



# Woodcote Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woodcote Primary
Number of pupils in school	876
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Board
Pupil premium lead	Claire Baldock, Liv Carr, Jo Hannan
Governor / Trustee lead	Nic Long

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139, 680
Recovery premium funding allocation this academic year	£ 13, 920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 153, 600</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Woodcote Primary School Vision

Every day at Woodcote Primary we inspire, challenge and engage our children to aim high and have pride in their individuality. Through positive relationships, all members of our community are valued, voices are heard, and children create lasting memories that enable them to branch out into the wider world.

Objectives for our Disadvantaged Pupils;

- For Progress of this group to be at least equal to National Disadvantaged
- For Progress of this group to be at least equal to National for All Pupils
- To improve the life chances and aspirations for our Disadvantaged Pupils
- For pupils in this group to have strong self-esteem and self-view

### Challenges

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

Challenge number	Detail of challenge
1	Maintaining high percentage of attendance and punctuality, particularly compared to their non-disadvantaged peers.
2	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.
3	Ensuring we identify eligible pupil premium children early, including in-year entry, and provide specific support they need.
4	Attainment and Progress at the end of KS2 for pupils is below the national average in Maths, Reading and Writing for pupils who are eligible for the pupil premium
5	Below typical language and communication skills on entry to school for pupil premium children may inhibit the progress of a high proportion of pupil premium eligible pupils in all areas of the curriculum.

## 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
Narrow the gap between disadvantaged and non- disadvantaged attainment and progress	Published end of KS2 data for 2023 shows a smaller gap in attainment and progress than the last set of published data (2019)
Disadvantaged children at Woodcote perform higher than disadvantaged nationally, both in terms of progress and attainment.	Published end of KS2 data for 2023 shows performance in attainment and progress higher than National Disadvantaged than the last set of published data (2019)
Disadvantaged children to feel inspired, challenged and engaged with their learning.	Pupil feedback indicates children can vocalise what has inspired them, how they have been challenged and how they have been engaged.

## 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: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</b>	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.	4 & 5

<ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD</li> </ul> <p><b>Continue to develop the following teaching strategies in all classes within school:</b></p> <ul style="list-style-type: none"> <li>• Feedback - to ensure that the feedback provided to all pupils is prompt and effective.</li> <li>• Pre-teaching – to continue</li> </ul> <p><b>Continue to teach reading comprehension to all pupils through discrete lessons per week.</b></p>	<p>School continue to support those teachers who took part in the DFE Early Career teachers' framework – staff are supported by colleagues across the trust. The school supports 2x ECT.</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Reading comprehension strategies (+6 months) EEF</p>	
<p><b>Phonics teaching in EYFS/KS1 through consistent use of Little Wandle, and intervention support as identified</b></p>	<p>Phonics (+4 months) EEF</p>	<p>4 &amp; 5</p>
<p><b>Raise attainment for pupils by diminishing the gap through QFT, identification of gaps and the use of Same Day Intervention.</b></p>	<p>Positive impact seen in classes where teachers have clearly identified gaps in learning through a range of activities or from testing. Children are then taught with a focus on filling the gaps for key skills and attainment has then shown progress.</p>	<p>4 &amp; 5</p>
<p><b>To raise attainment through providing enriching experiences across the curriculum through:</b></p> <ul style="list-style-type: none"> <li>• Specialist PE/MFL/Music teachers to develop pupils' skills, confidence and broaden experiences</li> <li>• Ensure pupil receive high quality PE, MFL and Music provision</li> </ul>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>2, 4 &amp; 5</p>

<ul style="list-style-type: none"> <li>• Subsidising of trips, workshops and residential for all PP pupils</li> <li>• Promotion of TPA Passport</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 71, 000 (2021 – 2022)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</b></p>	Small group tuition +4 months (EEF Toolkit)	4 & 5
<p><b>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</b></p> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TAs</li> <li>• Further develop and run Early Years interventions</li> <li>• Oral language interventions to run in EYFS</li> <li>• National Tuition Programme (1:3) • additional adult support</li> <li>• Reading and Lexia intervention groups to be run for any pupils who are falling behind</li> </ul>	Early Years interventions (+5 months – EEF Toolkit) The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.	4 & 5

<ul style="list-style-type: none"> <li>• Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>• Additional catch up sessions after school for targeted pupils</li> </ul>		
<p><b>Whole school intervention to address gaps in all year groups through the use of:</b></p> <ul style="list-style-type: none"> <li>• Same Day Intervention</li> <li>• Teaching to the top strategies</li> <li>• Additional adult support in Y6</li> <li>• Additional catch up sessions for targeted pupils</li> </ul>	<p>Small group tuition +4 months (EEF Toolkit) Feedback (+8 months – EEF Toolkit) Mastery Learning (+5 months – EEF Toolkit)</p>	4 & 5

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

Budgeted cost: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</b></p> <ul style="list-style-type: none"> <li>• Breakfast club provision</li> <li>• Well-being support around behaviour and social/emotional support from DHT</li> <li>• Sports provision and funded access to extra curricular activities</li> </ul>	<p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit Sports Participation +2 months (EEF Toolkit)</p>	1, 2, 4 & 5

<ul style="list-style-type: none"> <li>• Well Being Support Plan</li> <li>• Social and Emotional support through P2B and Additional Counsellor</li> <li>• Lego Therapy sessions</li> <li>• Lunchtime support to be provided as needed.</li> <li>• ELSA Provision</li> </ul>		
<p><b>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</b></p> <ul style="list-style-type: none"> <li>• Attendance included on the agenda at Parents' Evenings</li> <li>• First day calls</li> <li>• Home visits</li> <li>• Penalty fines for extended holidays</li> <li>• Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> <li>• Work closely with attendance officer and DHT Inclusion</li> </ul>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at WP is high (around 96%), however there remains a gap between PP and non-PP attendance (PP is 94.8%) and this is an area to continue to work on.</p> <p>Individual case studies show impact of this provision on pupils impact can be measured through attendance data which is in line with national average and much lower than national average for persistent absence.</p>	1
<p><b>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</b></p> <ul style="list-style-type: none"> <li>• PP pupils encouraged to take part in an extra-curricular club and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and trips.</li> </ul>	<p>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	All

<p><b>Parents feel more well informed and empowered to support their children through:</b></p> <ul style="list-style-type: none"> <li>• ClassDojo APP</li> <li>• Parental engagement programme developed – Parent Forum</li> <li>• Family Learning workshops</li> <li>• Learning Together Partnerships</li> </ul>	<p>Parental engagement +2 months (EEF Toolkit)</p> <p>Parental engagement has massively improved through the ClassDojo APP- 90%+ of parents are using the APP to engage with their child’s learning.</p>	<p>All</p>
<p><b>Identify Pupil Premium Children as part of admissions process, and ensure that families know what they can access and the support we give as a school.</b></p> <ul style="list-style-type: none"> <li>• Admission staff alert the relevant teaching staff to the PP status of new children joining the school.</li> <li>• Formal and/or informal assessments are carried out on the new PP children to identify the relevant level of support required</li> <li>• Parents are offered free school meals for their children.</li> <li>• Details of all up-coming trips are shared with parents and the subsidisation explained to parents.</li> <li>• Contact with previous school is made to discuss attendance and punctuality.</li> </ul>	<p>Higher level of PP children are identified directly from the admissions progress and are targeted with the relevant level of support as detailed above.</p>	<p>2 &amp; 3</p>

**Total budgeted cost: £ 156, 000**



## 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 2020 to 2021 academic year.

During the academic year 2022 – 2023 we were pleased that PP children still made around expected progress or more. When comparing Pupil Premium and Non- Pupil Premium Progress in the Core areas, it was noticeable, compared to past reported data, that any gap was narrowed, eradicated or in some cases Pupil Premium children made greater progress. Where this was not the case, additional interventions have been put in place for this coming academic year, in addition to the interventions that were put in place during the year.

Pupil Premium Progress – ~~pp~~ shading here shows above/below non\_PP

Pupil Premium	Reading				Writing				Maths				
	PP		Non PP		PP		Non PP		PP		Non PP		
	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	
14% PP													
Year 1 (09)	1.8	-	1.9	-	2.4	-	2.0	-	1.9	-	2.0	-	
Year 2 (12)	1.0	5.6	1.7	5.8	1.7	5.6	2.0	6.0	1.3	5.1	1.7	5.7	
Year 3 (15)	2.3	7.1	2.2	6.3	1.5	5.4	1.9	5.7	2.1	6.7	2.2	6.3	
Year 4 (27)	2.5	6.2	2.4	6.3	1.9	5.5	2.1	6.0	2.1	5.9	2.1	6.2	
Year 5 (17)	2.1	6.7	2.1	6.2	2.0	5.6	2.1	5.9	1.9	6.4	2.0	6.0	
Year 6 (15)	3.1	6.5	2.4	6.0	3.0	7.2	2.4	6.6	3.2	6.8	2.6	6.2	

- No pattern in Reading or Maths – cohorts are consistent across each.
- Y4 below across the board – in this year group 27% PP as opposed to 10% PP in other year groups.
- Worth exploring PP underperformance in Writing, especially given the lack of consistency with Reading and Writing. School are looking at correlations between PP and SEN. This work is in progress.

Attendance and Punctuality continued to be a focus for 2022 – 2023. At the start of the academic year, the gap between Pupil Premium and Non-Pupil Premium attendance was over 8%. By the end of the academic year this gap had narrowed to 2.6%.

## 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*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Connex
Lexia	Lexia
CPOMS	CPOMS
Numbots	Maths Circle
TTRockstars	Maths Circle
MyMaths	MyMaths
Little Wandle	Little Wandle