

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 2023 to 2024 academic year.

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

Good level of Development

- 59% of all our pupils achieved GLD which was 9% lower than all pupils nationally.
- 67% of our disadvantaged pupils achieved GLD which was 5% 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 2024-25.

Early reading and phonics

Phonics screening check – June 2022

Year 1

- 75% of all our pupils reached the required standard which was 5% lower than all pupils nationally.
- 73% of our disadvantaged pupils reached the required standard which was 11% lower than non-disadvantaged pupils nationally

Year 2

- 100% of all our pupils reached the required standard which was 11% higher than all pupils nationally.
- 100% of our disadvantaged pupils reached the required standard which was 8% higher than non-disadvantaged pupils nationally

Therefore, efficacy to our chosen phonics program and resources, with release time for our early reading lead and staffing to support additional phonics tutoring forms a part of the planned spend for 2024-25.

Year 4 Multiplication check

- 35% of all our pupils scored full marks which was 1% higher than all pupils nationally.
- 27% of our disadvantaged pupils scored full marks which was 10% lower than non-disadvantaged pupils nationally.
- The mean score of all our pupils was 19.6 which was 1.0 lower than all pupils nationally.
- The mean score of our disadvantaged pupils was 18 which was 3.3 lower than non-disadvantaged pupils nationally.

Therefore, same day intervention forms a part of the planned spend for 2024-25.

End of Key Stage 2 Attainment

Reading, Writing and Maths Combined

- 62% of all pupils achieved the expected standard which was 1% higher than all pupils nationally.
- 56% of our disadvantaged pupils reached the expected standard which was 11% lower than non-disadvantaged pupils nationally.
- 10% of all our pupils reached the greater depth standard which was 2% higher than all pupils nationally.
- 6% of our disadvantaged pupils achieved the greater depth standard which was 4% lower than non-disadvantaged pupils nationally.

Reading

- 72% of all pupils achieved the expected standard which was 2% lower than all pupils nationally.
- 75% of our disadvantaged pupils reached the expected standard which was 4% lower than non-disadvantaged pupils nationally
- 14% of all our pupils reached the greater depth standard which was 14% lower than all pupils nationally.

- 6% of our disadvantaged pupils reached the greater depth standard which was 27% lower than non-disadvantaged pupils nationally

Writing

- 76% of all pupils achieved the expected standard which was 4% higher than all pupils nationally.
- 75% of our disadvantaged pupils reached the expected standard which was 2% lower than non-disadvantaged pupils nationally.
- 14% of all our pupils reached the greater depth standard which was 1% higher than all pupils nationally.
- 6% of our disadvantaged pupils reached the greater depth standard which was 10% lower than non-disadvantaged pupils nationally

Maths

- 76% of all pupils achieved the expected standard which was 3% higher than all pupils nationally.
- 69% of our disadvantaged pupils reached the expected standard which was 10% lower than all pupils nationally.
- 10% of all our pupils reached the greater depth standard which was 14% lower than all pupils nationally.
- 6% of our disadvantaged pupils reached the greater depth standard which was 23% 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 and same day intervention form a part of the planned spend for 2024-25.

Attendance, absence and persistent absence (Y1-Y6)

- Attendance for all our pupils was 94.1% which was 0.4% lower than all primary pupils nationally.
- Attendance for our disadvantaged pupils was 93.5% which was 1.9% lower than non-disadvantaged pupils nationally.
- Persistent absence for all our pupils was 19.1% which was 3.9% higher than all primary pupils nationally.
- Persistent absence for our disadvantaged pupils was 21.2% which was 10.5% higher than non-disadvantaged pupils nationally.

Therefore, the roles of Attendance Admin Officer and Deputy Designated Safeguarding Lead form a part of the planned spend for 2024-25.

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 needs of individuals and classes.
- 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 Deputy Designated Safeguarding Lead form a part of the planned spend for 2024-25.

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 |

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.