

# Pupil premium strategy statement – Woodford CE Primary School & Nursery

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	93 (108 Inc. nursery)
Proportion (%) of pupil premium eligible pupils	FSM–14% (count = 13) Service–2% (count = 2) PLAC–1% (count = 1) LAC–1% (count = 1)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December
Date on which it will be reviewed	April 2024
Statement authorised by	Lee Donovan
Pupil premium lead	Lee Donovan
Governor / Trustee lead	Tracy Linger

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM–£18915 (count = 13) Service–£670 (count = 2) PLAC–£2530 (count = 1) LAC–£2530 (count = 1)
Recovery premium funding allocation this academic year	£1916
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,561 (exc. recovery)

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding we understand it is important to consider the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and that they make good teaching and learning decision in line with children, Nene Education Trust and that also based on effective research.

## School Context

Woodford is a small rural primary school and the attached nursery has 24 places for 2-4-year olds. The school also offers extended provision from 7.45am – 6.15pm for any children who need to access this. The vast majority of the children are of White British heritage and very few children speak English as an additional language. The proportion of pupils who receive PP is in line with national averages and pupils with SEND is just above national average.

## Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore be well prepared for secondary education.

## Achieving these objectives

- All our work with our pupil premium children will be aimed at accelerating progress and moving children to at least age-related expectations
- Small group additional learning support
- Greater clarity around subject leader expectations enabling a more impactful monitoring and evaluating cycle
- Curriculum scheme purchased to support with sequencing of curriculum across the whole school
- Maths scheme of work brought in to sharpen our consistency in the classroom and to accelerate progress
- Additional numeracy, literacy and wellbeing lessons delivered by Northampton Town Football Club
- Use of specialist support from within the trust in relation to Maths, Safeguarding, SEND and Mental Health and Wellbeing
- Raising importance of emotional, social and physical wellbeing amongst our children through emotional, behavioural and wellbeing support through our WWW curriculum
- Delivering emotional Intelligence programme across KS1 and KS2

- Developing wellbeing for the children through PE lessons by subscribing to Real PE to deliver effective and engaging PE lessons
- Extending provision by creating extra-curricular clubs using school staff and additional agencies.
- Payment support for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Provide creative opportunities to allow the children to learn a musical instrument as part of the NMPAT instrumental programme
- Provide creative opportunities to allow the children to sing in a choir as part of our collective worship programme and as part of our whole child project working with Silhouette Youth Theatre
- Provide creative opportunities to allow the children to dance and act as part of our whole child project working with Silhouette Youth Theatre
- This list will change according to the needs and support our socially disadvantaged pupils require

## Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading support – weak language and communication skills
2	Learning gaps in Maths - children have gaps in their knowledge
3	SEND support – Quality First Teaching
4	Punctuality / Attendance – lack of clarity around attendance expectations
5	Family support - Limited exposure to enrichment opportunities

## 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 Phonics and Reading consistency across the school setting, leading to better outcomes	<p>Work with the English Hub and English leads across the trust</p> <p>Ensure all staff have received phonics support to deliver scheme</p> <p>Disadvantage children achieve in line with or above national average expected standards in PSC</p> <p>Disadvantaged children achieve in line with or above national average progress scores in KS2 Reading</p>
2 – Improved Maths consistency across the school setting, leading to better outcomes	<p>Work with the Maths Hub and Maths leads across the trust</p> <p>Maths scheme of work shared across whole school setting</p> <p>Ensure all staff have received Maths support to deliver scheme</p> <p>Disadvantaged children achieve in line with or above national average progress scores in KS2 Maths</p>
3 – Improved offer for SEND children across the school setting, leading to better outcomes	<p>Employment of specialist SENCo who will not have class teaching responsibility</p> <p>SEND children achieve in line with or above national average progress scores in KS2 RWM</p>
4 – Improved punctuality and attendance by removal of ongoing legacy issues. Attendance figures are currently good for disadvantaged children and we would like to maintain this.	<p>Ensure attendance of our disadvantaged children is in line with non-disadvantaged</p> <p>Punctuality is monitored and a range of strategies put in place to support children</p>
5 – Opportunities to provide greater family support both within and outside of the classroom	<p>All enrichment will be linked to curriculum that they are studying and payment support will be available</p> <p>Every child has the right to be part of creative subjects (music, dance, drama, singing)</p> <p>We encourage extra-curricular clubs</p> <p>Ongoing, regular, clear and concise communication with families</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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff CPD</b> - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p> <p><b>£500</b></p>	<p>We are part of the Nene Education Trust which also allows greater access to effective CPD across the whole trust. All staff to lead effectively are given release time termly to monitor and evaluate their subject delivery across the whole school.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit summarises the best available evidence on a variety of teaching and learning approaches, explaining their average impact, cost, and key considerations when putting them into practice.</li> <li>• EEF guidance reports offer evidence-informed recommendations on how schools can improve practice across a range of areas such as literacy, maths, science, and teacher feedback. Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</li> <li>• EEF Cognitive Science in the Classroom: A Review of the Evidence provides an accessible summary.</li> <li>• Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.</li> </ul>	1 2 3 4 5
<p><b>Phonics and Reading</b> - Improved Phonics and Reading consistency across the school</p>	<p>Due to disadvantaged background children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-disadvantaged children have. In KS1 and KS2,</p>	1

<p><b>£1000</b></p>	<p>children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</li> <li>• EEF Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</li> <li>• EEF accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</li> </ul>	
<p><b>Maths - Maths intervention programme</b> <b>£1500</b></p>	<p>Timely and appropriate interventions can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Interventions can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that interventions offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between tutors, staff and pupils is also important. Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p>	<p><b>2</b></p>
<p><b>Maths - Maths scheme of work shared across the school</b> <b>£2000</b></p>	<p>Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than just being able to memorise key procedures</p>	<p><b>2</b></p>

<b>Foundation Subjects -</b> Curriculum scheme of work shared across the school <b>£4000</b>	Whole school curriculum aims for pupils to develop deep understanding of subjects rather than just being able to memorise key information. The planning is well sequenced and built using up to date research.	<b>1 2 3 4 5</b>
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## 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.

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>SEN &amp; Pastoral</b> - SENCO / FSW release time  <b>£1500</b>	Disadvantaged children also have range of SEND / learning difficulties requiring higher levels of support (EHCP / CP)  Less frequent behaviour difficulties meaning PP pupils are less likely to have negative impacts on their academic progress.  The additional teaching staff sees progress accelerated in KS2	<b>1 2 4</b>
<b>Interventions</b> - One to one, small group or peer academic tuition  <b>£500</b>	Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. We think carefully about how we implement interventions, including how we will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact. <ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit has strands that summarise the evidence underpinning one to one tuition and small group tuition.</li> <li>• EEF Making a Difference with Effective Tutoring guide provides advice on implementing tuition in schools.</li> </ul>	<b>1 2 4</b>
<b>Interventions</b> - Targeted interventions to support language development, literacy and numeracy  <b>£500</b>	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. <ul style="list-style-type: none"> <li>• EEF Selecting Interventions tool offers evidence-informed advice to help you select an appropriate programme.</li> </ul>	<b>1 2 4</b>



	<ul style="list-style-type: none"> <li>• EEF have dedicated web pages on effective approaches to supporting literacy and numeracy.</li> </ul>	
<b>Interventions -</b> Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND  <b>£500</b>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. <ul style="list-style-type: none"> <li>• EEF guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.</li> <li>• EEF 'Five-a-day' resource presents well-evidenced principles that can help to raise attainment for all pupils, including those with SEND.</li> </ul>	<b>1 2 4</b>
<b>Interventions -</b> Teaching assistant deployment and supporting high quality provision within the classroom and delivering targeted interventions  <b>£500</b>	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. <ul style="list-style-type: none"> <li>• EEF Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>• EEF Teaching and Learning Toolkit strand on teaching assistant interventions.</li> </ul>	<b>1 2 4</b>
<b>Interventions -</b> Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEMH  <b>£1000</b>	TAs often provide the key means by which inclusion is facilitated. Given that SEN pupils and low-attaining pupils are more likely to be disadvantaged (FSM).  Children will be identified through behaviour and safeguarding monitoring. Range of interventions to be embedded to support agency advice also applied	<b>1 2 3 4 5</b>
<b>Learning outside of the classroom - Times Tables Rock Stars -</b> Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment  <b>£250</b>	To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. <ul style="list-style-type: none"> <li>• EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning.</li> <li>• EEF Remote Learning: Rapid Evidence Assessment gives an overview of the</li> </ul>	<b>2</b>

	evidence underpinning strategies to support remote learning.	
<b>Learning outside of the classroom - Nessy</b> - Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment <b>£250</b>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p> <ul style="list-style-type: none"> <li>• EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning.</li> <li>• EEF Remote Learning: Rapid Evidence Assessment gives an overview of the evidence underpinning strategies to support remote learning.</li> </ul>	<b>1</b>

## 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.

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Safeguarding</b> - Increased DSL capacity and structure <b>£500</b>	<p>With Safeguarding being an important drive in our school, the last year has seen the need to extend our safeguarding team</p> <p>This will also provide opportunities for DSL to work more closely and meet more regularly.</p>	<b>1 2 3 4 5</b>
<b>Unstructured Time</b> - Lunchtime Support to provide high quality games and activities to engage pupils <b>£1000</b>	<p>Less frequent behaviour difficulties meaning PP pupils are less likely to have negative impacts on their academic progress.</p>	<b>1 2 4</b>
<b>Attendance and Punctuality</b> - Staff support to identify attendance and punctuality concerns early and put in place appropriate and timely interventions. Also supporting attendance,	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <ul style="list-style-type: none"> <li>• EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance.</li> </ul>	<b>4</b>

including approaches outlined in the DfE's Working Together to Improve School Attendance guidance <b>£500</b>	<ul style="list-style-type: none"> <li>EEF Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.</li> </ul>	
<b>Enrichment -</b> Improved support for families by encouraging engagement with Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips <b>£4000</b>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>There is an improved sense of wellbeing by encouraging the creative subjects such as music, dance, drama, singing, active lessons and extra-curricular clubs</p> <ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit strands on arts participation and physical activity.</li> </ul> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <ul style="list-style-type: none"> <li>EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development.</li> <li>EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine your school's approach to managing behaviour.</li> </ul>	<b>1 2 3 4 5</b>
<b>Communication -</b> Ongoing, regular, clear and concise communication with families <b>£500</b>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p> <ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit has a strand on parental engagement.</li> <li>EEF Working with Parents to Support Children's Learning guidance report offers practical approaches to communicating effectively with, and supporting, parents.</li> </ul>	<b>1 2 3 4 5</b>

**Total budgeted cost: £20,500**

## 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 2022-2023 academic year

<b>Scores for last academic year</b>	
Measure	%
Reading	91%
Writing	82%
Maths	73%
Combined	64%
<b>Strategy aims for disadvantaged pupils</b>	
Meeting expected standard at KS2 RWM	76%
Achieving high standard at KS2 RWM	9%
<b>Summary</b>	
<p>Our progress figures over several years demonstrate the excellent progress that has historically been achieved at Woodford and this has been continued over the last year. Since 2017, nearly all progress measures have been at least in line or above average. These whole school figures demonstrate how we make exceptionally effective use of our PP funding to deliver transformative outcomes for all of our children</p>	

## Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Times Tables Rock Stars
Data analysis - attainment	Pixl / FFT Aspire
Data analysis – behaviour and attendance	Arbor
Curriculum Maestro	Cornerstones
iSing Pop	Innervation Trust
Maths Scheme	White Rose Maths
Computing	iLearn
Phonics	Little Wandle
Reading	Literacy Shed