

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	Woodland Primary
Number of pupils in school	178 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Dodson (Head)
Pupil premium lead	Michelle Dodson
Governor / Trustee lead	Lisa Staines (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,870
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	£165,870 (plus £10,780 from school budget)

Part A: Pupil premium strategy plan

Statement of intent

Woodland Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals remains high. 90% of pupils live in the 20% most deprived households nationally with 43% living in the 1% most deprived (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers.
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication - baseline entry to FS2 shows that most children are not school ready on entry to Woodland Primary. Many have limited oral language skills and vocabulary and have had little opportunity to enjoy books. In-house evaluation shows that this continues beyond KS1.
2	In school assessments, including discussions with pupils and work scrutiny show that there are gaps in reading, writing, mathematics and phonics between our disadvantaged pupils and non-disadvantaged pupils nationally, particularly at the GDS. This is evident on entry and continues into Y6. Statutory assessments show that there are gaps in attainment between our disadvantaged pupils and non-disadvantaged pupils nationally. These are most prevalent with our youngest pupils.
3	Attendance and punctuality <ul style="list-style-type: none"> Attendance for 2022/23 overall was broadly in line with National Averages, but below our target of 96% Overall attendance 2022 23 Y1-6 – All 93.9% DA 93.1% Non-DA 95.4% Persistent absence 2022 23 Y1-6 – All 18.1% DA 23.2% Non-DA 7.4% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Capacity of parents to support learning. Many of our parents had poor experiences of education. We have high numbers of one parent families and families receiving external agency support. Access to technology and books is limited in some households.

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 By 2024-2025
Curriculum in place which builds on prior learning and is accessible to and engages all learners	<ul style="list-style-type: none"> • Quality of teaching is at least good in all classes (externally moderated). • Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school • Assessments confirmed by external assessment data and by external monitoring of the school. <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> • Review and refine our Curriculum intent / progression documents for all areas
Improved outcomes in GLD, reading, writing, mathematics and phonics	<ul style="list-style-type: none"> • Focused observational assessments show significantly improved oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments. • % of disadvantaged pupils achieving GLD is within 10% of national average for all pupils nationally • % of disadvantaged pupils reaching required standard in Phonics Screening Check is within 10% of NA for all pupils nationally • At end of KS1 % of disadvantaged pupils reaching Expected Standard in reading, writing and mathematics is within 5% NA for all pupils nationally • At end of KS2 % of disadvantaged pupils reaching Expected Standard in reading, writing, mathematics and RWM is within 5% NA for all pupils nationally <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> • Reach targets agreed with Trust at EXS and GD/HS at the end of each Key Stage • Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school • Narrow the gap between % of disadvantaged pupils and others passing the Phonics Screening Check • Narrow the gap between % of disadvantaged pupils and others when compared with previous year's outcomes across all measures
Well-being, social and emotional development and inclusion	<ul style="list-style-type: none"> • High levels of inclusion/well-being exemplified by: <ul style="list-style-type: none"> • Qualitative data from pupil voice surveys and a range of parental surveys • Reduction in number of behavioural incidents recorded in CPOMS • Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies • High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback) • High levels of parental engagement in activities and workshops
Attendance and punctuality	<ul style="list-style-type: none"> • The overall absence rate for all pupils is in line with national average • The attendance gap between disadvantaged pupils and others is in line with national average • The % of all pupils who are persistently absent is in line with national average • The persistent absence gap between disadvantaged pupils and others in school is in line with NA <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> • Narrow the absence gap between disadvantaged pupils and others • Narrow the persistent absence gap between disadvantaged pupils and others • Reduce the number of pupils late and late after close of registration

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **during this academic year (2023 to 2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

developing high quality teaching, assessment and a curriculum which responds to the needs of pupils; professional development; mentoring and coaching; recruitment and retention; technology and resources)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>CPD for staff: Release of key staff including AHT with responsibility for Teaching and Learning; RWI, reading and writing lead; and mathematics lead to coach and mentor teachers to further improve the quality of teaching by using effective approaches to teaching to support the progress of disadvantaged children – including researching, planning and delivery of high quality CPD, bespoke support, coaching and modelling for teaching and support staff based on: the most effective approaches to teaching as identified in educational research and undertaking accurate assessment 0.4fte</p>	<p>EEF state that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning (+7 months additional progress).</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation <p>EEF state that Feedback is well evidenced to have a high impact on learning outcomes. It focusses on the task, subject and self- regulation strategies and provides specific information on how to improve.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback <p>EEF state that Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</p> <ul style="list-style-type: none"> https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457 <p>EEF recommends key principles underpinning effective literacy teaching based around – developing language; decoding and fluency in reading; reading comprehension; writing composition; sentence construction; assessment; use high quality structured interventions</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <p>EEF recommends key principles underpinning effective maths teaching based around – maths pedagogy; timetabling; use of manipulatives and representation; strategies for problem solving; mathematical knowledge; assessment; develop independence and motivation; provide challenge; use high quality structured interventions.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 <p>EEF states the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers and pupils with SEND are also more than twice as likely to be eligible for free school meals. EEF recommends key principles underpinning effective teaching of SEND pupils in mainstream education based around – positive and supportive environments; understanding needs; high quality teaching; use high quality interventions; effective use of TAs.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 	2

<p>Release of SENCo to support staff in meeting the needs of all pupils with a focus on the use of effective strategies for disadvantaged SEND/ vulnerable pupils. 0.4fte</p>		
<p>Secure consistently good phonics provision by:</p> <ul style="list-style-type: none"> • sustainin g subscript ion to online resource s related to the delivery of SSP (£1,800) • sustainin g access to accredite d Ruth Miskin RWI Training and develop ment (£1,800) 	<p>EEF state that the teaching of systematic synthetic phonics has a positive impact on early reading skills (+5 months additional progress), particularly for disadvantaged pupils</p> <ul style="list-style-type: none"> • DfE Reading Framework - Teaching the foundations of literacy • Education Endowment Foundation T&L Toolkit - Phonics 	<p>1,2</p>

<ul style="list-style-type: none"> purchase additional resources as needed to ensure sustainability of SSP (£1,800) 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

including: interventions to support oracy, literacy and maths; activities or resources for disadvantaged pupils with SEND; TA deployment and interventions, tuition, peer tutoring

Budgeted cost: £51,650

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Interventions</p> <p>Communication and oral language in Early Years including Early Talk Boost and additional supported intervention during QfT/interaction 0.5 fte Teaching Assistant</p>	<p>EEF state that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <ul style="list-style-type: none"> Education Endowment Foundation Early Years Toolkit - communication and language approaches <p>EEF state that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <ul style="list-style-type: none"> Education Endowment Foundation - T&L Toolkit - Oral Language Interventions 	1, 2, 4
<p>Phonics</p> <p>1:1 or small group fast track tutoring for lowest 20% in FS2, Y1, Y2 and Y3 delivered by trained teaching assistants x 5 0.2 fte</p> <p>Daily 1:1 reading fluency sessions for targeted children delivered by trained teaching assistants x7 0.1 fte</p>	<p>EEF states Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics DfE Reading Framework - Teaching the foundations of literacy 	1, 2, 4
<p>School Lead & Tuition Partners</p> <p>Small group tutoring in Reading, Writing and Maths through the 'School Lead Tutoring' program (50% of the cost of tuition to be met by the NTP & 50% from PPG)</p> <p>Same Day Intervention</p> <p>Small group and 1:1 daily short burst tuition targeted at meeting pupils' specific needs in response to ongoing assessment of learning delivered by trained teaching assistants X6 0.1 fte</p>	<p>EEF states 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. Providing training to the staff that deliver small group support is likely to increase impact. 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</p> <ul style="list-style-type: none"> Education Endowment Foundation - T&L Toolkit - Small Group Tuition Education Endowment Foundation - T&L Toolkit - One to One Tuition 	2, 3, 4

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

supporting pupils social, emotional and behavioural needs; supporting attendance, extracurricular activities, breakfast clubs and meal provision; parental engagement and support

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number/s addressed
<p><u>Well-being, social and emotional development, inclusion:</u></p> <p>Inclusion Team Lead (DHT) to provide a cohesive strategic lead and overview on well-being, social and emotional learning and inclusion, including line management of the inclusion team 0.1fte</p> <p>Behaviour Support Assistant to provide bespoke support and guidance to a small number of targeted pupils with behaviour support plans who have significant SEMH needs 1.0fte</p> <p>Safeguarding, Wellbeing and Attendance Assistant with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Work with Attendance Officer • Support safeguarding • Deliver emotional wellbeing support <p>0.6fte</p> <p>ELSA intervention for targeted / identified pupils delivered by trained teaching assistant 0.2 fte</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <ul style="list-style-type: none"> • Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning 	2,3,4
<p><u>Attendance</u></p> <p>Safeguarding, Wellbeing and Attendance Assistant with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Work with Attendance Lead (HT) and Admin Attendance Officer • Action daily attendance concerns to provide immediate support • Analyse weekly attendance and implement agreed actions <p>0.4fte</p> <p>Admin Attendance Officer</p> <ul style="list-style-type: none"> • Work with Attendance Lead (HT) and Admin Attendance Officer • Action daily attendance concerns to provide immediate support • Analyse weekly attendance and implement agreed actions <p>0.5 fte</p>	<p>DfE guidance based on case studies with school with high levels of attendance.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p> <ul style="list-style-type: none"> • DfE - School attendance guidance • DfE - Improving school attendance - support for schools and local authorities <p>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.</p> <ul style="list-style-type: none"> • EEF attendance intervention rapid evidence assessment 	3

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.

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

Good level of Development

- 67% of all our pupils achieved GLD which was the same as all pupils nationally.
- 50% of our disadvantaged pupils achieved GLD which was 22% lower than non-disadvantaged pupils nationally

Therefore, staffing to support additional intervention and high-quality interactions during sessions forms a part of the planned spend for 2023-24.

Early reading and phonics

Phonics screening check – June 2022

Year 1

- 85% of all our pupils reached the required standard which was 6% higher than all pupils nationally.
- 88% of our disadvantaged pupils reached the required standard which was 5% higher than non-disadvantaged pupils nationally

Year 2

- 79% of all our pupils reached the required standard which was 10% lower than all pupils nationally.
- 77% of our disadvantaged pupils reached the required standard which was 16% lower than non-disadvantaged pupils nationally

Therefore, efficacy to our chosen phonics program and resources, with release time for our early reading lead, staffing to support additional phonics tutoring forms a part of the planned spend for 2023-24.

End of Key Stage 1 Attainment

Reading

- 48% of all our pupils achieved the expected standard which was 20% lower than all pupils nationally.
- 59% of our disadvantaged pupils reached the expected standard which was 14% lower than non-disadvantaged pupils nationally.
- 16% of all our pupils achieved the greater depth standard which was 3% lower than all pupils nationally.
- 18% of our disadvantaged pupils achieved the greater depth standard which was 6% lower than non-disadvantaged pupils nationally.

Writing

- 44% of all pupils achieved the expected standard which was 16% lower than all pupils nationally.
- 50% of our disadvantaged pupils reached the expected standard which was 15% lower than non-disadvantaged pupils nationally
- 8% of all our pupils reached the greater depth standard which was the same as all pupils nationally.
- 12% of our disadvantaged pupils achieved the greater depth standard which was 2% higher than non-disadvantaged pupils nationally.

Maths

- 52% of all pupils achieved the expected standard which was 18% lower than all pupils nationally.
- 53% of our disadvantaged pupils reached the expected standard which was 16% lower than non-disadvantaged pupils nationally
- 16% of all our pupils reached the greater depth standard which was the same as all pupils nationally.
- 18% of our disadvantaged pupils achieved the greater depth standard which was 1% lower than non-disadvantaged pupils nationally.

Therefore, release of key staff to coach and mentor teachers to implement the 'effective approaches to teaching' as outlined in research and to support staff in meeting the needs of all pupils, school lead tuition and same day intervention form a part of the planned spend for 2023-24.

Year 4 Multiplication check

- 24% of all our pupils scored full marks which was 5% lower than all pupils nationally.
- 11% of our disadvantaged pupils scored full marks which was 22% lower than non-disadvantaged pupils nationally.
- The mean score of all our pupils was 20.6 which was 0.4 higher than all pupils nationally.
- The mean score of our disadvantaged pupils was 18.4 which was 2.5 lower than non-disadvantaged pupils nationally.

Therefore, school lead tuition and same day intervention form a part of the planned spend for 2023-24.

End of Key Stage 2 Attainment

Reading, Writing and Maths Combined

- 52% of all pupils achieved the expected standard which was 8% lower than all pupils nationally.
- 45% of our disadvantaged pupils reached the expected standard which was 21% lower than non-disadvantaged pupils nationally.
- 0% of all our pupils reached the greater depth standard which was 8% lower than all pupils nationally.
- 0% of our disadvantaged pupils achieved the greater depth standard which was 10% lower than non-disadvantaged pupils nationally.

Reading

- 65% of all pupils achieved the expected standard which was 8% lower than all pupils nationally.
- 64% of our disadvantaged pupils reached the expected standard which was 14% lower than non-disadvantaged pupils nationally

Writing

- 77% of all pupils achieved the expected standard which was 6% higher than all pupils nationally.
- 77% of our disadvantaged pupils reached the expected standard which was the same as non-disadvantaged pupils nationally.

Maths

- 65% of all pupils achieved the expected standard which was 8% lower than all pupils nationally.
- 65% of our disadvantaged pupils reached the expected standard which was 8% lower than all pupils nationally.

Therefore, release of key staff to coach and mentor teachers to implement the 'effective approaches to teaching' as outlined in research and to support staff in meeting the needs of all pupils, school lead tuition and same day intervention form a part of the planned spend for 2023-24.

Attendance, absence and persistent absence (Y1-Y6)

- Attendance for all our pupils was 93.9% which was 0.1% lower than all primary pupils nationally.
- Attendance for our disadvantaged pupils was 93.1% which was 0.7% lower than non-disadvantaged pupils nationally.

Therefore, the roles of Attendance Admin Officer and Safeguarding, Wellbeing and Attendance Assistant form a part of the planned spend for 2023-24.

Well-being and emotional health of pupils

- Relationships developed with partner agencies have continued this year.
- Planned actions took place or were adapted in response to restrictions/ needs of individuals and classes.
- Parent communication and engagement was able to move from remote/virtual to face to face. Parents were invited to key events across the year including, Christmas performances, workshops, end of year performances, sports day.
- 1:1 work for ELSA was completed.
- Bespoke support for children with SEMH issues was in place.

Therefore, the roles of Inclusion Team Lead, Behaviour Support Assistant, ELSA specialist and Safeguarding, Wellbeing and Attendance Assistant form a part of the planned spend for 2023-24.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Engagement with English Hub to continue to support the effective implementation of a SSP
- Engagement with Maths Hub to access best practice CPD for Early Years, KS1 and KS2
- Developing reading comprehension strategies focusing on the understanding of written text. This will form part of whole class teaching and then practiced in small groups / pairs.
- Extending the range of extra-curricular provision to support the well-being, behaviour and attendance of our most vulnerable pupils. This will supplement the more formal support identified within our spending plan with the aim of further developing resilience and self-confidence. Disadvantaged pupils will be prioritised for access to these activities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We took evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny.

The views of parents and carers were also sought and considered. As a school in a large trust we were able to benchmark ourselves against schools within HET and also looked outside to schools which are contextually similar to Woodland Primary and whose disadvantaged pupils perform well. This reinforced that careful attention is given to the implementation stage. [Education Endowment Foundation - Putting evidence to work: A school's guide to implementation](#)

Within school and across the Trust we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.