

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Woodford School
Number of pupils in school	91 (113 Inc. nursery)
Proportion (%) of pupil premium eligible pupils	15% (count = 14)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	
Pupil premium lead	Lee Donovan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140 (£1,944 tutoring)
Recovery premium funding allocation this academic year	£2,000
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	£20,084

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
- 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 safeguarding and SEND
- 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 and by working with Northampton Town Football Club to deliver effective and engaging PE lessons

- Extending PE provision by creating extra-curricular clubs that will be delivered by Northampton Town Football Club.
- Payment support for all activities, educational visits and residential. 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
- Support during unstructured times by providing activities to engage and promote our values and thus enhance learning. Northampton Town Football Club will lead a playleaders programme
- 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	Punctuality / Attendance – lack of clarity around attendance expectations
4	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
<p>1 – Improved Phonics and Reading consistency across the school setting, leading to better outcomes</p>	<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 above national average expected standard in PSC</p> <p>Disadvantaged children achieve above national average progress scores in KS2 Reading</p>
<p>2 – Improved Maths consistency across the school setting, leading to better outcomes</p>	<p>School-Led Tutoring Grant gives the resources to start closing the education gap between disadvantaged pupils and their peers</p> <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 above national average progress scores in KS2 Reading</p>
<p>3 – 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>	<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>
<p>4 – Opportunities to provide greater family support both within and outside of the classroom</p>	<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: £8,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD £1800</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and Staff Development Days. 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>Less frequent behaviour difficulties meaning disadvantaged children are less likely to have negative impacts on their academic progress.</p>	<p>1 2 3 4</p>
<p>Improved Phonics and Reading consistency across the school £200</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, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	<p>1</p>
<p>Maths tutoring programme £1,944</p>	<p>Tutoring 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>Tutoring 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 tutoring 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</p>	<p>2</p>

	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.	
Maths scheme of work shared across the school £5000	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	2

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: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO / FSW release time £1000	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	1 2 3
Small group additional learning support £2400	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 gaps in learning for pre-teaching support. Pre-teaching opportunities will be planned around the children's gaps in their learning.	1 2 3
Northampton Town numeracy, literacy, wellbeing and PE £700		1 2 3 4
Times Tables Rock Stars £200	Online learning using this platform shows how effective this is and an essential part of learning and engagement beyond the classroom	2

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: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased DSL capacity and structure £1000	With COVID home issues and Safeguarding being an important drive in our school, the last year has seen the need to extend our safeguarding team This will also provide opportunities for DSL to work more closely and meet more regularly.	1 2 3 4
Lunchtime Support to provide high quality games and activities to engage pupils £700	Less frequent behaviour difficulties meaning PP pupils are less likely to have negative impacts on their academic progress.	1 2 3
Staff support to identify attendance and punctuality concerns early and put in place appropriate and timely interventions £500	Attendance figures are currently good for Pupil Premium children and we would like to maintain this.	3
Improved support for families by encouraging engagement with enrichment activities £1400	Access to Pupil Premium card because it is essential for children's wellbeing that they experience different settings and build cultural capital before writing / learning about it. Evidence suggests that progress and cultural capital is accelerated when children experience appropriate enrichment opportunities.	1 2 3 4
Improved support for families by encouraging engagement with creative activities £1400	Improved wellbeing by encouraging the creative subjects such as music, dance, drama, singing, active lessons and extra-curricular clubs	1 2 3 4
Improved support for families by encouraging engagement with extra-curricular clubs £1400	Improved emotional, physical and social wellbeing through community support. Funding available to support with school uniform if families should need this.	1 2 3 4

<p>Ongoing, regular, clear and concise communication with families £500</p>	<p>Regular communication with parents to engage with the school. Regular communication from the school Inclusion team to identify any barriers between the children and their education with a plan to support this</p>	<p>1 2 3 4</p>
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Total budgeted cost: £20,144

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

Phonics, Reading, Writing and Maths progress has been impacted by COVID-19 lockdown. As a school we are looking to be on track towards achieving this aim for the 2021-2022 academic year. Assessments upon return to school in the 2020-2021 academic year have highlighted there are gaps in knowledge, however this was as we expected.

Scores for last academic year (June SEF 2021)

Measure	%
Reading	77%
Writing	77%
Maths	69%
Combined	61%

Strategy aims for disadvantaged pupils

Meeting expected standard at KS2 RWM	65%
Achieving high standard at KS2 RWM	11%

Summary

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 two years despite the challenges of the COVID-19 pandemic. 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

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
iSing Pop	Innervation Trust
Picture news	Picture News Ltd