

Wood End Primary



Pupil Premium Strategy Statement

<i>Headteacher</i>	Miss Sonia Sharma	<i>Pupil Premium Lead:</i>	Mrs Fay Bellenger	<i>Chair of Governors:</i>	Mrs Rabia Adeogun
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School overview

Key information	Data
School name	Wood End Primary School
Pupils in school	205 (+21 Nursery)
Proportion of disadvantaged pupils	YR – Y6 76 (+3 EYPP)
Academic year or years covered by statement	September 2021 – July 2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Miss S Sharma
Pupil premium lead	Mrs F Bellenger
Governor lead	Mrs D Wadelin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495 (+£2,114 est EYPP)
Recovery premium funding allocation this academic year	£10 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£105 790

Statement of intent

- We strive to ensure disadvantaged pupils attend school regularly and receive a pertinent quality first curriculum offer that enriches their learning journey. We aim to support them in diminishing the difference between disadvantaged and all pupils through personalised SMART interventions.
- Our strategy intends to enable our disadvantaged pupils to read fluently with appropriate speed and comprehension to enable them to access the wider curriculum. As part of this we wish to ensure that accurate decoding and poor knowledge of sight vocabulary are not barriers to achieving this.
- We intend for our youngest pupils to experience a broad curriculum offer that enables them to embed core skills and explore their own interests in the world around them.
- We intend to give our pupils the skills to articulate themselves clearly in a range of contexts to enable them to share their ideas and knowledge. We expect them to be able to articulate the breadth of curriculum offer given and provide opportunities to deepen their understanding.

Challenges

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

Challenge number	Detail of challenge
1	Not all pupils are able to read fluently with appropriate speed and comprehension. Pupils' decoding skills and underdeveloped rapid recall of sight vocabulary presents as barriers. For older pupils poor reading speed hampers comprehension skills.
2	Pupils are not always able to articulate ideas clearly. They lack skill in paying attention to the needs of both the listener and the context for their dialogue. This often leads to imprecise or inaccurate vocabulary and articulation.
3	Not all pupils in EYFS make use of opportunities to apply core skills across the learning areas. This prevents them from embedding and later deepening their skills. Lack of security with core skills often prevents disadvantaged pupils making good progress and achieving GLD.
4	Breadth of curriculum offer has been limited by school closure and a lack of enrichment opportunities. This means disadvantaged pupils often lack the cultural capital to engage with higher order skills and embed learning.
5	Disadvantaged pupils' attendance is not always at least in line with national. This is a significant barrier to making progress and building upon previous teaching.

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>All pupils are able to read fluently with appropriate speed and comprehension. Pupils are able to read at ARE using accurate decoding and sight vocabulary at KSI and with age appropriate speed in KS2.</p>	<p>Pupils are given access to high quality phonics and reading instruction alongside additional 1:1 reading opportunities to build fluency.</p> <p>Pupils access echo reading and comprehension interventions to support pupils in accessing age appropriate texts.</p> <p>The percentage of pupils in Reception that achieve GLD in reading is at least in line with national.</p> <p>The percentage of Year 1 pupils achieving the phonics check is at least in line with national.</p> <p>The percentage of pupils in Year 6 that achieve the expected standard in reading is at least in line with national.</p> <p>Teaching and learning structures are evaluated and amended to enable staff to meet pupils' next steps in learning.</p>
<p>All pupils are able to articulate ideas clearly with attention to the context for speech and the listener.</p>	<p>Curriculum mapping shows a curriculum rich with oracy at it's heart is created that children engage with.</p> <p>Learning walks demonstrate high quality adult narration and interaction in teaching and learning that models oracy skills.</p> <p>Curriculum intent and learning walks demonstrate structured opportunities planned for pupils to engage with peers.</p> <p>Pupils with identified difficulties with communication and interaction are afforded additional high quality, targeted intervention for speech and language. Difficulties with communication are not limiting factors to accessing the curriculum and expressing themselves to others with purpose.</p>
<p>All pupils are able to access all areas of EYFS to further the application of core skills.</p>	<p>Staff plan for and resource a highly structured, motivating EYFS environment with enrichment opportunities to build upon and extend core skills including PD. (Physical Development)</p> <p>Pupils' PD is not a limiting factor to making progress across prime areas.</p> <p>Pupils achieve PD in line with national expectations.</p>
<p>All pupils are given access to a broad and balanced, appropriate curriculum.</p>	<p>Curriculum plans identify pupils given access to a broad and balanced curriculum.</p>

	<p>Provision mapping identifies pupils with additional needs are provided appropriate consolidation and support through targeted SMART intervention.</p> <p>Curriculum planning and lesson observation identifies challenge for more able pupils across curriculum areas with opportunities to deepen understanding and skills.</p> <p>Learning walks show all pupils have access to quality first instruction with adapted lesson sequences and structures to meet pupils' needs and support access.</p> <p>Pupils with additional needs or disadvantage make at least expected progress across core subject areas.</p>
Disadvantaged pupils is in line with all pupils (94.48% up to 96.48%+)	Attendance analysis identifies disadvantaged pupils' attendance is at least in line with national and that of all pupils.

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: £67 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide training for staff new to phonics delivery to ensure it is delivered in line with school expectations.</p> <p>Provide additional training and additional support staff time to deliver reading comprehension intervention.</p>	<p>EEF</p>	1
Provide training for staff to develop oracy skills across school.	EEF	2

<p>Design a curriculum and timetable that provides opportunities for the development of oracy across subjects. Provide additional adult support to provide intervention for pupils with identified difficulties with communication and speech.</p> <p>Provide training for staff to undertake NCETM Mastering Number to enable pupils to articulate and demonstrate fluency in number work.</p>	<p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p> <p>Communication and language approaches Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p>	
<p>Provide additional staff to enable access in EYFS to intervention to develop gross motor skills and core stability.</p>	<p>EEF</p> <p>Physical development approaches Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +3 months</p>	3
<p>Provide additional adult support to meet the needs of pupils with complex needs and meet the needs of pupils with EHCPs.</p> <p>Provide additional adult support to deliver interventions to challenge more able pupils through tasks which make links across learning areas and require the application of memory and logic.</p>	<p>EEF</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +7 months</p>	4


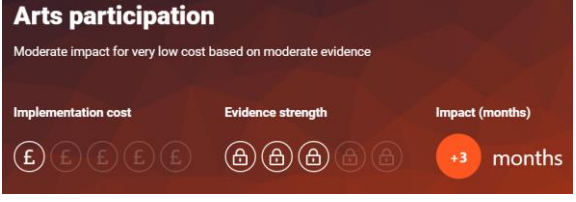

Targeted academic support

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide access to high quality phonics and reading instruction alongside additional 1:1 reading opportunities to build fluency.</p> <p>Provide access to echo reading and comprehension interventions to support pupils in accessing age appropriate texts.</p>	<p>EEF</p> <div data-bbox="619 488 1197 880"> <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +5 months</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +6 months</p> </div>	1
<p>Provide access to high quality adult narration and interaction in teaching and learning.</p> <p>Provide structured opportunities to engage with peers.</p> <p>Provide additional high quality, targeted intervention for speech and language to pupils with identified difficulties</p>	<p>EEF</p> <div data-bbox="619 936 1197 1328"> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +6 months</p> <p>Communication and language approaches Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +6 months</p> </div>	2
<p>Provide a highly structured, motivating EYFS environment with enrichment opportunities to build upon and extend core skills (including PD)</p>	<p>EEF</p> <div data-bbox="619 1384 1197 1581"> <p>Physical development approaches Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +3 months</p> </div>	3
<p>Provide appropriate consolidation and support to pupils with additional needs and challenge for more able pupils across curriculum areas.</p> <p>Provide access to quality first instruction with adapted lesson sequences and structures to meet pupils' needs and support access.</p>	<p>EEF</p> <div data-bbox="619 1641 1197 2022"> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +4 months</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 icons Impact (months): +7 months</p> </div>	4

Wider strategies

Budgeted cost: £27 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify local contexts and interests as facilitators for learning and make explicit reference to these in curriculum delivery.</p>	 <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	<p>4</p>
<p>Provide additional opportunities to enrichment activities through visits, after school clubs and visitors to school.</p>	 <p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +3 months</p>	<p>4</p>
<p>Improve attendance of disadvantaged pupils in line with all pupils (94.4-8% up to 96.48%+)</p>	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	<p>5</p>

Total budgeted cost: £98 000

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.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021.</i></p> <p><i>A review of the year 2020-2021 is below using a mix of schools quantitative and qualitative data.</i></p>	
Aim	Outcome
<p>A recovery curriculum with opportunities to revisit and embed prior knowledge is in place. The breadth of curriculum offer enables pupils to access cultural capital.</p>	<p>Pupil premium progress across 2020-21 was similar to all pupils.</p> <p>Recovery curriculum and related teaching structures enabled pupils to access individualised next steps in learning.</p> <p>A broad curriculum offer was put in place and to be extended and embedded across 2021-22</p>
<p>VIPERS are planned for and used in EYFS to enable pupils to undertake questioning activities. Blanks Levels are assessed against and provide put in place to support pupils in understanding oral language.</p>	<p>71% of Nursery and 83% of Reception achieved a GLD in Communication strands of EYFS.</p> <p>The impact of NELI and Wellcomm is evident in outcomes.</p> <p>The use of Wellcomm as a quality first intervention is evident and to be embedded in 2021-11.</p>
<p>Intervention is provided to support staff to enable them to deliver high quality intervention to meet pupils' needs and support them in closing the gap.</p>	<p>CPD put in place for support staff demonstrates positive impact. Precision Teaching has supported pupils to improve spelling outcomes, recall of number facts and increase reading speed.</p> <p>Training on anxiety for all staff and SALT interventions in EYFS has supported pupils to engage with the curriculum and articulate needs and preferences.</p>
<p>Additional adult support ensures pupils working below ARE access appropriate next steps in learning and can then undertake tasks with greater independence and success.</p>	<p>Amended teaching and learning model ensured pupils were offered access to appropriate next steps in learning. Book scrutiny identifies pupils making progress from starting points across a lesson and a sequence of learning,</p> <p>Additional adults were used effectively to deliver additional curriculum content and enable pupils to close the gap from their starting point.</p>

<p>Phonics instruction enables pupils in Key Stage 1 to read accurately at ARE and meet the expectations of the phonics check.</p>	<p>In the LA phonics endline assessment 72% of pupils achieved the expected standard. This is an increase from 52% in the LA midline assessment. 73% of Year 1 pupils read texts at ARE / ARE+ accurately. Observation and assessment demonstrates pupils read polysyllabic words accurately and with confidence. Polysyllabic words are not a barrier to reading with fluency. Pupils' stamina for reading demonstrates improvement in observations and they can read longer texts with accuracy and stamina.</p>
<p>Assessment procedures and the subsequent analysis enables pupils to make progress through timely and appropriate intervention. Pupils in EYFS access intervention to develop the motor and communication skills needed to access all aspects of learning.</p>	<p>The use of Precision Teaching has shaped intervention models across school. Progress is measured against targets and baseline assessment. Graphs measure impact of intervention. Assess, plan, do model is used at least half termly to adjust provision offered as a result of outcomes and needs. The practise of rapid response continues to be underdeveloped and some intervention continues for longer than necessary, both when successful and with limited impact. Fluid intervention book scrutiny shows pupils keep up as a result of accurate and timely assessment with rapid intervention to remedy misconceptions. 83% of YR pupil achieved ARE for moving and handling at end of EYFS.</p>
<p>Pupils demonstrate active listening skills and make links across areas of learning through development of memory and resilience.</p>	<p>Curriculum constraints have meant weekly memory and listening tasks have not been undertaken prescriptively. Moving forwards a focus on narration and strategies to articulate learning actions and intentions will support this. Oracy is to be a key piece of work in 2021-22.</p>
<p>Pupils' attendance is above 96% and persistent absence in line with national. Pupils attend on time</p>	<p>Attendance of all pupils is above 96%. Attendance of PPG eligible pupils is below this at 94.48%. The use of Early Helps to manage attendance and punctuality continue to be a focus of work for PPG pupils.</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
1:1 maths tuition	3 rd Space Learning
Lightning Squad	FFT

Service pupil premium funding

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

Further information (optional)

A range of teaching reflective teaching structures and interventions are in place as part of quality first assessment and practice to ensure pupils make accelerated progress.