

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Woodston Primary School
Number of pupils in school	544
Proportion (%) of pupil premium eligible pupils	181 (31%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Becky Ford (Headteacher)
Pupil premium lead	Laura Brough (Director of Learning)
Governor / Trustee lead	Timothy Kujiyat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240, 874
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	£240, 874

Part A: Pupil premium strategy plan

Statement of intent

At Woodston Primary School, providing the best standards of education for *all* learners is at the core of our vision statement:

- ***Everyone will be provided with challenges and equal opportunities to achieve.***
- ***Everyone will develop the key skills, learning behaviours and positive attitudes to become independent life-long learners.***

Our intention is that *all* pupils will achieve and progress well throughout their learning journey at our school. We believe that the key to enabling pupils to succeed is to have high-quality teaching every day. This is the basis of our pupil premium strategy and it is our intention that *all* children, including non-disadvantaged, will benefit from the planned activities we have set out below.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Maths- poor mental recall of number facts
3	English - poor phonics and spelling skills and knowledge
4	Staff Awareness

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
ATTENDANCE: Improve the attendance of pupils	<ol style="list-style-type: none">1. Overall attendance for PP cohorts will be improved- at least 95%2. Individual attendance for children with persistent absence will show improvement with a trajectory towards 95%+

	3. Main Assessment for all year groups will show more PP children at EXS/GDS.
MATHS: Improved recall of number facts	<p>4. Children will:</p> <ol style="list-style-type: none"> Subitise numbers quickly Use a variety of strategies to quickly recall or derive addition and subtraction facts within 10 Use a variety of strategies to quickly recall or derive addition and subtraction facts across 10 Recall times tables facts at speed <p>5. GL assessments will show increased results in maths</p> <p>6. Attainment in the Year 4 Multiplication Tables Check will be to be in line with or above national (National unknown)</p> <p>7. Attainment at the end of KS1 for maths at expected and greater depth to be in line with or above national (2022)</p> <p>8. Attainment at the end of KS2 for maths at expected and greater depth to be in line with or above national (2022)</p> <p>(SC 3, 4 and 5 identified from IDSR)</p>
ENGLISH: Improved phonics and spelling	<p>1. Children will:</p> <ul style="list-style-type: none"> ○ Show progress in knowledge and application of GPCs in reading and writing. ○ Spell 80% of common exception words from NC Lists accurately and consistently in writing <p>2. GL assessments will show increased results in reading comprehension.</p> <p>3. GL assessments will show increased results in spelling.</p> <p>4. Attainment in phonics screening check at the end of year 1 to be in line with or above national (2022)</p> <p>5. Attainment at the end of KS1 for reading at expected and greater depth to be in line with or above national (2022)</p> <p>6. Attainment at the end of KS1 for writing at expected and greater depth to be in line with or above national (2019)</p> <p>7. Attainment at the end of KS2 for reading at expected and greater depth to be in line with or above national (2022)</p> <p>8. End of KS2 progress in reading and writing to be higher than 2022.</p> <p>(SC 4-8 identified from IDSR)</p>
STAFF AWARENESS	<p>1. Staff will be aware of challenges faced by PP children in their class.</p> <p>2. Staff will have a range of strategies to draw upon to support <i>all</i> learners in their class to succeed.</p> <p>3. Staff will be up-to-date with research, data and other significant information regarding pupil premium (Nationally, locally and in school).</p>

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: £145,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Little Wandle	Phonics EEF (educationendowmentfoundation.org.uk)	3
Subscription to Spelling Shed		3
Subscription to Sir Linkalot		3
CPD- staff meetings based on understanding of pupil premium; the challenges faced by children and ways to support them through quality first teaching	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	4
CPD- staff training on Number Sense Maths	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	2
CPD- staff training on Little Wandle	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	3
CPD- staff training on spelling approaches	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	3
Release time for the English Leaders to monitor standards in phonics and spelling with follow-up action planning.	Reducing school workload - GOV.UK (www.gov.uk)	3
Release time for the Maths Leader to monitor standards in number facts with follow-up action planning.	Reducing school workload - GOV.UK (www.gov.uk)	2
Release time for the Maths Leader to plan, prepare and deliver school-designed CPD and parent meetings	Reducing school workload - GOV.UK (www.gov.uk)	2
CPD for multiplication fact teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	2

	evidence/evidence-reviews/teacher-professional-development-characteristics	
Release time for Phase Leaders to monitor number facts and spelling	Reducing school workload - GOV.UK (www.gov.uk)	2 and 3
Release time for PP leader to meet with staff regarding PP children	Reducing school workload - GOV.UK (www.gov.uk)	4

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Sense Training for TAs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Little Wandle training for TA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Subscription to Little Wandle (interventions)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Subscription to Number Sense Maths (interventions)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Subscription to Times Tables Rock Stars.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2
Tackling Tables cards	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of learning mentors to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All

support children with social, emotional and behavioural difficulties.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
TA hours for breakfast club	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	4
Food for breakfast club	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	4
Sports coach additional hours for club before school	Physical activity EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £227,140

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.

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Sensory circuits
- Nurture groups
- Lunchtime groups
- Speech and language therapy
- School Partnership Programme
- Joint Practice Development (OWN Trust- Phonics and Multiplication Tables Check)