

# Woolhampton CE Primary

## Pupil Premium Statement 2022-25



### School overview

Detail	20-21	22-23
School name	Woolhampton CE Primary School	Woolhampton CE Primary School
Number of pupils in school	102	100
Proportion (%) of pupil premium eligible pupils	7%	4%
Academic year/years that our current pupil premium strategy plan covers	3	3
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	December 2022	December 2023
Statement authorised by	Kath Burns	Kath Burns
Pupil premium lead	Kath Burns	Kath Burns
Governor / Trustee lead	Nikki Jordan	Nikki Jordan

### Funding overview

Detail	21-22	22-23
Pupil premium funding allocation this academic year	£9,070	£11,040
Recovery premium funding allocation this academic year	£2,000	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,960	£2,680
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,030	£15,720



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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### Challenges

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

Challenge number	Detail of challenge
1	Observation and assessment show that literacy skills, undermined by weaker oracy skills are more pronounced by many of our disadvantaged children.
2	Observations and assessments have shown that maths skills are more pronounced by many of our disadvantaged pupils by poor fluency of number.
3	Our disadvantaged children are showing high emotional needs, mental health difficulties and unhealthy lifestyles. Their poor self-esteem is resulting in learned helplessness. We have found this has increased incidences of anti-social behaviours, this has been exacerbated by the Covid Lockdowns and has had a more significant impact on our disadvantaged pupils. CP Referrals from class teachers for our disadvantaged children have been the highest and are the highest represented group.
4	Our disadvantaged pupils with dual SEN have been shown to be having the greatest difficulties socially, emotionally, and academically.
5	Parental support for education: We have found that the parents of our disadvantaged pupils are having more difficulty with engaging with school. Often transport is an issue and ongoing pressures that have been exacerbated by lockdown are also factors within this.

### 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
1) For children to improve oracy skills so they are in line with their peers. Reading and writing composition to improve in line with peers to at least the expected standard.	With high quality teaching the embedding of the Oracy 21 project principles and methods and CPD on feedback we hope to see a richer vocabulary and discussion will be seen in class through regular learning walks and observations. Reading assessment and writing assessment will show at least

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	<p>expected progress from their relative starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Where necessary individual children will receive additional intervention in school and outside professional advice will be sought.</p>
<p>2) For children to improve their fluency in number and computational arithmetic and apply problem solving.</p>	<p>With high quality teaching and the mastery approach to fluency and number now embedded across the school children will make at least expected progress from their relative starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Additional intervention groups will be carefully assessed for their efficacy at an individual pupil level when appropriate. Where necessary outside professional advice will be sought.</p>
<p>3) The emotional, physical and mental health of the children will improve. Children will feel a greater sense of belonging within school. Children with the greatest need will be taught self-regulation strategies.</p>	<p>Children will show improved self-esteem and educational risk taking, growing in independence and pro-social behaviours. With additional use of ELSA, Playground Leaders and Forest School we will be able to monitor the effectiveness of these by:</p> <ul style="list-style-type: none"> <li>• RAG rating and where appropriate using the Boxall Profile.</li> <li>• The use of pupil voice, pupil surveys and parent surveys, we will see increased levels of wellbeing.</li> <li>• A reduction in bullying and anti-social behaviour on the playground and an increase in pro-social activities and enrichment activities particularly with our disadvantaged pupils.</li> <li>• Training on Self-regulation to be implemented and strategies to be explicitly taught.</li> <li>• The introduction of Restorative and Relational training across the school community will see improvement between the relationships of pupils, staff, parents and governors.</li> </ul>

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	<ul style="list-style-type: none"> <li>The introduction of a centralised safeguarding/behaviour monitoring system e.g. CPOMS</li> </ul>
4) Children with dual SEND and PPG will make expected progress.	Outside professional advice will be sought and SAPs will be created in conjunction with parents to address the primary needs of the child. These children will make progress in line with their peers and will be supported emotionally, socially and academically to meet their potential. Targets within SAPs will be met and finer diagnostic assessments will help to show progress where necessary.
5) Parental engagement will improve with dialogue between teacher and parent being maximised.	Improved communication and skills/information workshops will empower parents. Parents will feel informed and proud of their children's achievements and share the high expectations and aspirations of the school. Parents will have a greater understanding of the academic needs of the child and therefore be supported to support their children. Attendance at Parent meetings will increase, and Parents will have a greater sense of community with the school which will impact on the learning behaviours of the children.

### Activity in this academic year

#### Teaching (for example, CPD, recruitment and retention)

22-23 Budgeted cost: £4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve upon the high-quality teaching observed by improving feedback and assessment via staff	<p>A robust monitoring and evaluation schedule shows that teaching is of a high standard. We have identified feedback as an area to develop on our SDP.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2,3,4.

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training at meetings.		
Embed use of phonics programme – SSPF and link to handwriting.	DFE recognised programme. Cascading of high-quality teaching across school effectively.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Parental Engagement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  MFPlans.	5
Sustaining Mastery Hub	Maths Mobius Hub  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2
Self-Regulation training to be implemented	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
Improve Emotional Literacy through embedding Therapeutic Approach.	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	3
PACT Training	Attachment Training Individual support 1:1 BB4K programme.	3

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

Budgeted cost: £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy 21 Training to be embedded across school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2,3

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School-Led Tutoring to be led by LSA.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2
Evidenced intervention programmes.	<p>Precision Teaching            Number stacks            ELSA Supervisions and training            STAR Reading            LAL and Post LAL            Auditory therapy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,4
Colourful Semantics as whole school teaching approach to writing and intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,4

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

Budgeted cost: £ 3,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school sessions	<p>We are all passionate about our Forest School, children, teachers, parents, governors and the wider community. Our Forest School Leader is an experienced class teachers and has led Forest School for over 10 years. Forest School utilizes the same principles in our education across the school, working within the development theories of Vygotsky, Piaget, Gardner, Leavers etc The EEF states there is limited evidence available on the efficacy of outdoor learning due to insufficient studies. There are many independent research studies that support that outdoor improves mental health and wellbeing. we have assessed that for our school the mental health and wellbeing benefits, the social and spiritual benefits of connecting with each other and nature are central to our school ethos. The</p>	1,3

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	<p>Forest School competencies, skills and knowledge are varied, sequenced and well planned and are taught discretely. However, we use our Forest School to teach all subjects within the wider curriculum e.g. science, art, geography, history, music.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</a></p>	
Maintain a focus on high quality CPD for all to ensure QFT.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p>	
Maintain a broad and balanced curriculum and increase cultural capital through clubs, trips, visits.	<p>Cultural capital is important, and we feel that they should not be the preserve of those who can afford. We feel that it improves parental communication and engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	3,5
Maintain high attendance through breakfast club, after school club and minibus	<p>Following Maslow's Hierarchy of Needs by offering our most disadvantaged children a place at breakfast club and after school club, we have found a significant impact on the potential for EBSA, a better frame of mind for entering the classroom and improved learning behaviours. We also feel that this improves parental communication.</p> <p>The minibus transports a number of disadvantaged children to school therefore improves attendance.</p>	3,5
Attendance of local HAF clubs at nearby	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	3



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larger primaries.		
Mental health and well-being improved across school.	Use of 5 ways to wellbeing NHS – 15 minutes day. <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	

**Total budgeted cost: £12,230**



## 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.

Intended outcome	Success criteria	Impact
For children to improve oracy skills so they are in line with their peers. Reading and writing composition to improve in line with peers to at least the expected standard.	With high quality teaching the embedding of the Oracy 21 project principles and methods and CPD on feedback we hope to see a richer vocabulary and discussion will be seen in class through regular learning walks and observations. Reading assessment and writing assessment will show at least expected progress from their relative starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Where necessary individual children will receive additional intervention in school and outside professional advice will be sought.	<p>Learning walks showed high quality teaching with applied use of Oracy to develop a rich vocabulary.</p> <p>Post LAL intervention showed continuing impact and continued accelerated progress in reading and spelling.</p> <p>50% of PPG children made the expected standard in Reading with 25% making greater depth. 25% are dual SEND and PPG and both made expected accelerated progress. 88% made expected progress from their relative starting point at the beginning of the year.</p> <p>38% made expected standard in writing, with 12.5% making greater depth. 38% made working towards and 25% below dual SEND and PPG. 75% made expected progress.</p>

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		One dual PPG and SEND child made expected attainment and progress.
For children to improve their fluency in number and computational arithmetic.	With high quality teaching and the mastery approach to fluency and number now embedded across the school children will make at least expected progress from their relative starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Additional intervention groups will be carefully assessed for their efficacy at an individual pupil level when appropriate. Where necessary outside professional advice will be sought.	<p>Learning walks, lesson observations and book scrutiny showed the mastery approach to fluency was having an impact on the rapid recall of necessary number facts.</p> <p>38% made expected attainment in maths at end of year assessments. 25% were working towards the standard with 38% working below the standard – 38% are dual SEND and PPG.</p> <p>75% made expected progress from their relative starting points at the beginning of the year.</p>
The emotional, physical and mental health of the children will improve. Children will feel a greater sense of belonging within school. Children with the greatest need will be taught self-regulation strategies.	<p>Children will show improved self-esteem and educational risk taking, growing in independence and pro-social behaviours. With additional use of ELSA, Playground Leaders and Forest School we will be able to monitor the effectiveness of these by:</p> <ul style="list-style-type: none"> <li>• RAG rating and where appropriate using the Boxall Profile.</li> <li>• The use of pupil voice, pupil surveys and parent surveys, we will see</li> </ul>	<p>Individual children have been taught self-regulation strategies which improved pro-social behaviour and improved self-regulation.</p> <p>Y6 playground leaders increased Y6 PPG children's sense of purpose and self-esteem.</p> <p>A reduction in anti-social behaviour was seen throughout the year.</p>

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	<p>increased levels of wellbeing.</p> <ul style="list-style-type: none"> <li>• A reduction in bullying and anti-social behaviour on the playground and an increase in pro-social activities and enrichment activities particularly with our disadvantaged pupils.</li> <li>• Training on Self-regulation to be implemented and strategies to be explicitly taught.</li> <li>• The introduction of Restorative and Relational training across the school community will see improvement between the relationships of pupils, staff, parents and governors.</li> </ul>	<p>Restorative practice has been embedded across the school.</p> <p>Pupils show that the majority of pupils felt happy, safe and enjoyed school.</p> <p>Pupil survey showed that 100% agreed that there was an adult at school that they could speak to if worried.</p> <p>50% said that there was no bullying at school and 50% said that when bullying occurred teachers were good at resolving it.</p> <p>67% felt safe at school all the time, and 33% felt safe most of the time.</p> <p>83% felt that the school encourages them to look after themselves.</p>
Children with dual SEND and PPG will make expected progress.	Outside professional advice will be sought and SAPs will be created in conjunction with parents to address the primary needs of the child. These children will make progress in line with their peers and will be supported emotionally, socially and academically to meet their potential. Targets within SAPs will be met and finer diagnostic	<p>Parent meetings held 3 x year enabled progress and targets to be shared with parents.</p> <p>SAP targets were selected to ensure provision was focused on areas of most significant need, including SEMH needs.</p>

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	assessments will help to show progress where necessary.	Two children with dual SEND and PPG made good progress in all areas.
Parental engagement will improve with dialogue between teacher and parent being maximised.	Improved communication and skills/information workshops will empower parents. Parents will feel informed and proud of their children's achievements and share the high expectations and aspirations of the school. Parents will have a greater understanding of the academic needs of the child and therefore be supported to support their children. Attendance at Parent meetings will increase, and Parents will have a greater sense of community with the school which will impact on the learning behaviours of the children.	<p>The school has held half termly sharing assemblies and work sharing mornings, which were well attended by parents of PPG children.</p> <p>Zoom meant that parental attendance at parents meetings increased to 75%.</p> <p>The provision of free school transport meant that 2 children had higher attendance.</p> <p>Average attendance of our PPG children was 92%.</p>

### 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

### Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	We have recently gained a Service Premium Pupil and there has been no specific funding that has been required for individual additional need. We will keep this under review.
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium such as 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 that we had expected and the subsequent changes we had made. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and are open to collaboration around best practice.

We looked at a number of reports, studies and research papers via the EEF toolkit about effective use of pupil premium. Through Therapeutic Thinking training, LA training and PACT training we have looked at the impact of disadvantage on education outcomes. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

If you require any further information, please don't hesitate to contact me via the [office@woolhamptonschool.org](mailto:office@woolhamptonschool.org) email address.