

Pupil premium strategy statement 2023 - 24 – Woodcroft Academy

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	139
Proportion (%) of pupil premium eligible pupils	8.6%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C Wright
Pupil premium lead	C Wright
Governor / Trustee lead	A Geens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£2,900
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>	£32,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their starting points or backgrounds, make good progress and achieve high attainment levels across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to reach that goal, including progress for those who are already high attainers.

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.

Challenges

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

Challenge number	Detail of challenge
1	Listening and retrieval challenges identified in baseline assessment in EYFS using Early Years Communication screening tool. As well as in EYFS, this has the potential to impact on attainment and progress across the primary phase.
2	Data shows that there is a small group of disadvantaged pupils who are working below age related expectations in reading, writing and maths.
3	The persistence absence of pupils in receipt of pupil premium is greater than that of their peers.

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
Reduced persistent absence figures for all groups of pupils, particularly our disadvantaged pupils.	Persistent absence of PP pupils will reduce from 7.7% (PP pupils) and 7.1% (Non-PP pupils)
An improvement in attainment data for disadvantaged pupils in reading, writing and maths.	Pupils will make accelerated progress to reach age related expectations in all 3 subjects.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Through observations, discussions and surveys pupils will demonstrate that they are happy in school and in turn better placed for learning.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed listening and retrieval skills in the EYFS through interventions e.g. Time to Talk and Time to Listen Ongoing staff CPD to ensure effective delivery.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
Ensure the phonics scheme (Bug Club) used is consistent and staff's knowledge in this area is strong.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	1 and 2

<p>Ongoing staff CPD to ensure effective and consistent delivery.</p> <p>Continue to purchase resources to match the needs of pupils.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>The use of high quality teaching and learning strategies in conjunction with the use of technology to enthuse and engage disadvantaged children.</p>	<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>	<p>1 and 2</p>
<p>Embed Pathways to Read and related resources (texts) and Pathways to Spell to further strengthen the teaching of reading and writing across school.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Embed Power Maths and Mastery Numbers to further strengthen the teaching of maths across school.</p> <p>Continue to purchase resources to match the needs of pupils.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by HT, AHT and PP Lead</p> <p>Pupil progress meetings termly Regular monitoring of targeted interventions</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>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
<p>Following intensive training and support staff will use the new 'Bug Club' Phonics Programme daily as both an intervention and booster follow on support.</p>	<p>EEF - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school</p> <p>Provide the opportunity for targeted support, away from whole class learning where appropriate, to address gaps in learning.</p> <p>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.</p>	1 and 2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The attendance officer and HT will work alongside school staff</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for</p>	3

<p>and families to ensure attendance is monitored, maintained and persistent absence rates are reduced</p> <p>Regular tracking/monitoring of PA children.</p> <p>Incentives for each term. Recognition of excellent or much improved attendance.</p> <p>Improve parent's relationship with the school.</p>	<p>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 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>	
--	---	--

Total budgeted cost: £32,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

Aim	Outcome
The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classified as persistent absentees.	2022 – 2023 attendance figures show there is no gap between PP and non PP pupils: PP pupils – 95.66% Non PP pupils – 95.39% Persistent Absence
There are a small, key group of pupils in receipt of pupil premium not making expected progress, despite interventions.	There remains a small group of pupils who are not making expected progress and remain below age related expectations.
Assessments, observations and data suggest disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts on reading development.	100% of Y1 pupils passed phonics screening for 2022 – 2023 Y2 re-takes: Non PP pupils: 1 out of 5 pupils passed the PSC (20%) PP pupils: 2 out of 3 pupils passed the PSC (66.6%)

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 and Mastery Numbers	Active Learn
X Tables Rockstars	TT Rockstars
Pathways to Read, Write and Spell	The Literacy Company

