

# 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	Woods Loke Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joel Crawley Headteacher
Pupil premium lead	Joel Crawley
Governor / Trustee lead	Nicola Rowland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,600
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,490

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, as detailed in our COVID Catch-up funding plan, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	Disadvantaged pupils do not always achieve as well as their peers in Reading, Writing and Maths. School closures and home learning have caused this gap to widen in some instances
2	Poor speech, language and communication skills, especially pupils in Early Years. Children have missed opportunities to interact with others and to develop social skills which is impacting on their learning
3	Attendance of disadvantaged pupils. Last year, disadvantaged pupils' attendance was 96.1%, compared to a whole school attendance figure of 97.4%
4	Mental and emotional well-being of pupils, particularly in light of COVID anxiety
5	Disadvantaged pupils do not always arrive at school having had breakfast and are therefore not always ready to learn
6	Due to family circumstances, disadvantaged pupils often do not have access to enriching opportunities and experiences
7	A small proportion of families do not engage with school

## 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
Disadvantaged Pupils continue to make good progress in their learning. Attainment gaps are targeted and addressed through quality first teaching and focussed intervention.	Internal and external performance information demonstrates good rates of achievement for the large majority of Disadvantaged Pupils.
Disadvantaged Pupils in the Early Years (with the exception of those with significant SEND) meet the expected standard for communication and language by the end of the year.	Speech and language therapist reports and communication and language assessments evidence progress.
Improve the attendance of disadvantaged pupils	School attendance data shows that the attendance of disadvantaged pupils is in

	line with the attendance of non-disadvantaged pupils.
Improve mental and emotional well-being of pupils	Pupils receive the support that will equip them with strategies to deal with issues that could impact on their ability to focus in the classroom, thereby impacting on their progress.
An early morning breakfast club will support families who live in challenging circumstances, as well as providing opportunities for pupils to develop social and emotional well-being.	Breakfast club provision will have a positive impact on attendance rates and allow children to start their day in a calm and settled manner so that they are ready to learn as soon as the school day begins.
Providing pupils with enriching opportunities and experiences	Disadvantaged Pupils will have the opportunity to engage with a wide range of enrichment activities which they would otherwise find it difficult to access. This will enhance their life experiences and contribute to a more well-rounded educational experience.
Increasing parental engagement	Parental engagement and involvement will be tracked and recorded. Parents who find it difficult to engage will receive intervention and support from our pastoral team.

## 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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase online CPD training package for all staff to ensure regular, up to date professional development	EEF Guidance to Effective Professional Development: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2
HLTA training for support staff to allow teachers to be released to provide feedback and small group tuition	EEF Teaching and Learning Toolkit – Feedback: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  EEF Teaching and Learning Toolkit – Small Group Tuition <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>	1
Fund Art, Music and Dance teachers from local High School to deliver specialist creative arts lessons	EEF Teaching and Learning Toolkit – Arts Participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6

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

Budgeted cost: £64,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for resources and training to allow teaching	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	1

assistants to deliver effective intervention programmes such as Catch Up Reading	<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>	
Pay for an external Speech and Language therapist to work with Early Years pupils and to train support staff	EEF Teaching and Learning Toolkit – Oral Language Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2
Engage with the National Tutor programme to fund an Academic Mentor to support pupils, including high attainers	EEF Teaching and Learning Toolkit – One to One Tuition <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>	1
Purchase of DfE phonics programme to ensure strong phonics teaching	<a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a>  EEF Teaching and Learning Toolkit – Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1

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

Budgeted cost: £34,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund a Breakfast club, providing food and activities to ensure all children start the school day ready to learn	Pupils who begin the day fed and settled are more alert, more focussed and ready to learn, and therefore able to make better academic progress	3, 5
To fund whole school enrichment weeks, designed to provide opportunities and	Due to the past two years of lockdowns, children have had limited opportunities to enjoy wider enriching experiences. These experiences increase well-being and help children to develop social and	4, 6

experiences outside the standard curriculum	communication skills which, in turn, help them to make better progress in the classroom	
To support low income families by providing essential resources, such as book bags, uniform, and funding for school trips	This ensures all pupils have equal opportunities, regardless of their circumstances	5, 6, 7
Run a series of parental engagement sessions, share afternoons, and parent workshops designed to support families and increase their engagement with school	EEF Teaching and Learning Toolkit – Parental Engagement <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>	3, 5, 7
Work with the Educational Welfare Officer to support families with school attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3, 7
To pay for training and resources to provide nurture and well-being support for pupils	EEF Teaching and Learning Toolkit – Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4

**Total budgeted cost: £127,490**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Our evaluation of the reasons for these outcomes points primarily to the impact of COVID-19 which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and Google Classroom. Equally, our school remained open to vulnerable pupils throughout the year, including during the school holidays, which went some way towards reducing the potential achievement gap for key pupils. Equally, the social and community elements of our spending had already begun to show clear impact during the autumn term as evidenced through 'soft' data such as parental feedback and discussions with pupils.

The attendance of disadvantaged pupils in 2020/21 was 96.1%, compared to a whole school attendance figure of 97.4%, which is why attendance remains a key priority. However, our pastoral team were able to keep in touch with all of our vulnerable pupils and provide both academic and pastoral support to pupils and families, as well as practical support such as providing laptops, food parcels and supermarket vouchers.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.