

Pupil premium strategy statement – Woodcroft Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	147
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	H Hewitt
Pupil premium lead	H Hewitt
Governor / Trustee lead	J Pettitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year	£2320
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,480

Part A: Pupil premium strategy plan

Statement of intent

At Woodcroft Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school, some of whom are not eligible for pupil premium funding, may at any point during their school life require additional support and further intervention. We at Woodcroft are committed at meeting our pupil's pastoral, social, and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who receive pupil premium funding are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

It is evident that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those children who do not receive pupil premium funding. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 44% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this whilst supplemented with further opportunities for intervention through one to one or small group support. We have accessed this by using current staff in the academy as well as accessing the National Tutoring Academy.

We have recently identified a small group of pupils who are not making the progress we would expect, despite additional intervention, and so our strategy for 2022 focuses on the needs of this group. As an Academy we work to ensure high aspirations and high quality provision for all pupils in receipt of pupil premium.

Ensuring high quality teaching is evident and consistent across the whole school is at the heart of our approach, with a specific focus on areas in which we know disadvantaged pupils struggle the most. This is proven to have the biggest impact on closing the disadvantage attainment gap and will also support our non-disadvantaged pupils in school.

Our approach is responsive to common challenges as well as individual needs. The approaches we have adopted will complement each other to help pupils make accelerated progress and achieve high attainment levels. To ensure they are effective we will:

- Communicate our pupil premium strategy with all stakeholders, ensuring all staff take responsibility for the progress and attainment data for disadvantaged pupils.
- Ensure there is sufficient challenge and high expectations for disadvantaged pupils.
- Act early to implement interventions at the point a need is identified.

Other provision includes:

- Tutoring

- Pay for educational visits
- Provide after school clubs

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classified as persistent absentees.
2	There are a small, key group of pupils in receipt of pupil premium not making expected progress, despite interventions.
3	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing numbers of children need or have needed SALT intervention.
4	Assessments, observations and data suggest disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts on reading development.

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
Improved attendance figures for all groups of pupils, particularly our disadvantaged pupils.	Continue to ensure attendance of PP pupils so that it is at least in line with the national average of 95% •Focus on persistent absence of PP pupils so that it is at least in line with the national average of 90%
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress of the key group of pupil premium pupils targeted in reading, writing and maths in line with their identified baseline.
All disadvantaged pupils will pass the Year 1 Phonics screening unless EHCP or Pupil passport in place.	Phonics data for disadvantaged pupils will show an upward trend in 2023 with all pupils achieving the phonics screening by July 2024.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed language and communication skills in the EYFS through the use of the NELI programme.</p> <p>Ongoing staff CPD to ensure effective delivery.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2 and 4</p>
<p>Whole school focus on reading ensuring the phonics scheme used is consistent and staff's knowledge in this area is strong.</p>	<p>EEF Research suggests that phonics is particularly beneficial for younger learners (4-7-year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><i>The best way to close the gap and improve literacy levels for all is through the better use of evidence: looking at what has – and has not – worked in the past to give the best chance of success in the future.</i></p> <p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress, and appear to</p>	<p>4</p>

	be particularly beneficial for children from low income families. The EEF also suggest that small group tuition has a +4 months' impact on outcomes.	
The use of high quality teaching and learning strategies in conjunction with the use of technology to enthuse and engage disadvantaged children.	<p><u>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice</u>, highlights seven distinct 'building blocks of success' including: "<i>High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</i>"</p> <p><u>The EEF Attainment Gap Report 2018</u> states that "<i>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i>"</p>	2 and 3

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

Budgeted cost: £6,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups. Teaching assistants currently working in Year 2 to support teaching and learning based on identified needs.</p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p><u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	

intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions		
Nuffield Early Endorsed by EEF Research: 2 and 4 Language – https://educationendowmentfoundation.org.uk - introduce and establish small group interventions across KS1 following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Following intensive training and support staff will use the new 'Bug Club' Phonics Programme daily as both an intervention and booster follow on support.	EEF - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school Provide the opportunity for targeted support, away from whole class learning where appropriate, to address gaps in learning. Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year.	

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

Budgeted cost: £6,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of PP pupils and reduce persistent absence rates Regular tracking/monitoring of PA children. Incentives for each term.	NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".	

<p>Recognition of excellent or much improved attendance.</p> <p>Improve parent's relationship with the school.</p>	<p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'.</i></p> <p>DfE 2012</p> <p>EEF says that Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	
<p>Additional phonics sessions for targeted support</p>	<p>Delivered by a qualified teacher or a TA. This will address gaps in learning and enable children to catch up first and then 'keep up' with their peers. 'Bug club'</p>	
<p>Tutoring</p>	<p>Delivered by a qualified teacher or a TA who has completed the 11 hrs of additional training provided by DFE. This will address gaps in learning lost during the pandemic and enable children to 'keep up' with their peers.</p>	

Total budgeted cost: £25,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Attendance Data for academic year 2021/22: Pupil premium children: 95.2% Non pupil premium children: 95.2%
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Teacher assessment demonstrates that children can accurately articulate their learning.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Disadvantaged children were able to access counselling service where needed during the academic year. The disadvantaged children were also able to participate in after-school clubs and activities to develop their cultural capital.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bug Club	Active Learn - Pearson
Power Maths	Active Learn
X Tables Rockstars	TT Rockstars
Spelling Shed	Literacy Shed

