Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Woodhouse Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	7.2% (30 pupils Oct 2024) + 2 Service pupil premium
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	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Anne Crane - Headteacher
Pupil premium lead	Shona Smaldon
Governor	Fiona Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£ 42,430**
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	**£ 42,430**

Part A: Pupil premium strategy plan

Statement of intent

Our whole school vision is to balance our academic ambition for each child with a determination to nurture their wellbeing. We aim to provide a welcoming, safe and caring environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations of all our pupils and endeavour to develop in each child a good understanding of the world in which they are growing up.

At Woodhouse Primary School, we deploy pupil premium funding to plan ongoing additional support and, where required, focused interventions, to eradicate barriers to achievement over time and so enable pupils to make similar progress to the vast majority of non-disadvantaged pupils in school (and elsewhere in the country) who have few, if any, barriers to learning. These barriers to learning include academic barriers as well as additional barriers that require action outside school. Our aspirational, intended outcomes are for pupils to recover from periods of school closure, and move forward with, their learning as rapidly and sustainably as possible.

Our three year plan is based on a tiered model, focused on high quality teaching, targeted academic support and wider school strategies. The key principles are to deliver any aspect of the plan in fluid groupings in response to the needs of pupils. Proposed activities are based on evidence-based research - primarily from the EEF but also what has been evidenced to demonstrate significant impact in our robust evaluation of previous strategies.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged pupils as a group is lower than that of the whole school
2	Analysis shows that some disadvantaged pupils are not making rapid progress in writing
3	Analysis shows that some disadvantaged pupils are not making rapid progress in maths
4	Analysis shows that some disadvantaged pupils are not making rapid progress in reading
5	Adverse childhood experiences have resulted in social and emotional barriers and/or restricted opportunities 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
Attendance of our disadvantaged pupils improves so that it is broadly in line with that of non-disadvantaged pupils	Attendance of our disadvantaged pupils to be at least 97% which is the school's expectation for all pupils
Pupils make more rapid progress in writing from their starting points due to more robust assessment for learning and more focused Quality First Teaching. Writing stamina quickly builds and pupils can accurately apply spelling and punctuation knowledge in their independent writing	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Pupils make more rapid progress in maths from their starting points due to more robust assessment for learning and more focused Quality First Teaching (CPA, Scaffolding)	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Pupils build on their strong start in phonics to ensure that they continue to make rapid progress in reading from their starting points and become fluent readers as soon as possible	Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally
Personal development and emotional regulation is strengthen due to planned effective support for pupils' wellbeing	Wellbeing tracker, pupil conversations, parental feedback and behaviour records evidence improved resilience, confidence and self-regulation

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

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports The EEF Toolkit includes summaries of the best available evidence on approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectivenesshttps://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	2, 3, 4
Professional development to support the implementation of evidence-based approaches	Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of teachers and will therefore lead to better outcomes for pupils including those who are disadvantaged. The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering effective CPD. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-	2, 3, 4

	Development-Guidance-Report.pdf?v=1635355217 The Teacher development trust reports shares that school leaders must focus on selecting and engaging with professional development opportunities that have been designed with effective delivery and content. https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf EEF metacognition report lesson structure CPD delivered to teaching staff and is the focus of work scrutinies, learning walks and lesson observations particularly linked to lesson structure and scaffolding. https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	
CPD in Improving Literacy in KS1 and in KS2	These reports offer practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 4
Embed Mastering Number Programme from NCETM	Evidence used to inform contents and approach of professional development https://educationendowmentfoundation.org.uk/to ols/guidance-reports/early-maths/	3
Mentoring and supporting Early Career Teachers	The EEF guidance helps consider the 'Effective Mechanisms of PD' – A rigorous and structured program of mentorship and coaching is used to ensure that ECTs make the best start to their teaching career with mentoring carried out by experienced members of the leadership team. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217	2,3,4
Professional development for Leaders	Cover time for staff to undertake National Professional Qualifications (NPQs)	1, 2, 3, 4, 5
Assessment for Learning strategies embedded and used to plan purposeful next steps in learning.	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	
Pupil Progress meetings are used to support future teaching and intervention	https://educationendowmentfoundation.org.uk/guidance-for-teachers	2, 3, 4, 5
Review transition from phonics to comprehension in KS1 (2023-24)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2, 4
Develop adaptive teaching strategies to promote inclusion for all **(SDP 2024-25)**	https://assets.publishing.service.gov.uk/media/60795936d3bf7f400b462d74/Early-Career_Framework_April_2021.pdf	2, 3, 4
Enhance knowledge of staff in strategies to support pupils with additional needs **(SDP 2024-25)**	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3, 4, 5

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development and writing - teaching assistant training and deployment - Chatterboxes, Language Legends	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Interventions to support maths - teaching assistant training and deployment - Mastering Number (KS2)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Interventions to support reading - teaching assistant training and deployment - Little Wandle Catch Up and Keep Up (KS2)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
Review timetables to ensure there is sufficient time for the teaching of writing: • Develop pupils' handwriting, spelling and sentence construction skills through extensive practice • Teach the writing process (planning, revising, editing) explicitly through modelling and supported practice (SDP 2023-24)	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support	1
Review timetables to ensure there is sufficient time for the teaching of reading: • Support pupils to develop their reading fluency • Teach reading comprehension strategies through modelled and supported practice • Improved diagnosis of reading difficulties (SDP 2023-24)	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Introduce Fixing Fluency programme in Year 4 and Year 5 **(SDP 2024-25)**	https://educationendowmentfoundation.org.uk/news/fixing-fluency	4

Wider strategies

Budgeted cost: £4200

Activity	Evidence that supports this approach
Whole school attendance strategy - frequent monitoring of attendance and increased communication with parents Support pupils to arrive at school on time every day **(2024-25)** Develop an holistic understanding of the barriers to attendance and punctuality affecting our children and families **(2024-25)**	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attend https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persist-absence https://www.gov.uk/government/publications/working-together-to-improve-school-attendanc-attendance (2023-24) https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance **(2024-25)**
Wellbeing Team - clear referral process and monitoring of pupils which leads to bespoke pastoral support (Learning Mentor and Inclusion Support Worker) to support pupils' social, emotional and behavioural needs - one to one or small	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

group (Rainbows, Drawing and Talking Therapy)	
Enable disadvantaged pupils to continue to access a wide range of experiences within, and beyond, the curriculum e.g. sports, outdoor activities, arts, culture and trips	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment

Total budgeted cost: £43500

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.

Update - impact of the strategy in the second year

N.B. There were no pupils in Year 4 in receipt of Pupil Premium

Challenge 1 - The attendance of our disadvantaged pupils as a group is lower than that of the whole school

- By the end of 2023/24 attendance of our disadvantaged pupils was 94.1% which is the significantly lower than whole school attendance at 96.2%
- 15 of the disadvantaged pupils had attendance higher than the school average of 96.2%
- This is significantly higher than the national average for disadvantaged pupils in primary, which is 91.9%
- 7 of the 31 persistent absentees at the end of 2023/24 were disadvantaged pupils. Their attendance ranged from 82 - 89.9%
  Following communication and support with families, there was significant improvement in the attendance for many disadvantaged pupils compared to the previous year, for example, attendance for 4 pupils in Y2 increased by at least 3%.

In 2024/5, we will continue to monitor attendance of disadvantaged pupils (and take swift action to address concerns) to ensure this is maintained and continue to work towards improving whole school attendance. Punctuality is an issue for a small number of our disadvantaged families, and we will work with individual families to understand their barriers to attendance and arriving at school on time.

Challenge 2 - Analysis shows that some disadvantaged pupils are not making rapid progress in writing

- In Reception, Year 1 and Year 3, 100% disadvantaged pupils made expected progress which was greater than non-disadvantaged pupils
- In Year 2, 88% made expected progress, 86% in Y5 and 67% in Year 6
- 5 out of 8 pupils in Y2 met the expected standard at the end of KS1
- 5 out of 6 pupils in Y6 met the expected standard at the end of KS2

Because of the increased focus on handwriting, spelling and sentence construction, more children made expected progress in writing. Where children did not make expected progress, there were small steps of positive gains seen in independent transcription.

In 2024/25 we will continue to focus on the foundational knowledge needed to develop into skilled writers and ensure letter formation is consistently accurate.

Challenge 3 - Analysis shows that some disadvantaged pupils are not making rapid progress in maths

- In Reception, Year 1 Year 2 and Year 3, 100% disadvantaged pupils made expected progress
- In Year 5, 86% made expected progress and 83% in Year 6.
- 7 out of 8 pupils in Y2 met the expected standard at the end of KS1
- 5 out of 6 pupils in Y6 met the expected standard at the end of KS2

Due to the Mastering Number programme, many pupils are showing greater accuracy in their retrieval of basic number facts.

In 2024/25 we will focus on speedy retrieval of times table facts.

Challenge 4 - Analysis shows that some disadvantaged pupils are not making rapid progress in reading

- In Reception and years 2, 3 and 5, 100% disadvantaged pupils made expected progress
- In Year 1, 75% made expected progress and 83% in Year 6.
- In Year 1, 3 out of 4 pupils passed the phonics check
- All 8 pupils in Y2 met the expected standard at the end of KS1
- 5 out of 6 pupils in Y6 met the expected standard at the end of KS2

Because of the increase in daily teaching time for reading and the consistent use of the Little Wandle phonics programme, pupils gave made pleasing progress in reading. Pupils who are not meeting age-related expectations made positive gains. For example, the Y1 pupil who did not pass the phonics check had made good progress with the number of sounds retained over the year.

In 2024/25 we will strive to ensure that all pupils keep up with the phonics programme and consider how to increase fluency in KS2.

Challenge 5 - Adverse childhood experiences have resulted in social and emotional barriers and/or restricted opportunities for some pupils

Disadvantaged pupils have a slightly higher level of wellbeing needs compared to pupils who are not disadvantaged. However, the wellbeing tracker, individual pupil conversations, pupil interviews, parental feedback and behaviour records evidence improved resilience, confidence and self-regulation. Even where ongoing support is needed, pupils have shown small steps of positive gains.

The well-being team at school has been effective at identifying pupils who were at greater need to requiring additional support from members of staff as well as external agencies and the well-being tracker is being well used to monitor children's wellbeing and identify need. The introduction of zones of regulation has facilitated a common language for all members of the

school community to discuss their feelings. Staff say that children are becoming better at identifying their mental health needs and how they can best be addressed.

External data such as EHNA has been used to plan lessons to target year groups addressing key issues related to their wellbeing and mental health.

Emails of recognition have been received from a few select parents who have worked with school and the Educational Mental Health Practitioner. They have praised the communication between home, school and external agencies as well as the support that their child has received and the impact that this has had on their emotional well-being.

The pupil questionnaire has shown that children are aware of the importance of mental health as well as their physical health and they can identify lessons and whole school events that have promoted this with the school year.

The school website has been adapted to make the mental health section more accessible to all parents and to make the support available to children easy to identify alongside ways to support pupils at school and at home.

In 2024/25 we will increase opportunities for pupils to develop their interests and talents through pupil-led assemblies and clubs and encourage pupils to take on more leadership roles.

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
KAPOW - Art, DT, Geography, History	Kapow
PPP	Primary PE Planning
Developing Experts - Science	Developing Experts Ltd

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional reading with adults Regular contact with teacher for wellbeing chats Direct work with the Education Mental Health Practitioner looking at CBT and worry management
What was the impact of that spending on service pupil premium eligible pupils?	Reading fluency improved

	Have developed strategies to identify what worries are and how they can be solved
	Opportunities for pupils to discuss any worries with a trusted adult