

Woodstock CE 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 | Woodstock CE Primary |
| Number of pupils in school | 309 (Year R – 6) |
| Proportion (%) of pupil premium eligible pupils | 10.35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2024/2025 |
| Date this statement was published | July 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Christian McGuinness Headteacher |
| Pupil premium lead | Anne Hipwell Assistant Headteacher |
| Governor / Trustee lead | Lynne Hammond, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year (2022-23) | £50,715 |
| Recovery premium funding allocation this academic year | £4,350 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (2022-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,065 |

Part A: Pupil premium strategy plan

Statement of intent

A good education is the key to improving life chances.

What is our rationale at Woodstock CE Primary for making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable.

To improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use evidence and research-based teaching practice, including the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, and the Centre for Literacy in Primary Education to inform spending discussions and decisions.
- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Identify the main barriers to learning and use different approaches for groups or individuals facing particular barriers.
- Ensure that every member of staff knows who our disadvantaged pupils are and takes an interest in their success.
- Ensure that when a pupil's progress slows, interventions are put into place rapidly.
- Make every effort to engage parents in the education and progress of their child.
- Where poor attendance is an issue, address this as a priority.
- Provide personalised support for each pupil following a consultation with their parents.
- Ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <ul style="list-style-type: none"> Discussions with staff and analysis of parental engagement showed that there was lower levels of parental engagement from parents of PP pupils. |
| 2 | <ul style="list-style-type: none"> The school surveyed all parents in 2020 to ask how they accessed the virtual classrooms and the technology they had at home. There were some households that did not have adequate technology. We continue to gather this information from new parents to ensure they can access our ParentMail communications, emails, newsletters and communication from class teachers. |
| 3 & 4 | <ul style="list-style-type: none"> Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups. In Maths, on entry to Reception class in the last 3 years, between 50-80% (numbers remain low 2-5 pupils) of our disadvantaged pupils arrive below age-related expectations compared to 10-25% of other pupils. SPaG data in the last 3 years, 50-100% (Numbers remain low 2-5pupils) of our disadvantaged pupils arrive in Year 1 below ARE in SPaG compared to 10-50% of other pupils. |
| 5 | <ul style="list-style-type: none"> We are aware that periods of lockdown have had an affect on our pupils and that, for many, the circumstances around their family; work, health, relationships, may have changed. Staff have monitored pupils closely and continued to deliver teaching around mental health and well-being and PSHE. Where there are particular issues, our Nurture Lead is able to provide additional support. |
| 6 | <ul style="list-style-type: none"> We were aware that our enrichment programme along with extended activities within the wider community were curtailed during periods of lockdown and that this had an impact on physical and mental health for many pupils. Throughout the last year we have worked to increase our visits into the community and widen the range of after school provision. |

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. Improved parental and pupil engagement at home. | All disadvantaged pupils will engage fully with weekly homework tasks including reading at home. All pupils will have the technology they need to fully engage. |
| 2. Improved access to technology for all families | All pupils identified as having issues with technology at home and access to our virtual classroom spaces, has adequate technology and connection to the internet. |
| 3. Improved SPaG attainment among disadvantaged pupils. | KS2 SPaG outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| 4. Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| 5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, pupils and parent surveys and teacher observations |
| 6. To ensure all our disadvantaged pupils participate in our enrichment programme. | Sustained levels of participation of pupils in the enrichment programme; <ul style="list-style-type: none"> SBM offering pupils early bird sign up for activities Monitoring of participation and liaising with parents to offer enrichment opportunities. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-25)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Renewal of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>TA Time to carry out assessments.</p> <p>Purchase of specific assessment materials for language development and processing difficulties.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>3 & 4</p> |
| <p>Continued use of dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and English Lead release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>3, 4, 5</p> |
| <p>Continued development of the RWI structured phonic delivery across Reception and KS1.</p> <p>On-going training and review of RWI provision and grouping. Purchase portal access to help support vulnerable learners and their families.</p> <p>Reading Leader release time for termly assessments and grouping discussions.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 3, 4</p> |
| <p>Continued involvement with the Maths Hub</p> <p>Release time for Subject Leads to attend training and regional events.</p> <p>Release time for Subject Leads to deliver training.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> | <p>4</p> |

| | | |
|---|--|-------|
| Quality CPD delivered for all staff. Time given for TAs to attend training. | Improving Mathematics in Key Stages 2 and 3 | |
| Continued, extended provision of Nurture to ensure all pupils who need support can receive it. Two afternoons of dedicated Nurture support. Recruitment, training and deployment of Year 6 Playground Leaders for the KS1 playground. Investment in enrichment clubs and a continued focus on enrichment activities across the curriculum including STEAM talks, Music lessons. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 5 & 6 |

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

Budgeted cost: **£ 40,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued development of the use of rich vocabulary across school. Training for all staff. Investment in specific S&L support for pupils identified across school. Deployment of TA to work with identified pupils. Providing interventions each week. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 3, 5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This now includes groups across Years3&4 and Fresh Start Groups in Year 5. An additional teacher in the 5/6 phases for 5 mornings to allow a split of year 5 pupils from year 6 to deliver | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF By delivering quality first teaching to single year groupings we aim to ensure all pupils in UKS2 a further increase in the structure of delivery for maths and English. Additional support staff also allow the smaller group size to combine | 1, 3, 5 |

| | | |
|--|--|----------------------|
| <p>a focussed Maths and English curriculum.</p> | <p>with greater levels of adult input, feedback and collaborative learning.</p> <p>Although class size alone has only a minimal impact, when combined with greater adult input, feedback and collaborative learning, the effect is greater.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Enrichment activities for pupils across the school including inspirational talks, visitors, visits, additional music and art opportunities, dance, drama and science clubs.</p> <p>Investment in Forest School Provision for pupils across the school. This includes two qualified Forest School Leaders.</p> <p>Funding for residential and trips away from school.</p> <p>Purchase of equipment to further develop the Forest School Provision.</p> | <p>Offering a wide range of high-quality extracurricular activities can help 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.</p> | <p>1, 3, 4, 5, 6</p> |

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

Budgeted cost: **£ 5,065**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continued investment in two Nurture spaces to support pupils across school. Funding two qualified Nurture Leads to manage this provision.</p> <p>On-going development of a quiet Reflection and Prayer space for pupils.</p> | <p>Research has shown the benefits of increase Emotional Literacy in pupils on their engagement, aspirations and academic achievement.</p> <p>Research report briefing update (elsanetwork.org)</p> | <p>1, 3, 4, 5</p> |
| <p>Continue to monitor the technology that pupils have access to at home and replace or update whenever necessary</p> <p>Continued investment in the Google Classroom platform to ensure established connections with parents.</p> | <p>Engagement with homework tasks, reading trackers, communication assignments and online learning have all had a positive impact on the engagement and academic progress of targeted pupils.</p> | <p>1, 2</p> |

Total budgeted cost: £55,065

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 2022 to 2023 academic year.

Summary of how our PPG allocation was spent over the previous academic year:

- Reading interventions for target groups.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
- Additional teacher in Years 5/6 each morning over the school year to allow children to be taught in smaller, highly differentiated groups and receive intervention to accelerate progress in Maths and English.
- Specialist training for RWI phonics to be delivered to all pupils across Reception and KS1. Investment in the RWI 'home-book' library to support parents in developing their child as a reader. Using the RWI Portal to provide videos to parents via the Google Classroom.
- Providing sporting activities every lunchtime run by our Sports Lead and playground leaders.
- Subsidising or paying for educational trips and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
- Providing school uniform and other learning resources including sports kits, musical instruments and Forest School clothing.
- Ongoing training for a TA to work as an Emotional Literacy Support Assistant; funding for the Teaching Assistant to provide one-to-one/small group nurture provision to support pupils' social and emotional development for two afternoons a week.
- Forest School provision throughout Reception and KS1, Nurture groups and after school clubs accessible to all KS2 pupils.
- Additional equipment to promote physical development for Early Years pupils and additional playground equipment for KS1 Playground Leaders to use with pupils.

What difference did the PPG funding make to eligible and other pupils?

Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. With investment in additional support across school PP pupils, and others, benefited from interventions to address any gaps in learning following the periods of lockdown. Additional Nurture provision allowed any vulnerable pupils to access this support to enable them to handle any mental health issues and to build confidence and self-esteem. Attendance of PP pupils was in line with the National Average.

Feedback from pupils, parents and staff continues to be positive about the benefits of approaches taken to support pupils who are eligible for the Pupil Premium Grant funding, in terms of promoting equal access and raising achievement. Parents were particularly pleased with the quick response of school to

Address emotional needs of pupils using our Nurture and ELSA leads.

“My child had a wonderful time on the residential with his friend and it definitely helped him in preparing for transition.” (Year 6 parent)

“I love being out at Forest School, we can dig and explore with friends.” Year 3 pupil

“I have loved playing the ukulele this year and singing lots of different song.” Year 4 pupil

“Thank you to the school for helping my child to build long lasting friendships and learning ways to calm themselves .” (Year 6 parent)

Externally provided programmes

| Programme | Provider |
|-----------------------|----------------------|
| Ukulele music lessons | Oxford Music Service |
| | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

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. We also commissioned a pupil premium review to get an external perspective.

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 contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. 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.