

Woodhouse Primary School



Pupil Premium Strategy Statement

2024 - 2025

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help secure 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	Woodhouse Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kerstine Hogg Chair of Governors
Pupil premium lead	Julie O'Connor Headteacher
Governor / Trustee lead	Kerstine Hogg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,070
Recovery premium funding allocation this academic year	£1,305
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	£29,375

Part A: Pupil premium strategy plan

Statement of intent

Our school motto is 'Wisdom Grows From Wonder' and our overall aim is to ensure that **all** of our children reach their full potential in all aspects of school life and leave us armed with knowledge and skills they will need in their future. We strive for **all** of our children to be happy at school, to learn to love learning and to gain confidence by achieving success in many ways.

We understand that some of our educationally disadvantaged pupils face barriers to learning that have the possibility to impact on their attainment and progress. This strategy is in place to ensure that we identify where these barriers exist using accurate assessment and our knowledge of children, and to put in place effective teaching strategies and the right support to ensure these children make expected progress and are on track for achieving age-related expectations or above by the end of Year 6.

To ensure that, where necessary, we will accelerate progress and close the attainment gap between those who are educational disadvantaged and those who are not, we will:-

- provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.
- provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.
- ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)

Challenges

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

Challenge number	Detail of challenge
1	There is a relatively small number of eligible pupils whose needs are very diverse and they are spread across the school.
2	Adverse Childhood Experiences
3	Instability in home life, parental separation and conflict
4	Lack of confidence, resilience and independence
5	Lower than average attendance for some pupils

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>Every child on-track to achieve age-related expectations by the end of year 6 in reading, writing and mathematics.</p> <p>Accelerate progress and close the attainment gap between those who are educationally disadvantaged and those who are not.</p>	<p>Pupils are making at least expected progress if working at age-related expectations or above</p> <p>Pupils are making accelerated progress in targeted areas if working below age-related expectations</p> <p>Targeted pupils are in-line to achieve greater depth or higher standard.</p>
<p>All children are in a safe emotional state where they are able to learn.</p>	<p>Improvement in strengths and difficulties questionnaires following intervention such as ELSA or Place2Be.</p> <p>Fewer incidents of emotional outbursts which lose learning time.</p>
<p>All children have good attendance at school.</p>	<p>All pupils have attendance at least above 95%</p> <p>Improvement in attendance seen for targeted pupils</p>
<p>Children broaden their life experiences by engaging in activities beyond school.</p>	<p>All disadvantaged pupils attend trips, visits and residential.</p> <p>Access to after school clubs prioritised.</p> <p>Impact on progress, engagement and outcomes</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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that children know and remember more by further developing ways to embed and revisit prior learning. Teacher CPD	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion Metacognition and self-regulation EEF +7 months progress	1, 2, 4, 5,
Continue to raise standards in school by reviewing our approach to guided reading, ensuring that our proportion of children achieving greater depth in reading is at least in line with school prior performance and national averages. Teacher CPD and re-sources	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. Reading comprehension strategies are high impact on average (+6 months).	1, 2, 4, 5

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Maths Tutoring through Third Space Learning Analysis of diagnostic assessment to identify gaps in knowledge and	EEF One to One Tuition High Impact +5 month progress	1, 2, 4, 5 ,
	EEF Improving literacy in Key Stage 2 Recommendation 6	

<p>understanding. Specialist support then timetabled: in class, pre-teach or focused specialist support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress. Reading Plus – online programme</p>	<p>Target teaching and support by accurately assessing pupil needs Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support EEF May 2022 +4 months progress.</p>	
--	--	--

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

Budgeted cost: £4375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from Emotional Literacy support assistant (ELSA)	<p>Good mental health is important for helping children and young people to develop and thrive. 'Promoting children and young people's mental health and wellbeing' 2021</p>	1, 2, 3, 4, 5
<p>Improve attendance for targeted pupils. Implement rigorous attendance tracking and intervention.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success including attendance. There is some evidence of promise for parental communication and engagement approaches, and responsive interventions that meet the individual needs of the pupils and target the individual causes of low attendance." The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. Attendance Interventions Rapid Evidence Assessment (EEF, 2022)</p>	3, 4, 5,
We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:	We recognise the impact that full access to school life has for children and understand the importance of supporting and funding this access where appropriate.	1, 2, 3, 4, 5

<ul style="list-style-type: none">• Extra-curricular Clubs• Additional lessons e.g. music, drama• School Trips• Residential trips		
--	--	--

Total budgeted cost: £29 375

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.

Activity	Impact																								
To ensure that children know and remember more by further developing ways to embed and revisit prior learning	All disadvantaged pupils passed the Year 1 phonics screening check. All disadvantaged pupils achieved 20+ marks in the Multiplication Tables check.																								
Develop pedagogy by engaging in research-based learning. Further develop high quality teaching by implementing the EEF '5-a-day' model.	<p>Attainment Overview for Pupils (from 2023-2024) who are disadvantaged - 2023-2024 Summer - Main Assessment</p> <table border="1"> <caption>Attainment Overview for Disadvantaged Pupils (2023-2024 Summer)</caption> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>0%</td> <td>78%</td> <td>18%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>18%</td> <td>79%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>0%</td> <td>95%</td> <td>5%</td> <td>0%</td> </tr> </tbody> </table>	Subject	Well below	Just below	Expected	Above	No data	Reading	0%	0%	78%	18%	4%	Writing	0%	18%	79%	3%	0%	Maths	0%	0%	95%	5%	0%
Subject	Well below	Just below	Expected	Above	No data																				
Reading	0%	0%	78%	18%	4%																				
Writing	0%	18%	79%	3%	0%																				
Maths	0%	0%	95%	5%	0%																				

Activity	Impact																								
Individual Maths Tutoring through Third Space Learning Analysis of half termly / termly assessments and on-going formative assessment to identify gaps in knowledge / understanding. Specialist support then timetabled: Focused specialist support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress. (Reading Plus)	All of the 9 Year 6 disadvantaged pupils achieved at least the expected level in the KS2 SATS. <p>Attainment Overview for Pupils (from 2023-2024) who are disadvantaged, in class Year 6 - 2023-2024 Summer - SAT Scaled Score</p> <table border="1"> <caption>Attainment Overview for Disadvantaged Pupils in Year 6 (2023-2024 Summer)</caption> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>0%</td> <td>78%</td> <td>22%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Subject	Well below	Just below	Expected	Above	No data	Reading	0%	0%	78%	22%	0%	Writing	0%	0%	100%	0%	0%	Maths	0%	0%	100%	0%	0%
Subject	Well below	Just below	Expected	Above	No data																				
Reading	0%	0%	78%	22%	0%																				
Writing	0%	0%	100%	0%	0%																				
Maths	0%	0%	100%	0%	0%																				

Activity	
<p>Train a new Emotional Literacy support assistant (ELSA)</p> <p>Continue to improve attendance post COVID and lower levels of persistent absence.</p> <p>We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:</p> <ul style="list-style-type: none"> • Extra-curricular Clubs • Additional lessons e.g. music, drama • School Trips • Residential trips 	<p>Our ELSA fully completed her training.</p> <p>Priority access for PP pupils was taken into consideration when planning and allocating ELSA support.</p> <p>Funds were used to support pupil access to wider curriculum provision such as residential and visits.</p> <p>Priority access was given to, and funding for, after-school clubs.</p> <p>Children were provided with school uniform where appropriate.</p> <p>School funded additional music lessons.</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
Mathematics Tuition	Third Space Learning
Reading Programme	Reading Plus