


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	Wodensfield Primary School
Number of pupils in school	417
Proportion (%) of pupils premium eligible pupils	40% 
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 (reviewed by ASh)
Statement authorised by	Mrs S Walker (HT)
Pupil premium lead	Mr A Sharpe (AHT)
Governor / Trustee lead	Mr N Knowles (September 2023)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070.00
Recovery premium funding allocation this academic year	£22,910.00
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	£246,980.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. We aim to use PP funding strategically to support the identified children to reach their full potential which forms our vision for all of our pupils. By accessing a broad and balanced curriculum with individualised support, children should accelerate in their progress and reach expectations. We will also offer an enriched curriculum that will raise aspirations and educational experiences for all our pupils. **During 2023-24 we will focus on;**

Improving Day to Day Teaching:

We will ensure that all children across the school receive good quality first teaching by ensuring that our leaders:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of school policies (e.g. updated Presentation Policy 2023)
- Share good practice within the school and draw on expertise (e.g. Brain, Buddy, Boss)
- Provide high quality CPD that is in line with school and staff needs
- Improve assessment through moderation across the school and with local schools

Individualising Support:

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and teachers communicate effectively and regularly
- Providing high quality intervention across **all Year Groups**
- Working with other agencies to provide additional expertise (e.g. CLL)
- Providing support for parents and families through in-school meetings and sessions
- Tailoring interventions to the needs of the child.

Challenges

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

Challenge number	Detail of challenge (In school and outside)
1	Reading (and Oracy) – Teacher assessments, lesson observations, and pupil discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident across the school in all key stages in general, however it is more prevalent among our disadvantaged pupils than their peers. This results in many PP pupils working well below age-related expectations for both reading and writing.
2	Progress is slower for PP pupils who fall within two or more groups, such as summer born, boys or SEND, in comparison to age-related expectations.
3	Joint FSM and SEND needs (multiple factors) for a high proportion of children on our disadvantaged register (19% of children with multiple factors)
4	Persistent absence for many disadvantaged families has an effect on the impact of the school's 'catch-up' programme (57% of all persistence absence were PP eligible children at end of November 2023)
5	Large % of children are regularly late and miss the start of learning each day – e.g. because they are hungry, needing to use the toilet, reading books and other equipment aren't brought into school (65% of all lates were PP eligible children at end of November 2023)
6	A number of parents whose children are entitled to Pupil Premium lack confidence to support children at home and do not engage in parents' evenings, parent reading sessions, school events, home learning and online communications.

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>Reading, writing and spelling will improve and the % of children entitled to PP achieving expected standard or greater depth will increase. This will result in the gap between PP and non-PP children closing for reading and writing.</p> <p>Children will read for pleasure more frequently outside of school.</p>	<ul style="list-style-type: none"> • All PP children will pass Phonics Screen • Children will progress through Book Bands • Children's NFER scores will show progress (in-year and year-on-year) • New Oracy Lead from September 2023 • The gap between PP and non-PP children in writing outcomes will close • Children will want to read in and out of school, including Oxford Reading Buddy

<p>Improved expected levels of progress for disadvantaged pupils across all groups e.g. SEND and/or summer born</p>	<ul style="list-style-type: none"> • Termly Pupil Progress Meetings illustrate that disadvantaged pupils are making at least expected levels of progress due to quality first teaching and targeted interventions to accelerate progress. • Disadvantaged pupils' outcomes show an increase in the progress made across key stages showing added value due to the impact of quality first teaching
<p>Provision for children with SEND/SEMH will improve behaviour, self-regulation and children's mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Regulation Station setup in each classroom (from November 2023) • Workstation setup in classrooms where required • Provision Map on Insight accurately identifies additional support (both timely and appropriate) and measures impact • Nurture support is provided • Draw & Talk, Sensory and Bereavement groups with targeted children • Boxall scores will improve, behaviour related incidents will decrease
<p>Ensure that parents are equipped and empowered to support their children in their learning and that they know how to access support where needed.</p> <p>The above will be measured by: - Attendance at parents' evenings, parental engagement events, etc. - Quantity of homework handed in, Reading Records maintained, times tables and spelling test scores of PP children.</p>	<ul style="list-style-type: none"> • Parents will attend Parents' Evenings comparable with children not entitled to PP • Parents will attend parent reading sessions comparable with children not entitled to PP • Children will participate in more homework activities e.g. Times Tables Rock Stars, Mathletics and Oxford Reading Buddy • Parents will engage in MME and online communications
<p>PP children will be at or above the 96% attendance target. PP children will be in school at the start of the school day and be ready to learn. Building an 'attend to achieve' culture.</p>	<ul style="list-style-type: none"> • Attendance will be at 96%+ (91.4% PP attendance at end of November) • Lateness will decrease to 5%

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of teaching for all: To ensure all children have access to a well-planned and sequenced curriculum which enables them to build on prior learning, link connecting ideas and deepen their understanding. As a result, they will 'know more and remember more'.</p>	<p>Education Endowment Foundation (EEF) states that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.</p> <p>Curriculum designed so that knowledge is sequential. Strategies are used to help knowledge stick:</p> <ol style="list-style-type: none"> 1. Subject leader development (CPD) 2. Knowledge organisers 3. Quizzing/mini topic tests 4. Low-stakes testing (NFER, Collins) 5. Kagan seating plans (mixed ability) 	<p>1 2</p>
<p>To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.</p>	<p>A good level of quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>CPD and school monitoring focusing on teaching and learning. Teachers have a bank of strategies which they will routinely use. Access to training and networks will further enhance staff skills and confidence.</p>	<p>1 2</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early readers make accelerated progress:</p> <ul style="list-style-type: none"> • RWI (whole staff update Sep 2023) • Early Reading • Reading Fluency (update Nov 2023) <p>Reading books will match children's ability but will be</p>	<p>Children entitled to PP have not been reading as much at home as other children.</p> <p>The EEF have completed a variety of projects on the impact of reading and language-rich environments.</p> <p>Monitor the % of PP engagement for families attending parent reading sessions in Y1, Y2, Y3.</p>	<p>1 2 3 4 6</p>

<p>relevant and engaging for their chronological age.</p> <p>Parent Reading sessions, in class, before school each week in Y1, Y2, Y3.</p>		
<p>Targeted interventions will improve outcomes for children in specific areas:</p> <ul style="list-style-type: none"> • Support staff working with small groups delivering evidence based interventions that are specific to children's needs, designed by the class teacher. • These will have clear outcomes and assessment will show clear area need and measure progress. • Interventions will be tracked through Provision Mapping on Insight. 	<p>Children will be identified through Pupil Progress Meetings and discussions with the SENDCO.</p> <p>Assessment data tracked through Insight will aid in the identification of children who need intervention.</p> <p>NFER assessments analysed to identify progress and slippage.</p> <p>Specific targets will be addressed.</p> <p>Evidence based interventions will be used to suit the needs of the individual.</p> <p>As of autumn term 2, support staff have been assigned a specific intervention subject relating to an area of strength/interest (e.g. Speech & Language, Maths, Reading)</p>	<p>1 2 3 4</p>
<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Pre-teach and catch-up sessions offered to individual children or groups before and after school.</p> <p>Home learning clubs will support children with out of school self-study (including within ASC).</p>	<p>EEF research shows that pre-teaching is a powerful tool for improving confidence and attainment. Y6 Breakfast Maths in operation from spring term in preparation for SATs and beyond.</p> <p>Children not completing home learning, not learning spellings and timetables are children entitled to PP. Home learning clubs can help develop good learning habits (for example Mathematics club).</p> <p>Y2 Maths session for targeted children.</p> <p>Aspire ASC support with home learning.</p>	<p>4 5 6</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All staff to maintain the positive, consistent and proactive approach to behaviour.</p> <p>Staff training to ensure clear routines are embedded across school that support good behaviour.</p> <p>Staff training and support from behaviour specialists for children with particularly challenging behaviour (Team Teach training).</p>	<p>Our Behaviour Blueprint, based on the 'When the Adults Change' Pivotal Pillars, stresses the importance of consistency and relentless routines.</p> <p>The Five Pillars of Pivotal Practice:</p> <ul style="list-style-type: none"> • Consistent, calm adult behaviour, • First attention to best conduct, • Relentless routines, • Scripting difficult interventions, • Restorative conversations. <p>DHT, AHT and Family Support staff member trained in Restorative Practice</p> <p>Inclusive approach to behaviour needs</p>	
<p>Punctuality and attendance improve; children feel ready for the school day.</p> <ul style="list-style-type: none"> • <i>Bagels</i> • <i>Fruit & Snack</i> • <i>Aspire BSC</i> 	<p>If children are in school earlier, they can settle and be ready for learning at the start of the school day (morning work). They will not feel marginalised or embarrassed by walking in after the rest of the class.</p> <p>Children attending Aspire BSC can have a healthy breakfast then will be given the opportunity to complete home learning tasks, read a book or take part in a structured activity.</p>	<p>4 5</p>
<p>Remove factors that could make children entitled to PP feel excluded.</p> <ul style="list-style-type: none"> • Opening up swimming opportunities to a larger number of children via the on-site swimming pool (Y3-Y6). • Providing access to spare and pre-loved uniform and sports kit. • Helping fund trips/in-school visits. • Giving extra reminders about school events such as non-uniform days via Mme and text. 	<p>It is often the same families who forget non-uniform days and special events. They may need more support with organisation.</p> <p>Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. Small factors can single a child out among peers and make them feel excluded.</p> <p>This can be damaging to their self-esteem and sense of belonging. This cannot always be mitigated by school's intervention, but every effort should be made where it can.</p>	<p>2 5 6</p>
<p>Children will have access to IT to support their learning.</p> <ul style="list-style-type: none"> • Families may be offered a loan laptop where applicable. 	<p>Most home learning is set online and those without IT are given hard copies of tasks. Some learning tasks are delivered through online platforms and children are missing out on some of the advantages of that e.g. interactive games, appearing on leader boards etc.</p>	<p>2 4 6</p>

<ul style="list-style-type: none"> • Wi-Fi cards may be available for those that need them. • Lunchtime and after school clubs offer access to IT equipment. 	<p>Also, in the event of whole school closure, work is easier to access online.</p>	
<p>Access to high quality extra-curricular clubs – delivered by school staff, free-of-charge</p>	<p>A wide variety of extra-curricular clubs are offered by staff during lunchtimes and after school. These include sport-based clubs such as football, gymnastics and rugby as well as academic clubs such as art, digital animation and F1 In Schools.</p> <p>The attendance of clubs by our PP eligible children is monitored on a termly basis (30% of club members are PP as of December 2023)</p>	
<p>Promote parental engagement.</p> <ul style="list-style-type: none"> • SLT and teachers make sustained effort to establish good relationships. E.g. making phone calls home or talking face to face after school to discuss something positive the child has done. Having a presence of the playground before and after school • We will establish the most effective form of communication for that parent. 	<p>The number of parents of children entitled to pupil premium attending Parents' Evening has been lower than that of those that are not entitled to PP.</p> <p>Hybrid/virtual meetings are available and SIMs technology used for booking appointments.</p> <p>Meet with parents at a mutually convenient time to discuss their child if they are unable to attend Parents' Evening.</p> <p>Remove the parental preconception that when a staff member wants to speak with them, it is relating to something negative about their child.</p>	<p>ALL</p>
<p>Uniform – PTA led uniform shop open each term.</p>		<p>5</p>

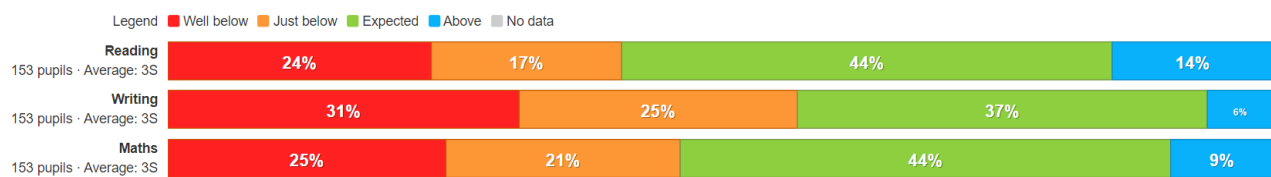
Total budgeted cost: £ 160,000

Part B: Review of outcomes (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Attainment:



Comparisons of outcomes from the academic years 2021-22 and 2022-23 to this academic year:

PPG	Year	Below	WTS	EXS	GD
Reading	21-22	23%	24%	43%	10%
	22-23	21%	23%	40%	15%
	23-24	24%	17%	44%	14%
Writing	21-22	31%	35%	31%	2%
	22-23	30%	24%	41%	4%
	23-24	31%	25%	37%	6%
Maths	21-22	25%	24%	45%	6%
	22-23	22%	26%	43%	9%
	23-24	25%	21%	44%	9%

The table above shows the attainment progress within the different subject areas. The percentage of PP children achieving greater depth outcomes is pleasing and the growth seen in greater depth writing is a highlight following on from the Target Writers work that has been a focus this year. The expected outcome percentage has slightly decreased in writing due to the once expected pupils moving up to greater depth. It is also positive to see the increase in expected percentage for reading as there has been a focus on Reading Fluency intervention this year.

71% of the PP students in Yr1 scored 32+ this academic year (82% total across the year group). This compares to 59% PP last academic year (78% total across the year group last academic year). In Yr2, 67% (6/9) of PP children scored 32+ on their phonics assessment.

Yr6 Breakfast Maths had 48% PP student attendance (19/40), with teacher assessment data projecting that 85% of the whole group would achieve EXS+. Following the release of SATs

results, 83% of the total attendees achieved EXS+ in their Maths SAT. Of the 19 PP students who attended, 68% achieved Expected Standard and one child achieved a Greater Depth score.

The pop-up pool in school during Autumn 2 was a great success for many reasons. In the first instance, the 'buzz' around school and from families just by having a swimming pool onsite was clear to see. The number of children from Yr4 to Yr6 who were able to achieve their 25m certificate was 98 and of those, 30% (29/98) were PP students. Previously, only Yr5 children would have gone swimming and that would have been just one, half hour slot per week.

As we look ahead to the academic year 2024-25, it is vital that the Target Writers focus continues in order to move more working towards children into the expected zone. Our Pupil Premium Strategy will continue to be supplemented by additional activity that is not being funded by pupil premium or recovery premium, to ensure we succeed in closing the gap.

This will include:

- embedding more effective practice around feedback and marking. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising our DfE grant funded senior mental health lead. The training we have previously selected focuses on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Pupil Premium Strategy, we evaluated why activity undertaken in previous years had not had the degree of impact. We triangulated evidence from multiple sources of data including assessments, engagement in class book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils and in conclusion recognise that parental 'buy-in', engagement and attendance are the biggest barrier to closing the gap. We continue to strive to overcome these barriers.

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
n/a	n/a

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