

Wood Ley Community Primary School 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	Wood Ley C P School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	18.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2022
Date on which it will be reviewed	April 2023
Date next statement to be published	September 2023
Statement authorised by	S Renwick / C Trussell
Pupil premium lead	S Renwick
Governor / Trustee lead	C Trussell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£229
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	£56,519

Part A: Pupil premium strategy plan

Statement of intent

Our school ethos is that we care for the needs of our children; all children regardless of what nature this disadvantage takes. Therefore, we aim for increased progress and higher attainment, along with raising self-esteem and participation.

Narrowing the gap: There is no single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in a format that suits their individual needs. We implement a range of approaches when spending Pupil Premium which results in a breadth of support to pupils. In addition to the Pupil Premium Grant, many of our existing school systems support children from all backgrounds and of all abilities. We hold regular Pupil Progress meetings these provide an opportunity to discuss in depth all of the children in our school; with regard to both their academic attainment and pastoral issues. Our rigorous assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils are not working at age related level and have gaps in their learning or misconceptions.
2	Emotional and social needs
3	Limited speech and language which can impact on learning, exposure to higher level technical vocabulary.
4	Behaviours for learning, developing resilience, organisational skills, independence, regular routines such as reading, spelling and being prepared for learning.
5	Access to resources such as books and life experiences.

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>High Expectations set by teachers- identified needs of pupils through careful assessment . Teachers responding rapidly with targeted teaching and intervention for pupils at risk of underachievement.</p> <p>Progress evident in basic skills through regular consolidation</p>	<p>Daily 1:1 prescription and consolidation practise delivered by teaching assistant following teacher marking.</p> <p>Daily consolidation of number through Mastery maths programme in F and KS1</p> <p>Daily consolidation maths skills through early birds maths – KS2</p> <p>Deployment of teaching assistant to support consolidation work in place following EEF MBUTA research.</p>
<p>To develop early language skills , screening children to identify gaps and provide a structured programme of support</p>	<p>Screening pupils in foundation and Y1 using NELI resources.</p> <p>Intervention planned in class to support learning.</p> <p>Tracking of high quality vocabulary during monitoring and book studies.</p>
<p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.</p>	<p>Pupils will develop reading resilience, foster a love for books, extended reading opportunities carefully timetabled across the school.</p>
<p>To provide a nurturing environment to develop social and emotional skills. Pupils needing additional support will be identified and referred to Mental Health and Wellbeing Leader.</p>	<p>Pupils being supported through nurture groups, social skills groups and have good attendance.</p> <p>Identified pupils develop resilience, become more confident, able to communicate effectively and have support to manage emotions to improve their wellbeing.</p> <p>A reduction in recorded behaviour incidents in school behaviour logs.</p>
<p>Pupils will be proactive, organised and enthusiastic learners</p>	<p>Drops ins, lesson observations and pupil perception interviews will demonstrate positive attitudes towards learning.</p> <p>Phase monitoring mornings will identify good behaviours for learning using behaviour checklists</p>
<p>School will deliver an engaging, broad and varied curriculum</p>	<p>Audit of the school curriculum carried out by SLT</p> <p>Subject leaders audit their subjects, resources and children's work to ensure a broad and balanced curriculum.</p>

	Curriculum maps include additional activities and opportunities offered linking to school values.
Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary)	<p>Increased opportunities for reading in school – Read 2 Dogs, Reading Elders, Reading Buddies and class reading time enables wider reading curriculum.</p> <p>Times Tables Rock Star clubs running in school lunchtimes to provide opportunities to consolidate learning.</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

Budgeted cost: £430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>Daily consolidation through precision teaching</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement. through effective marking and feedback</p>	<p>EEF 1:1 precision teaching impact on progress and achievement.</p> <p>EEF effective use of marking and feedback</p>	1
<p>Programmed NELI across foundation and KS1 to develop early language – identify gaps and provide a structured programme of support..</p> <p>Carefully constructed and inviting reading areas and school library with a diverse range of books will foster a love of books</p> <p>Carefully developed reading spine which reflect diversity of interest, experiences and cultures mapped across the school.</p> <p>English pathway developed to link reading text with writing and mapped carefully with topics to establish quality reading across the curriculum.'</p> <p>Staff Training – Positive behaviour management and support</p>	<p>NELI programme running in foundation and KS1 to develop Early literacy skills</p> <p>Increase in positive attitudes to reading monitored by English leader in pupil perceptions</p> <p>EEF Whole class Reading and impact on learning</p> <p>Instructional Coaching / Walkthrus</p>	<p>3, 4 ,5</p> <p>5</p> <p>4</p>

Staff training - wellbeing and recognising anxiety for mental health support	High Speed Training & Suffolk young minds	2
Mental Health and Wellbeing leader Training (additional training planned year 2)	Anna Freud Centre Completed Training for Mental Health lead - Thrive	2

Targeted academic support

Budgeted cost: £ 49,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing teaching assistant support across school to enable smaller working groups and improved teacher focus on those underachieving.	Classes grouped to enable learners to have additional access to adult support and bespoke intervention	1,2,3
Teaching staff within each phase employed to carry out additional support intervention for identified groups of children	Staff are well known to the children and have good knowledge and experience of the curriculum	1,2,3
Additional reading resources for library and reading spine, books for English Pathway linking reading around the curriculum. (Reviewed annually as part of 3 year plan)	Reading around the curriculum Reading Spine Pie Corbett.	1,4
Additional maths resources to promote engagement – annual subscription to TTRS, numicon resources and Base10 resources	Practical manipulatives Mastery maths project / White rose maths	1
Spelling Zappers programme across the school embedded to support spelling skills	Based on dyslexia friendly curriculum resources.	1

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a nurturing environment to develop social and emotional skills. Clear ethos established across the school, staff training on wellbeing and behaviour. Mental Health and Wellbeing Leader promoting action plan of support.	Whole school approach, all staff aware of what we can offer	2
Additional staff trained to deliver ELSA / Drawing and Talking Therapy. Therapeutic sessions running across the school	Increase confidence and social skills. Pupils able to express feelings, offer and receive support.	2
Green Light Mentoring programme to support identified pupils needing additional emotional support.	Increased confidence and positive attitudes	2
Mental Health workshops for children – Suffolk young minds 1:1 intervention programme delivered on site through Mental Health Support Team – N&S NHS Foundation Trust	Develop toolbox to support own mental health. Recognise own feelings and identify unmet needs	2
1:1 support for identified pupils with additional and specific difficulties. Support modelling emotional regulation, build resilience and confidence.	EEF MBUTA Metacognition	4
Pets as Therapy programme supporting identified pupils with resilience, confidence as positive attitudes	Pets as Therapy programme – promoting positivity and engagement with school	1,2
Additional lunchtime support assistants to promote positive play and social skills	Positive play and physical activity promotes wellbeing	4
Timetabled speech and language support delivered by school ELKAN trained HLTA	Speech and Language therapy services, tracking progress of pupils.	3
2-year plan developing mindfulness spaces around the school grounds. Mindfulness garden area and all-weather funning track - year 1	Outdoor learning leader pupil perceptions and positive attitudes to school through forest Schools and outdoor learning.	2, 4

Total budgeted cost: £ 54,062

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.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.in RWM

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics

Y2 who sat the Phonics screening in November 2021 saw 75% pass.

Y1 phonics June 2022 52.3% impacted by Covid 19

Other Attendance improved after COVID19 – high impact.97%

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Language Links	SLCN
NELI	Nuffield Early Language Intervention
Maths Mastery Programme	DFE funded through Angles Maths Hub
Green Light Mentoring	The Mix
Mental Health Training	Suffolk young Minds
Supporting children and families with anxiety	Mental Health Team N& S Foundation Trust