The intended effect of this funding is to accelerate progress and raise attainment.

Our objectives are:

- To develop our early reading and phonic teaching and learning in order to increase children's progress in reading and make the curriculum accessible
- Improve the academic attainment of EYFS and KS1 pupils impacted by 2020 and 2021 lockdown and engagement to learning
- **To reduce the percentage of persistence absence for pupils eligible for PP**
- Improve and develop pastoral provision to support personal, social and emotional skills of pupils resulting in happy connected learners

Through the use of a systematic synthetic phonic programme Woodside pupils who are not at age-related expectations will receive phonic precision interventions to address the gaps. Our aim is that through the whole school initiative to develop their love of reading every child will be able to read with greater fluency and comprehension.

Challenges:

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

Challenge number	Detail of challenge
1	The parents of pupil premium pupils can be reluctant to engage with school or do not value education. This has a negative impact on the attendance of pupils. The average attendance of pupil premium pupils is 1.2% lower than that of their non pupil premium peers.
2	A higher percentage of pupil premium pupils have additional barriers to learning such as special educational or mental health needs which impact negatively on their engagement with learning
3	The underachievement of some groups eg boys and more able pupil premium pupils
4	The early reading skills of pupil premium pupils in EYFS and KS1 is lower than that of their non PP peers
5	Social and economic challenges experienced by families, including finance, family literacy, domestic abuse, children and parental mental health difficulties impact on increased mobility within the school population

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
1. Improved relationships between home and school impact on the attendance of pupil premium pupils.	<p>Barriers to attendance are identified and strategies implemented successfully. % attendance improves for targeted pupils.</p> <p>Trusting relationships with key families are developed</p> <p>Average attendance of pupil premium pupils improves to national expectations</p> <p>All pupils see themselves in the curriculum which sparks their enthusiasm and engagement with learning</p> <p>Pupils are more engaged with learning so attendance improves</p>

<p>2. Pupil premium pupils have appropriate support and strategies in place to manage their special educational and mental health needs. Pupils, staff and parents have a clear understanding of how best to support pupils.</p>	<p>Barriers to learning are identified and are clearly understood by all</p> <p>Appropriate approaches/adaptations and interventions are identified, implemented and monitored regularly for impact. Intervention monitoring shows that the majority of pupils targeted make accelerated progress to the expected standard or above.</p> <p>Changes to approaches/adaptations and interventions are made in response to evidence of monitoring</p> <p>A range of therapeutic interventions and mentoring support is in place for pupils with mental health needs</p> <p>Pupils develop the strategies to manage their own mental health needs</p> <p>Pupils are able to engage successfully with their own learning which is evident in their academic attainment</p> <p>Pupils build positive relationships with their peers which and adults impacts on their mental well being and feeling of belonging</p> <p>% attendance improves for targeted pupils.</p>
<p>3. Groups previously identified as underachieving make accelerated progress to ensure attainment is in line with their peers</p>	<p>Data is rigorously analysed to highlight groups who are not attaining in line with their peers</p> <p>Barriers to learning are identified and are clearly understood by all</p> <p>Appropriate approaches/adaptations and interventions are identified, implemented and monitored regularly for impact</p> <p>Changes to approaches/adaptations and interventions are made in response to evidence of monitoring</p> <p>Intervention monitoring shows that the majority of pupils targeted make accelerated progress to the expected standard or above.</p> <p>Data shows that targeted groups attainment is in line with their peers</p>
<p>4. Improved oral language and early reading skills of pupil premium pupils in EYFS and KS1</p>	<p>Continued professional development (CPD) focussing on embedding Little Wandle phonics and early reading</p> <p>CPD focusing on the use of collaborative learning tasks to develop oracy skills is completed</p> <p>Evidence of the impact of implementing LW phonics and early reading is evident from data, learning walks, observations and other monitoring activities.</p> <p>Pupils are confident to talk about their reading using a range of vocabulary.</p> <p>Pupils are able to apply their phonic knowledge</p>
<p>5. Support for families suffering social and</p>	<p>Families understand clearly how to access support and who to contact if they need guidance.</p>

<p>economic challenges is accessed and has a positive impact on family life and attendance at school. This also leads to reduced mobility.</p>	<p>Trusting relationships are built with key families to ensure they are confident to approach the school for support</p> <p>The family link worker has a good understanding of the support available for families in Croydon</p> <p>Positive relationships with school staff ensures pupil attendance improves</p> <p>Positive impact of services accessed ensures pupil mobility is reduced.</p> <p>% attendance improves for targeted pupils.</p>
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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: £151 682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased level of support staff in classes with high numbers of pupils who are identified as disadvantaged, to support with emotional regulation and learning</p>	<p>EEF research shows that TAs who are well trained and deployed with a specific focus can have +4 months impact on pupil progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Targeted CPD across the school focussing on the systematic teaching of phonics, including the introduction of a new systematic synthetic phonics programme with the appropriate resources to teach phonic effectively in EYFS and KS1</p>	<p>EEF research shows that the teaching of structured synthetic phonics '<i>has a positive impact overall (+5 months) on pupil progress with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3,4
<p>CPD on the use of collaborative learning techniques to improve outcomes for pupils</p>	<p>EEF research highlights that, '<i>the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the</i></p>	

	<p><i>size of impact varies, so it is important to get the detail right.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50 167

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring	<p>EEF research indicates that <i>'on average, one to one tuition is very effective at improving pupil outcomes.</i></p> <p><i>Research shows that short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3
teacher intervention in year 1 & 2 to address gaps in learning due to lost learning during the pandemic	<p>EEF research indicates</p> <p><i>'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</i></p>	2,3,4
Targeted intervention to address gaps in boys attainment	<p>EEF research indicates</p> <p><i>'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</i></p>	2,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £ 59 251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular mentoring sessions for pupils with mental health needs to develop strategies to manage their behaviour through recruitment of 2 behaviour mentors to support pupils across the school	EEF research shows that <i>'On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2
Develop the range of therapeutic interventions provided by highly skilled professionals on offer across the school ELSA training for 4 members of staff	Previous experience indicates that trained counsellors and therapists can have a significant impact on pupil mental health and well-being. High quality therapy provided by well trained professionals can address pupil mental health difficulties more successfully than interventions provided by school based staff.	2
Increased Educational Welfare Office time and employ an attendance officer to identify barriers to attendance and address persistent absence	Research being currently completed on attendance interventions by the EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attenda	1,5
Development of the role of family link worker to support families with social and	Previous experience has shown that the development of trusting relationships between school staff and parents is key to improving pupil attendance and engagement with school.	1,5

<p>economic challenges and signpost parents and carers to key services and support</p>	<p>Approaches must be tailored to individual families' needs. Research completed by the EEF found;</p> <p><i>'The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Continued Magic breakfast subscription to ensure all pupils have a healthy breakfast every day</p>	<p>Magic breakfast impact evaluation shows that pupils in year 2 had 2 months increased reading, writing and maths progress compared to those who has no breakfast</p> <p>Impact of Magic Breakfast</p>	5
<p>Activities and events to encourage parental engagement with the wider school community</p> <p>Workshops and coffee mornings to support parents provided by the mental health in schools team (MHIS)</p> <p>Individual parenting sessions with a MHIS support worker</p>	<p>EEF research indicates that <i>'parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

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

Quality teaching for all

Whole staff CPD focussed on Little Wandle Phonics and Whole class reading and resulted in higher quality teaching and learning across the school. Attainment in Year 1 shows significant impact where the attainment of pupil premium pupils is above non pupil premium pupils in all subjects and inline with national standards at the expected standard.

Year 2 pupil premium reading is inline with the cohort at the EXS and GDS. In Year 5 the reading attainment of disadvantaged pupils is 4% above that of non pupil premium and is inline with national standard.

Targeted support

An intervention teacher was employed during the Autumn and Spring terms to target pupils in years 1 and 2. Staff absence did impact on the ability to provide this intervention consistently. Pupil premium pupils in these year groups attained in line with their peers. Further intervention will continue to focus on year 2 (year 3 in 2022/23) to ensure the whole cohort attains in line with national expectations.

Other approaches

The targeting of pupil premium pupils with persistent absence has reduced the % absence gap between them and their non pupil premium peers by 2%, although not approaching our target this improvement is continuing. The overall attendance of all pupils continues to be a significant area of focus. Where gaps in attendance are largest pupil premium gaps in attainment are also significant. Pupil premium attendance in year 1 is better than non pupil premium pupils. Pupil premium pupils attain in line with their peers in year 1. Focus on pupil attendance will continue to be a priority.

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
Yoga therapy	Wisdom Yoga
Play therapy	Revive Therapy
Mentoring	Holistic wellness hub

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Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional):