

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	Woodcroft Academy
Number of pupils in school	149
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	David Suddaby
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,105
Recovery premium funding allocation this academic year	£ 1590.62
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,690
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	£16,385.62

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.

Ensure that the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Woodcroft Academy we know that children must first be ready to learn by ensuring their personal, social emotional and developmental needs are met. This has been particularly noticeable for children on entry to EYFS. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning and increases both pupil and adult mental health and wellbeing needs.

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	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn.
4	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing numbers of children need or have needed SALT intervention.

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
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.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce the Proportion of pupils in receipt of pupil premium classed as persistent absentees.

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.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target (97%)

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: £ 11300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Power Maths to take part in 'Mastering Number Fluency programme' across Key stage 1	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 2 4 6 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths	2 and 4
Review the current provision alongside the guidance: 'Special Educational Needs in mainstream, for teaching maths for SEND pupils	See EEF research guidance report: Special Educational needs in Mainstream School published in March 2020.	4
Particular focus on small group children in receipt of pupil premium funding not making progress in reading Re-evaluate shared /guided	Learning by Question is endorsed by EEF research	2 and 4

reading approach in KS2 Use Learning By Question resource to support the whole class shared reading sessions with a clear focus.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations individual / small group intervention.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	2 and 4
Effective deployment of staff, Teaching Assistants to support key children and year groups. Teaching assistants currently working in Year 1 to support teaching and learning based on identified needs (Phonics).	' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 2 3 45 7 Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning. Teaching Assistant working in Year 4 to support teaching and learning alongside delivering positive play sessions at lunchtime in KS1.	2 and 4

	Delivering FFT reading sessions to targeted groups of children daily. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	
Teaching Assistant and outside agencies timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning. Teaching Assistant working in Year 1 and 4 to support teaching and learning alongside delivering positive play sessions at lunchtime in KS1 and KS2	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, settling child into school in the morning. Teaching Assistant working in Year 1 to support teaching and learning alongside delivering positive play sessions at lunchtime in KS1. Delivering FFT reading sessions to targeted groups of children daily. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	2 and 4
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	2 and 4
Nuffield Early Language –	Endorsed by EEF Research: https://educationendowmentfoundation.org	2 and 4

<p>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</p>	<p>g.uk/projects-andevaluation/projects/nuffield-earlylanguage-intervention</p> <p>‘Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as</p>	
<p>Purchase of PSHE/RSE resources – PHSE Association (weekly) and CPD for all staff. Consultations with parents linked to RSE. Bespoke intervention to support pupils with SEMH needs. Consistent Behaviour system to be implemented. Play Leaders to support behaviour at lunchtimes. Develop the skills of the Mental Health Lead. Mental health policy to be implemented. Implement a Careers programme to raise aspirations. Develop a Careers lead. (EEF-evidence suggests that most young people already</p>	<p>PHSE association research shows that when delivered by trained teachers in partnership with communities, parents and pupils, PSHE education can contribute to a range of positive outcomes for children and young people: keeping them healthy and safe, both online and offline, improving their academic performance, preparing them for the workplace and building the character and resilience they will need to thrive in a changing world. There are significant potential social and economic benefits of this kind of education too, yet this potential can only be fulfilled by raising the status of the subject. Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months’ impact on educational outcomes for learners based upon EEF research. EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. EEF evidence also suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>3</p>

<p>have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them).</p>	<p>Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (+3 months)</p> <p>PHSE states that, The government has raised the stakes in terms of school performance in academic subjects, and if this is not balanced by raised expectations for PSHE education, standards of provision will continue to be unacceptably low, leaving millions of young people without the skills to thrive in the modern world.</p>	

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

Budgeted cost: £ 3085.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of PP pupils and reduce persistent absence rates</p> <p>Regular tracking/monitoring of PA children.</p> <p>Incentives for each term.</p> <p>Recognition of excellent or much improved attendance.</p> <p>Improve parent's relationship with the school.</p> <p>Introduce and provide training for an attendance lead within school.</p>	<p>Attendance is a whole school priority with monitoring indicating pupils eligible for PP need close monitoring and effective intervention.</p> <p><u>NfER briefing for school leaders</u> 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> <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</i></p>	<p>2 and 4</p>

<p>Boost children's self-esteem by encouraging pupils to be house captains/school councillors/sports team members/take leading roles in productions?</p>	<p><i>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'. DfE 2012</i></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>2 and 4</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>	<p>2 and 4</p>

Total budgeted cost: £ 11,000, £2,000, £3,000

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.

A number of our planned strategies were not fully implemented due to Covid-19 restrictions and partial school closures. Staff and resources were redirected to support needs arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in Reading and Writing improved in the last academic year.

Performance in Maths was lower in some year groups, partly due to the impact of partial school closures and remote learning.

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
Accelerated reader	EPS Literacy Approach
Emotion Coaching	EPS
X Tables Rockstars	TT Rockstars
ICT/Computing programme	Purple mash
ICT/Computing programme	Magpie Education
Bug Club	Active Learn
Power Maths	Active Learn