

# 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	Woodston Primary School
Number of pupils in school	570
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-22
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Jacki Mitchell
Pupil premium lead	Laura Brough
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£205,600</b>
Recovery premium funding allocation this academic year	<b>£42,720</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£248,320</b>

# 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	Lack of a rich vocabulary
2	Lack of engagement and confidence in reading
3	Poor recall of multiplication facts

## 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
Improved vocabulary among disadvantaged pupils	<ul style="list-style-type: none"><li>• Children will use an enhanced vocabulary using tier 2 and tier 3 words.</li><li>• Children will have a wider range of strategies to understand unfamiliar vocabulary</li></ul>

	<ul style="list-style-type: none"> <li>Children will make links between words and make connections across the curriculum</li> </ul>
Improved engagement and confidence in reading	<ol style="list-style-type: none"> <li>GL assessments will show increased results in reading comprehension.</li> <li>Attainment in phonics screening check at the end of year 1 to be in line with or above national (2019)</li> <li>Attainment at the end of KS1 for reading at expected and greater depth to be in line with or above national (2019)</li> <li>Attainment at the end of KS2 for reading at expected and greater depth to be in line with or above national (2019)</li> <li>End of KS2 progress in reading to be higher than 2019</li> </ol> <p>(SC 3 and 5 identified from IDSR)</p>
Improved recall of multiplication facts	<ol style="list-style-type: none"> <li>GL assessments will show increased results in maths</li> <li>Attainment in the Year 4 Multiplication Tables Check will be to be in line with or above national (National unknown)</li> <li>Attainment at the end of KS1 for maths at expected and greater depth to be in line with or above national (2019)</li> <li>Attainment at the end of KS2 for maths at expected and greater depth to be in line with or above national (2019)</li> </ol>

## 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Power of Reading CPD for key members of staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	1 and 2
Word Aware CPD for all staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	1 and 2
Release time for the English Leader to monitor standards in reading and writing, with follow-up action planning.	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	1 and 2
Release time for the English Leader to plan, prepare and deliver school-designed CPD for direct vocabulary instruction.	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	1 and 2
All classes to have a daily, timetabled lesson for direct vocabulary instruction	<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>	1 and 2
Release time for Phase Leaders to monitor direct vocabulary teaching and to support staff in improving standards.	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	1 and 2
CPD for teaching multiplication facts for all staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	3
Release time for the Maths Leader	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	3

to monitor standards in reading and writing, with follow-up action planning.		
Release time for the Maths Leader to plan, prepare and deliver school-designed CPD for multiplication fact teaching and learning	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	3
Release time for Phase Leaders to monitor multiplication fact teaching and to support staff in improving standards.	<a href="http://www.mspkmd.net/index.php?page=19_2a">http://www.mspkmd.net/index.php?page=19_2a</a>	3

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Colourful Semantics Training for TAs.	<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> <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>	1 and 2
Specialist training for SALT TA	<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> <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>	1 and 2
NELI training	<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>	1 and 2

	<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>	
Additional teacher in year 3 to deliver multiplication intervention groups (Autumn Term)	<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>	3
Subscription to Times Tables Rock Stars.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of learning mentors to support children with social, emotional and behavioural difficulties.	<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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	All
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
ELSA Trained Learning Mentor and related resources	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>	All

**Total budgeted cost: £250,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Reading GL Assessments Standard Age Score (Average =100)*

*(Year 1 of this assessment programme)*

<u>Year Group</u>	<u>All</u>	<u>Disadvantaged (FSM)</u>	<u>Non-Disadvantaged</u>
2	99.2	95.8	100.8
3	98.6	95.3	100.3
4	100.3	97.3	103.0
5	105.1 105.0	106.7 99.8	104.5 108.4
6	104.7	105.1	104.6

*Maths GL Assessments Standard Age Score (Average =100)*

*(Year 1 of this assessment programme)*

<u>Year Group</u>	<u>All</u>	<u>Disadvantaged (FSM)</u>	<u>Non-Disadvantaged</u>
2	94.3	88.2	97.0
3	91.3	95.7	94.4
4	97.7	89.1	101.3
5	99.6 104.5	98.2 98.2	100.2 109.2
6	97.5	97.8	97.4

### Externally provided programmes

Programme	Provider
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## 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)