

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	Woodland Primary
Number of pupils in school	182 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Dodson (Head)
Pupil premium lead	Michelle Dodson
Governor / Trustee lead	Caroline East (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,057
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	£168, 657

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	<p><u>Language and communication</u></p> <p>Baseline entry assessments of children entering FS2 indicate that many children have limited oral language skills and vocabulary and have had little opportunity to enjoy books. In-house evaluation shows that this continues into KS1 and beyond. This is particularly prevalent amongst our disadvantaged pupils.</p>
2	<p><u>Progress and attainment</u></p> <p>Statutory assessments show that there are gaps in attainment in almost all areas between our disadvantaged pupils and non-disadvantaged pupils nationally.</p> <p>Our in school assessments show that there are gaps in attainment in year groups in phonics, reading, writing and mathematics between our disadvantaged pupils and non-disadvantaged pupils, particularly at the 'greater depth' standard.</p>
3	<p><u>Attendance and punctuality</u></p> <p>Although our overall attendance for 2023/24 was only slightly below National Averages (-0.4%), there are disparities between our disadvantaged pupils and non-disadvantaged pupils, particularly in terms of persistent absenteeism</p> <ul style="list-style-type: none"> • Overall attendance 2023/24 Disadvantaged: 93.49% Others: 95.42% • Persistent absence 2023/24 Disadvantaged: 23.88% Others: 12.28% <p>Our assessments and observations indicate that absenteeism negatively impacts on the progress of our disadvantaged pupils'.</p>
4	<p><u>Parental capacity to support learning</u></p> <p>Many of our parents have a limited capacity to support their children's learning due to a range of factors, including having poor experiences of education and not achieving a high standard in their own education. We have high numbers of one parent families and families facing adverse circumstances receiving external agency support, reflected in the numbers of children who are subject to child protection plans and being supported by Early Help services.</p>
5	<p><u>Experiences beyond school</u></p> <p>Many of our pupils have limited experiences out of school due to the availability of limited financial resources. The vast majority do not attend out of school activities or visit places of interest with their families.</p>

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
<p>Improved outcomes in GLD, reading, writing, mathematics and phonics</p>	<p>By the end of 2026-27</p> <ul style="list-style-type: none"> • % of disadvantaged pupils achieving GLD is within 5% of national average for 'other' pupils nationally • % of disadvantaged pupils reaching required standard in Phonics Screening Check by the end of Year 1 is within 5% of NA for 'other' pupils nationally • % of disadvantaged pupils achieving 100% in the Year 4 multiplication times table check is at least in line with NA for 'other' pupils nationally • At end of KS2 % of disadvantaged pupils reaching Expected Standard in reading, writing, mathematics and RWM combined 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 disadvantaged pupils and others when compared with previous year's outcomes across all measures
<p>Improved attendance and punctuality</p>	<p>By the end of 2026-27</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils is at least in line with national average • The attendance gap between disadvantaged pupils and others in school is in line with gaps seen nationally • The % of all pupils who are classed as persistently absent is in line with national averages • The persistent absence gap between disadvantaged pupils and others in school is in line with gaps seen nationally <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 in school • Narrow the persistent absence gap between disadvantaged pupils and others in school • Reduce the number of pupils late after close of registration
<p>Improved well-being, social and emotional development and inclusion</p>	<p>By the end of 2026-27</p> <p>High levels of inclusion/well-being exemplified by:</p> <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 • CPOMS data shows positive impact of school's support and signposting to external partner agencies • High levels of engagement in out-of-school activities by disadvantaged pupils • High levels of parental engagement in activities and workshops

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **during this academic year (2024 to 2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,700

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Deliver a high quality coaching and mentoring programme to support teachers to further improve the quality of teaching using the most effective approaches to teaching identified through cognitive science and highlighted in educational research to support the progress of disadvantaged children by training and releasing key staff to act as coach/mentors - HET Responsive Coaching (0.5FTE)</p>	<p>EEF state that Cognitive science approaches offer principles that hold promise for improving the quality of teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>EEF state that supporting high quality teaching is pivotal in improving children’s outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1 & 2</p>
<p>Provide high quality professional development for teachers and leaders by providing release time to engage in NPQH, NPQSL, NPQLL and NPQLPM to support the effective education of disadvantaged children</p>	<p>EEF state that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1727198411</p>	
<p>Secure consistently good phonics provision by:</p> <ul style="list-style-type: none"> • sustaining subscription to online resources related to the delivery of SSP • sustaining access to accredited Ruth Miskin RWI Training and development • purchase additional resources as needed to ensure sustainability of SSP • release of Phonics and Early Reading Lead to coach and mentor reading teachers to ensure high quality of provision in Read, Write, Inc. (0.1 FTE) 	<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>

<p>Support SEND/vulnerable pupils by releasing Deputy Headteacher with responsibility for SEND to support staff in meeting the needs of all pupils during quality first teaching with a focus on the use of the most effective approaches to teaching identified through cognitive science and highlighted in educational research (0.2 FTE)</p>	<p>EEF state 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 	<p>1 & 2</p>
<p>Subsidise educational visits by approximately 50% so that voluntary contributions are kept to a minimum.</p>	<p>Educational visits offer children the chance to visit places and experience things they may not have had the opportunity to do otherwise. They enrich the curriculum experience and make learning more meaningful.</p>	<p>5</p>

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

Budgeted cost: £52,800

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Communication and oral language interventions for targeted / identified pupils delivered by trained teaching assistant x 7 hours weekly</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 	<p>1, 2, 4</p>
<p>Phonics tutoring interventions 1:1 or small group for lowest 20% in FS2, Y1, Y2, Y3 and Y4 delivered by trained teaching assistants x 10 hours weekly</p> <p>Reading fluency interventions delivered by trained teaching assistants for targeted children who have graduated RWI but require further support to build fluency and stamina x 10 hours weekly</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 	<p>1, 2, 4</p>
<p>Same Day Intervention delivered 1:1 or in small groups to help children to provide daily short burst tuition targeted at meeting pupils’ specific needs in response to ongoing assessment of learning delivered by trained teaching assistants x 10 hours weekly</p>	<p>EEF states 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</p>	<p>2, 3, 4</p>

	<p>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 	
<p>Strategically deploy teaching assistants to support high-quality provision within the classroom so that children can keep up with learning with a focus on reading, writing and maths x 45 hours weekly</p>	<p>EEF states that where TAs are working with children in the classroom, their focus should be on supporting them to access the lesson being delivered by the teacher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	

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

Budgeted cost: £48,100

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Well-being, social and emotional development, inclusion 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>Deputy Designated Safeguarding Lead with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Promoting the welfare of children • Support safeguarding • Working with parents, outside agencies and making referrals • Deliver emotional wellbeing support (0.6FTE) <p>ELSA intervention for targeted / identified pupils delivered by trained teaching assistant x7.5 hours weekly</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>Attendance Deputy Designated Safeguarding Lead with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Work with Attendance Lead (HT) and Attendance Officer to analyse weekly attendance and implement agreed actions • Action daily attendance concerns to provide immediate support (0.4FTE) <p>Attendance Officer</p> <ul style="list-style-type: none"> • Work with Attendance Lead (HT) and DDSL to analyse weekly attendance and implement agreed actions • Action daily attendance concerns to provide immediate support (DB 0.5 FTE) <p>Attendance Assistant</p> <ul style="list-style-type: none"> • Work with Admin Attendance Officer • Action daily attendance concerns to provide immediate support x3 hours weekly (AW) 	<p>DfE guidance based on case studies with school with high levels of attendance. 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