

Woodford Primary School Pupil Premium 3-year Strategy 2022-2025 Academic Year 2023-2024



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Woodford Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	27.09.23
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Patrick
Pupil premium lead	Katie Patrick
Governor / Trustee lead	Rob Frankow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105, 102.00
Recovery premium funding allocation this academic year	£0
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	£105, 102.00

Part A: Pupil premium strategy plan

Statement of intent

At Woodford Primary School, we believe that providing the highest quality teaching gives the best approach for 'keep-up' in the curriculum. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations; a high-quality, ambitious curriculum; strong relationships and an understanding academic and emotional needs to grow the potential in every child.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach (curriculum) and how they teach (curriculum delivery). We will use the best evidence from research to support improvement in order to improve children's outcomes. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, particularly focusing on their fluency knowledge and skills so that they confidently access the curriculum.

The key principles of our strategy plan are:

1. HIGH QUALITY TEACHING

To ensure access to high quality teaching, we plan to...

- Provide staff with training on rigorous and well-planned reading and writing curriculum content across the whole school with support of a Devon English consultant.
- Provide teaching with planning coaching support and training on effective modelling of writing in the curriculum sequence.
- Purchase high quality text to support the writing curriculum.
- Continue to train staff and implement RWI phonics programme for early reading during the 2nd year of implementation through RWI development day.
- RWI lead to provide coaching to staff with the curriculum delivery of RWI on a fortnightly basis.
- Maths mastery specialist to train staff on maths fluency.
- Online maths fluency Claire Christie NCTEM training for KS2 teachers and Mastering Number training for KS1 teachers.
- Provide TAs with further training on precision instruction to support quality intervention and high-quality teaching.
- Purchase Rekenreks to support the delivery of the mastering Number programme in EYFS and KS1 for maths fluency.
- Purchase additional Educational Psychologist days to coach and support teachers and TAs on adaptive teaching.
- Purchase Widdit to support adaptive teaching.
- Purchase Ed Shed Spelling Bee resources to support spelling fluency and deliberate practice.
- Senior leaders attend EEF training on Pupil Premium effectiveness and tackling disadvantage.

2. TARGETED ACADEMIC SUPPORT

To deliver impactful targeted support, we plan to...

- Employ additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2.
- Y3, Y4 and Y5 teacher to provide targeted maths fluency intervention for 1hr per week.
- Learning mentor to provide specialist wellbeing support to improve access to and engagement with learning.
- TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency.
- Purchase SHINE intervention and to support delivery of 'keep-up' reading intervention.
- Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation.
- Personalised meet and greet with Emotional Available adults.
- Rainbow Room support for KS1 children at lunchtimes to have emotional available adult to support children with play in social situations.
- Social and emotional targeted intervention through the wellbeing team to build social language and relational interactions.
- Referrals to the MAST team for targeted family support.

3. WIDER STRATEGIES

To remove non-academic barriers to attainment, we plan to...

- Purchase higher level support from MAST for early intervention and support with attendance.
- Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families with attendance.
- Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions.
- Allocated time of school Family Support Advisor to operate school-based support and facilitate multi-agency support for families with attendance.
- Support with access to wider school activities.
- Daily meet and greet for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate poor fluency knowledge and skills in maths which is more prevalent among our disadvantaged than their peers. This is proving to be a barrier to further maths success across the breadth of the full maths curriculum.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with mastering phonics early on than their peers. This negatively impacts their development as readers, particularly as they enter the KS2 reading curriculum.
3	Assessments, observations and discussions with children suggest that disadvantaged children experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across the curriculum.
4	Our attendance data for over the last year indicates that attendance among disadvantaged children averaged 91.4%. This was lower than non-disadvantaged children (95.4%). The information indicate that absenteeism is negatively impacting on disadvantaged children's progress and success within the curriculum.
5	Observations, behaviour information and discussions indicate that many disadvantaged children, particularly those who have experienced early childhood trauma, experience difficulty with forming trusted relationships and fully understanding social interactions in the social world. This negatively impacts of their mental health and wellbeing which has a knock on to their school success.

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 maths fluency knowledge and skills among disadvantaged children to improve overall maths achievement in the curriculum.</p> <p><i>Link to school improvement implementation plan 2.4.</i></p>	<p>Assessments, observations and discussions with children indicate significant improvement in maths fluency knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.</p>

<p><i>Link to school improvement implementation plan 2.5.</i></p>	<p>Discussions with children demonstrate retrieval and use of taught knowledge. Knowledge in books demonstrates application of fluency knowledge and skills.</p> <p>In the end of year PUMA testing, the gap between disadvantaged children and their peers is narrowed.</p> <p>In the Y4 multiplication check, disadvantaged children (22% 2023) achieve as well as their peers.</p> <p>The whole school information for children meeting the age expected standard among the disadvantaged group improves from 62%.</p> <p>RWM % for disadvantaged children both at KS1(50% 2023) and KS2 (63% 2023) improves to narrow the attainment gap.</p>
<p>Improved reading attainment among disadvantaged children.</p> <p><i>Link to school improvement implementation plan 2.1.</i></p> <p><i>Link to school improvement implementation plan 2.4.</i></p>	<p>100% of children within EYFS are at the expected level for phonics.</p> <p>92% of children achieve the phonics screening check in Year 1.</p> <p>100% of children achieve the phonics screening check in Year 2.</p> <p>90% of children achieve the expected reading standard at the end of KS2.</p> <p>The whole school information for children meeting the age expected standard among the disadvantaged group improves from 57%.</p> <p>Phonics lessons delivered with fidelity to the RWI scheme.</p> <p>Reading 'keep up' intervention delivered with fidelity to the RWI scheme.</p> <p>Fresh Start RWI intervention programme delivered consistently across KS2.</p> <p>RWM % for disadvantaged children both at KS1(50% 2023) and KS2 (63% 2023) improves to narrow the attainment gap.</p>
<p>Improved writing transcription fluency knowledge and skills among disadvantaged children to improve overall writing achievement in the curriculum.</p> <p><i>Link to school improvement implementation plan 2.3.</i></p>	<p>Assessments, observations and discussions with children indicate significant improvement in writing transcription knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.</p>

<p><i>Link to school improvement implementation plan 2.4.</i></p>	<p>Discussions with children demonstrate retrieval and use of taught writing knowledge and skills.</p> <p>Writing in books demonstrates application of transcription knowledge and skills.</p> <p>In writing moderation, disadvantaged children are a priority for discussion and professional learning.</p> <p>The writing attainment gap is narrowed between disadvantaged (54% 2023) and their peers (72% 2023) across the whole school information.</p> <p>RWM % for disadvantaged children both at KS1 (50% 2023) and KS2 (63% 2023) improves to narrow the attainment gap.</p>
<p>Achieve and sustain improved attendance for children, particularly the disadvantaged group.</p> <p><i>Link to school improvement implementation plan 2.2.</i></p>	<p>Sustained high attendance from 2022-2025 for all children to be 97% or above and the gap between non-disadvantaged and disadvantaged reduces significantly.</p> <p>The % of PA children reduces.</p>
<p>Disadvantaged children build trusted relationships with key adults and children within the school which supports their social interactions, resulting in improved mental health and wellbeing.</p>	<p>Emotionally Available Adults (EAA) within the school support the children's 'thinking brain' and vocabulary understanding to be able to regulate emotions through social skills training, resulting in a reduction in behaviours incidents.</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: £33, 079.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff with training on rigorous and well-planned reading and writing curriculum content	The EEF Toolkit and the EEF 'Professional Development' guidance report. Simple view of writing document.	3

across the whole school with support of a Devon English consultant.		
Provide teaching with planning coaching support and training on effective modelling of writing in the curriculum sequence.	The EEF Toolkit and the EEF 'Professional Development' guidance report. The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'.	3
Purchase high quality text to support the writing curriculum.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'.	3
Continue to train staff and implement RWI phonics programme for early reading during the 2 nd year of implementation through RWI development day.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework.	2
RWI lead to provide coaching to staff with the curriculum delivery of RWI on a fortnightly basis.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework.	2
Maths mastery specialist to train staff on maths fluency. Online maths fluency Claire Christie NCTEM training for KS2 teachers and Mastering Number training for KS1 teachers.	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1
Provide TAs with further training on precision instruction to support quality intervention and high-quality teaching. Purchase additional Educational Psychologist days to coach and support teachers and TAs on adaptive teaching.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. EEF 'Selecting Interventions' guidance. EEF 'Making Best Use of TAs' guidance.	1 2 3
Purchase Rekenreks to support the delivery of the mastering Number programme in EYFS and KS1 for maths fluency.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1
Purchase additional Educational Psychologist days to coach and support	The EEF Toolkit and the EEF 'Professional Development' guidance report.	1 2 3

teachers and TAs on adaptive teaching.	EEF 'Special Educational Needs in Mainstream' guidance report.	
Purchase Widgit to support adaptive teaching.	EEF 'Special Educational Needs in Mainstream' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1 2 3
Purchase EdShed Spelling Bee resources to support spelling fluency and deliberate practice.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	3

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

Budgeted cost: £33, 925.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2.	EEF 'Selecting Interventions'. DfE Reading Framework. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	2
Y3, Y4 and Y5 teacher to provide targeted maths fluency intervention for 1hr per week.	EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	1
Learning mentor to provide specialist wellbeing support to improve access to and engagement with learning.	EEF 'Selecting Interventions'. EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'.	1 2 3 4 5
TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency. Purchase SHINE intervention and to support delivery of 'keep-up' reading intervention.	EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework.	2
Rainbow Room support for KS1 children at lunchtimes to have emotional available adult to support chil-	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research.	4 5

dren with play in social situations.		
Social and emotional targeted intervention through the wellbeing team to build social language and relational interactions.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research.	4 5
Referrals to the MAST team for targeted family support.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. EEF guidance report on 'Working with Parents to Improve Children's Learning'. Trauma Informed Schools Research.	4 5

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

Budgeted cost: £38, 097.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase higher level MAST access and support.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. EEF guidance report on 'Working with Parents to Improve Children's Learning'. Trauma Informed Schools Research.	4 5
Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families with attendance. Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions.	EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'.	4 5
Allocated time of school Family Support Advisor to operate school-based support and facilitate multi-agency support for families with attendance.	EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'.	4 5
Support with access to wider school activities.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'.	5

Total budgeted cost: £105, 102

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.

From the previous year, there was an improvement in individual children's attendance levels from the previous years for families who had received targeted support. More disadvantaged children engaged in the school-based wellbeing support offered. MAST referrals continued to support families and children with wellbeing and promoting positive attendance at school. Parents support groups was started for families with children who had previously been in the care systems and provision plans were set up in school to enable improved understanding of needs.

KPIs 2023	All children	Disadvantaged
EYFS	76%	40%
Y1 PSC	78% median score 32	55%
Y2 PSC	91%	100%
Y4 MTC	27% median score 20 (score of 20+ 55%)	22%
KS1 RWM	67%	50%
KS2 RWM	74%	63%
Attendance (to date)	95.4%	91.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI phonics scheme Re-Think Reading	Oxford University Press Devon

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching assistant to support with emotional literacy. Teaching assistant to liaise with parents and offer wellbeing support. Teaching assistant to run groups for service children and liaise with outreach support from the service sector. Teaching assistant to run events for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Children able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with children in similar situations.

Further information (optional)