

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	Woodside Primary School
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	30%
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 2022
Statement authorised by	
Pupil premium lead	Helen Robinson
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	£261 100

income

PP total is £261,100

Recovery Premium £29,363
School Lead Tutoring £21,667

Expenditure

Drama Therapy (Agape): So far £450 but is £150 / week (£6K in budget)
Chris Otokito: So far £7500 but now 1 hour / week at £25/hour (He's in the budget for £10K so nearly used up)
Yoga Therapy: So far £960 (£240 / week or 6 x £40)
Play Therapy (Revive Therapy) No costs yet. Have asked Nikki if she knows. It's for 3 children Play Therapy is charged at £65 per session. (I think it's per child).
Rebecca Welfare Officer? Team Ewo So far £2827 for Sept to Nov as additional hours

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' are pupils who are 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 achieved results in line with national expectations.

At Woodside, 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:

- Improve oracy and phonic to increase children's progress in reading and articulation of learning
- Improve the academic attainment of EYFS and KS1 pupils impacted by 2020 and 2021 lockdown and engagement to learning

- Improve parental engagement to positively impact the attendance of 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 whole school initiative to develop their love of reading every child will show their deep understanding of books communicating comprehension skills

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 lower than that of their non pupil premium peers (to 23 July 2021 pp average attendance was 93.12% compared to the average of non PP pupils 95.60%)
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 (60% of PP pupils in year 2 compared to 20% of non PP and 42% of year 6 PP compared 21% of non PP have SEND or mental health needs)
3	The underachievement of some groups eg boys and more able pupil premium pupils
4	The oral language and 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
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<p>1. Improved relationships between home and school impact on the attendance of pupil premium pupils.</p>	<p>Barriers to attendance are identified and strategies implemented</p> <p>Trusting relationships with key families are built</p> <p>Average attendance of pupil premium pupils improves to above 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</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 impacts on their mental wellbeing and feeling of belonging</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>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 the oracy framework is completed.</p> <p>CPD focusing on the use of collaborative learning tasks to develop oracy skills is completed</p> <p>Evidence of the impact of the oracy framework and collaborative learning techniques on teaching and learning is evident from data, learning walks, observations and other monitoring activities.</p> <p>Pupils are confident to talk about their learning using a range of vocabulary.</p> <p>Pupils develop the skills to work collaboratively on a range of learning activities.</p>

<p>5. Support for families suffering social and economic challenges is accessed and has a positive impact on family life and attendance at school. This also leads to reduced mobility.</p>	<p>Families understand clearly how to access support and who to contact if they need guidance.</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>

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>Targeted CPD focussing on embedding the oracy framework</p> <p>Rigorous monitoring ensures staff have the skills and knowledge to meet the needs of their children</p>	<p>The Educational Endowment Fund (EEF) research shows that <i>'the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also report improved classroom climate and fewer behavioural issues following work on oral language.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3,4</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</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>	<p>3,4</p>
<p>CPD on the use of collaborative learning</p>	<p>EEF research highlights that, <i>'the impact of collaborative approaches on learning is consistently positive, with pupils making an</i></p>	

techniques to improve outcomes for pupils	<p><i>additional 5 months' progress, on average, over the course of an academic year. However, the 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3

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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	<p>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2
Develop the range of therapeutic interventions provided by highly skilled professionals on offer across the school	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 to identify barriers to attendance and address persistent absence	<p>Research being currently completed on attendance interventions by the EEF</p> <p>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</p>	1,5
Development of the role of family link worker to support families with social and economic challenges and signpost parents and carers to key services and support	<p>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. 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</i></p>	1,5

	<p><i>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>	
Continued Magic breakfast subscription to ensure all pupils have a healthy breakfast every day	<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 2020 to 2021 academic year.

Quality teaching for all

Whole staff CPD focussed on collaborative planning was implemented and resulted in high quality teaching and learning. Staff planning was monitored by colleagues from across the trust. Further training for remote learning ensured high quality online content was offered by the school that engaged all learners. High quality learning resources were provided for those pupils who were unable to engage with online content. Lesson study activities improved teaching and learning as teachers were clear about the expectations of a good teaching and learning. Lesson observations completed during the summer term indicated that the vast majority of lessons were good or better, especially in key stage 2.

A review of SEND provision identified further training required for teachers and TAs, especially around bespoke individual support. There was a greater effective use of learning passports and profiles to support individual pupils. The scrutiny of books showed progress of SEND pupils across the school.

Data from the Summer term indicates that year 1 pupil premium pupils are out performing their peers, but in other year groups gaps in learning appear, these are particularly acute between pupil premium pupils and their peers at greater depth.

Targeted support

Pupil premium boys from targeted ethnic groups were identified and interventions put in place during the Autumn term. Data shows that gender gaps still exist. A higher percentage of girls are attaining at age expected levels than boys.

Attendance of pupil premium pupils was identified as an area of concern. The average percentage attendance was below that of their non-pupil premium peers. COVID-19 and the impact of the lockdowns have had a detrimental impact on the attendance of pupil premium pupils so this continues to be a focus for the next academic year. Some parents remain anxious about COVID so are reluctant to send their children to school. Some pupils have also experienced school phobia due to lockdown experience and have struggled to return to full time schooling.

Improvement in the learning environment and purchase of books has improved engagement with reading however this has not had an impact on data as yet. Targeted intervention in each subject for boys has started to close the gender gap, but this is an area for focus for the next academic year.

As a result of the behaviour review, overall behaviour improved across the school, especially for targeted pupils. The behaviour mentor employed to work with targeted pupils has developed strong relationships with the pupils and their parents/carers. These relationships have improved parental engagement for key children.

Other approaches

The family support worker and senior leadership team worked with parents and carers throughout the year to ensure that families had access to the appropriate services and financial support. Whilst the school tried to engage and signpost vulnerable families throughout the academic year this remains an aspect for further work. Parents valued the support that school staff were able to give, especially during the spring term. Food parcels, free school meal vouchers and laptops were distributed to families in need.

COVID 19 restrictions meant that parents were unable to join together as part of the school community to celebrate their children's learning. This will also be an area of focus for the new pupil premium strategy

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 tuition (for children and staff whose mental health and wellbeing was severely disrupted by the pandemic)	Shelia
Transition to secondary support programmes targeting pupils who were vulnerable during the transition	School Home Support (funded by the charity)

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):

We ensured that all pupils who were entitled to free school meals in KS2 had access to laptops through the government scheme