



# Wood Field Primary School

## Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery 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	Wood Field Primary School
Number of pupils in school	743
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Laura Rodger
Pupil premium lead	Jenny Ryan
Governor / Trustee lead	Helen D'Ardenne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,697
Recovery premium funding allocation this academic year	£30,273
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£213,970</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to providing a broad and engaging education full of opportunities. We ensure all pupils, including disadvantaged, are prepared for their future within an inclusive ethos that encourages them to be the best they can be. We aim to inspire and develop every child's personality, talents and abilities to the full and strong consideration is given to the allocation of resources to support this vision.

When making decisions about using pupil premium funding, careful consideration is made to the context of our school and challenges that our pupils face. Not all pupils who receive free school meals are socially disadvantaged and not all disadvantaged pupils qualify for free school meals. Therefore, we reserve the right to allocate pupil premium funding to support any pupil the school has legitimately identified as being a vulnerable learner. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Evidence-based research is used to support decisions regarding the most effective provision and strategies for the pupil premium children in school.

Our long-term objectives are:

- For pupil premium attainment at the end of KS2 to be at least in-line with national 'disadvantaged' age related expectation (ARE) attainment.
- For pupil premium greater depth (GDS) attainment at the end of KS2 to be at least in-line with national 'disadvantaged' GDS attainment.
- For pupil premium attendance to be in-line with the school average of 96%.
- To prioritise the mental health and wellbeing of pupil premium pupils to support social and emotional needs and academic progress.

## Challenges

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

Challenge number	Detail of challenge
1	Gap between the pupil premium and non-pupil premium children within school and age-related expectations
2	Lower emotional resilience and lack of strategies to deal with anxiety.
3	Specific cases of lower school attendance rates. PP attendance is lowest group in school
4	Lower parental engagement and support for learning at home.
5	Less opportunities for learning outside of school due to financial barriers.

## Intended long-term outcomes

This explains the outcomes we are aiming for by the end of our three-year strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For pupil premium ARE attainment at the end of KS2 to be at least in-line with national 'disadvantaged' ARE attainment.	Pupil premium end of KS2 SATs and in year attainment is in-line with or exceeding national 'disadvantaged' pupils ARE attainment in Reading, Writing and Maths.
For pupil premium GDS attainment at the end of KS2 to be at least in-line with national 'disadvantaged' GDS attainment	Pupil premium end of KS2 SATs and in year GDS attainment is in-line with or exceeding national 'disadvantaged' pupils GDS attainment in Reading, Writing and Maths.
For pupil premium attendance to be in-line with the school average of 95.5%.	Each pupil premium child's attendance is above 95.5% by the end of the academic year.
To prioritise the mental health and wellbeing of pupil premium pupils to support social and emotional needs	Each pupil premium child has access to Nurture groups/ELSA/Forest School sessions throughout each school year.

and academic progress	
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## 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
To raise standards so the achievement of pupil premium pupils is in line with non disadvantaged pupils.	Whole school pupil premium data from summer term assessments to meet or exceed specified EXS+ and GDS targets.
To ensure vulnerable children, including pupil premium, are the priority when it comes to teaching and learning, fast feedback, rewards and responsibilities and general school life.	Staff to have detailed knowledge of the pupil premium children and individual barriers to learning. Pupil premium books to have clear evidence of targeted feedback and teaching of next steps. Pupil premium children to be able to talk about rewards, leadership and enrichment opportunities they have had throughout the school year.
Pupil premium attendance to be in-line with school average of 96%	Pupil premium attendance monitoring to show pupils with 96% or improving attendance within the school year
To prioritise the mental health and well-being of pupil premium pupils to support social and emotional needs and academic progress.	Pupil premium provision map to show that all children have had access to Forest School, ELSA or Nurture groups throughout the school year.

## 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: £64,314

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Pupil Premium Lead to effectively implement and monitor the Pupil Premium Policy throughout the school and evaluate the impact of the pupil premium budget on academic attainment.</i></p>	<p>School lockdowns due to the Covid-19 pandemic negatively impacted the attainment of the pupil premium children in our school. The Pupil Premium Lead ensures that pupil premium pupils are identified and prioritised by all members of the school community. This includes staff training, detailed data analysis to inform provision mapping and monitoring of the vulnerable learner school offer throughout the school. This ensures that these pupils receive targeted quality first teaching, identified by the EEF as being '...the most important lever schools have to improve outcomes for disadvantaged pupils.' (Pupil Premium Guidance Report, pg 3).</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1-5</p>
<p><i>PPG support teacher and teaching assistants to support quality first teaching by providing individual and small group interventions.</i></p>	<p>Teaching Assistants have a highly valued and important role in our school. Strategic deployment supports and adds value to lessons by reinforcing and developing quality first teaching. This is identified as good practice in the EEF Making Good Use of Teaching Assistants guidance report (Recommendations 1 and 2).</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1-5</p>

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

Budgeted cost: £64,365

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Small group and 1:1 targeted support in Reading, Writing and Maths</i></p>	<p>Targeted intervention sessions planned and taught by an experienced class teacher. Individuals will be identified following each assessment cycle.</p>	<p>1-5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/feedback</a>	
<i>HLTA to provide class teachers with release time for priority feedback sessions focusing on Writing.</i>	<p>Effective feedback ‘...refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.’ It is well evidenced and has a high impact on learning outcomes as it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/feedback</a></p> <p>Each class teacher will have weekly release time to provide verbal feedback to the vulnerable learners in their class.</p>	1-5

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

Budgeted cost: £85,291

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Forest School to provide communication, social skills and leadership opportunities.</i>	<p>Social and emotional learning approaches have a positive impact on academic outcomes (+4 months) with social interventions showing more progress and having an ‘...identifiable and valuable impact on attitudes to learning and social relationships in school.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-okit/social-and-emotional-learning</a></p> <p>Forest School provides a stimulating environment requiring pupils to learn social, listening and collaborative skills whilst acquiring new knowledge about their environment. As Forest School Leaders, older</p>	1-5

	pupils learn leadership skills in teaching and mentoring the newer members of the group.	
<i>To provide Nurture group and ELSA sessions to support the emotional wellbeing of vulnerable learners and help support them in being 'ready to learn'.</i>	<p>ELSA and Nurture are universal interventions personalised for identified children to help effectively manage emotions and support them in becoming effective learners and members of the school community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning</a></p>	1-5
<i>To provide children with enrichment opportunities that enhance the rich and broad curriculum offered in school and promote their cultural capital.</i>	<p>Low income is a key barrier for many pupil premium children in our school. Providing subsidised after-school clubs and camps enables pupils to engage in a range of activities and experiences which enhance their education. Attending class trips ensures they have first-hand knowledge of topics which can be used to enhance writing skills and promote cultural capital. This is considered to be '...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (School Inspection Update, January 2019, Pg. 10). It is considered particularly important by Ofsted and forms as part of their inspection framework.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</a></p>	1-5

**Total budgeted cost: £ 213,970**



## 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 2021 to 2022 academic year.

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### 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
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*