

## 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	515
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	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Iman Atwal
Pupil premium lead	Helen Robinson
Governor / Trustee lead	Nicola Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165 870
Recovery premium funding allocation this academic year	£29 363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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>

economic challenges is accessed and has a positive impact on family life and attendance at school. This also leads to reduced mobility.	<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
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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3,4
CPD on the use of collaborative learning techniques to improve outcomes for pupils	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2,3
teacher intervention in year 1 & 2 to address gaps in learning due to lost learning during the pandemic	EEF research indicates	2,3,4
Targeted intervention to address gaps in boys attainment	<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

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	

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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	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

economic challenges and signpost parents and carers to key services and support	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></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><a href="#">Impact of Magic Breakfast</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></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 2022 to 2023 academic year.

### **Quality teaching for all**

#### *Quality of Teaching for all*

- Wellbeing is a Trust Priority and we have a Wellbeing Champion who liaises with staff and other members of the Partnership, sharing expertise and ideas.
- Data reports identify the gap between PP children and non-PP children with leaders identifying which key individuals need to be targeted and what interventions need to be put in place to close the gap.
- We are working towards our Bronze Award in Attachment and Trauma.
- Little Wandle has been introduced in EYFS and KS1. As a result of this, 76% of children in Year 1 passed their Phonic Screening Check with 56% of disadvantaged pupils passing their Phonic Screening Check. 91% of children in Year 2 achieved their Phonic Screening Check with 96% of disadvantaged children passing their Phonic Screening Check. Further support for the delivery of Little Wandle has been put in place. Increased monitoring with clear next steps has been introduced.
- In EYFS, gaps exist between disadvantaged pupils and their peers. There are small gaps in areas of comprehension, speaking and listening, attention and understanding. 90% of children met ARE in comprehension and 70% on word reading of these 89% of disadvantaged children met ARE in comprehension and 57% achieved age expected levels in word reading. Larger gaps exist in the areas of number and number patterns. There was a gap of 22% at GLD between disadvantaged pupils and their non disadvantaged peers. Adaptations to provision have been made to address these gaps. Support from the wider trust has been put in place to support the development of continuous provision within EYFS.
- Staff CPD throughout the year has focused on upskilling TAs to understand and deliver targeted, evidence-based interventions and planning for all children such as 'Precision teaching', 'Colourful semantics' and 'Emotional regulation Support'. Ongoing training around supporting children with SEMH will continue into next year.
- Year 2 had 23 disadvantaged pupils and 47 pupils identified as non disadvantaged. Statutory data indicates that at the expected level disadvantaged pupils outperformed their non disadvantaged peers. Data shows that gaps in year 2 were +7% in reading, +12% in writing, +6% in maths and +12% in RWM combined. However this was not replicated at greater depth. Gaps at the greater depth were - 1% in reading, -12% in writing, -9% in maths and -13% in RWM combined.
- Year 6 has 37 disadvantaged pupils and 37 identified as non disadvantaged. Statutory data for year 6 indicates that disadvantaged pupils attained at a lower level than their non disadvantaged peers. Gaps at the expected standard were +3% in reading, -19% in writing, -16% in maths and -8% for reading, writing and maths combined. At greater depth the gaps were -5% for reading, -11% for writing, +16 % for maths and - 5% for reading, writing and maths combined.

### Targeted support

- Tutor-led funding was used to target disadvantaged children across the school, particularly in Year 3 and 6.
- A third teacher was introduced to support year 3. Data shows that gaps in year 3 between disadvantaged and their non disadvantaged peers at the expected level were -7% in reading, -4% in writing, -9% in maths and -7% in RWM combined and at greater depth were +7% in reading, +4% in writing, -7% in maths and -3% in RWM combined.

### Other approaches

- Our Family School Worker has strong relationships with the community, which has enabled the school to identify families where support can be offered and their openness to share if support is needed, this is particularly true for those harder to reach families.
- We have forged strong ties with the mental health in schools team. We work closely with the Emotional wellbeing practitioner to identify families needing support. The EWP has been successful in building positive relationships with parents to support them with boundaries and managing behaviour at home.
- The attendance of disadvantaged pupils continues to be approximately 2% lower than their non-dis disadvantaged peers. The EWO and attendance officer work closely to support and challenge families to ensure attendance improves. Robust systems and clear communication practices have been put in place to ensure families understand their responsibilities around school attendance. Whole school attendance and the attendance of disadvantaged pupils has improved. The attendance of non disadvantaged pupils is currently 96.1% and of disadvantaged pupils is 94.8% compared to 92.90% for disadvantaged pupils and 94.85% for non disadvantaged pupils in Autumn 2022. Persistence Absence for disadvantaged pupils is currently 14.3% which is significantly lower than the national average of 22.1%
- The support of ELSAs and behaviour mentors has had a positive impact on our ability to provide all pupils with emotional support and support to regulate. Children across the school have had nurture provision, lego therapy sessions and support with bereavement by trained adults.
- Our Magic breakfast subscription continues to provide children with a grab and go breakfast bagel first thing in the morning. Pupils report that the breakfast bagels are an important part of the start to their day. They are handed out first thing in the morning by a member of support staff. Parents report that if for some reason their child does not have a bagel their day can be difficult. Parents also report that the prospect of a bagel is often a good carrot to encourage their child to come to school.

### 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 Play therapy Counselling	Wisdom Yoga Revive Therapy Mental Health in Schools Team

#### 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):