

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodvale Primary Academy
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Nuttall
Pupil premium lead	Matthew Reetz
Governor / Trustee lead	Emma Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,660
Recovery premium funding allocation this academic year	£16,820
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	£177,480

Part A: Pupil premium strategy plan

Statement of intent

At Woodvale Primary Academy, our aim is to see '**everyone thriving**'. This is particularly important for our disadvantaged pupils. Whilst it would not be correct to adopt a one size fits all approach to the barriers that disadvantaged children might face, common barriers that we see at Woodvale include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour issues and attendance and punctuality problems. There may also be complex family situations that prevent children from thriving.

Principles:

- We believe in achievement for all and this is promoted through our school values.
- We prioritise teacher and curriculum development as we recognise that what happens in the classroom makes the biggest difference to the attainment and life chances of pupils whether they are disadvantaged or not.
- We will engage with external evidence and choose appropriate strategies to best support disadvantaged pupils' needs.
- Our value of 'We support' means that we ensure teaching and learning opportunities meet the needs of all learners and we understand the impact that timely support can have on overcoming some of the external barriers and SEMH challenges that disadvantaged pupils might face.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all socially disadvantaged families qualify for free school meals. By adopting a whole school approach, we aim to support those who need it most regardless of contextual factors

Objectives:

- To diminish the difference in attainment between disadvantaged and non-disadvantaged children in national data and internal data.
- To ensure that all pupils can thrive in all aspects of school life, regardless of their personal or family context by promoting equity of opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Weaker language and communication skills which impacts on acquisition of phonics in early years and KS1 but also use of vocabulary in KS2.
2	Data analysis shows multiple lockdowns have had an adverse impact on attainment in Maths and early reading for disadvantaged pupils.
3	Attainment at the end of KS1 and KS2 remains below national
3	Home situations can impact on pupils' readiness to learn
4	Disadvantaged pupils attend school less than non-disadvantaged pupils leading to them missing learning
5	Low educational aspirations from many disadvantaged families alongside low opportunities to engage beyond the immediate local area.

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
Ensure that children's communication, language and vocabulary skills are not a barrier to attainment	Y1 PSC results (including for disadvantaged pupils) are in line with national figures. Reading attainment results (and progress at end of KS2) at statutory assessment points are in line with national figures. Children participating in speaking and language interventions move from red to amber/green.
Ensure that any gaps in pupils' maths knowledge caused by lockdown do not impact on acquisition of new concepts	Progress in Maths is in line with targets set. Disadvantaged pupils (particularly in KS2) make progress in line with or above that of their peers in Maths.
Ensure that the implementation of the schools' curriculum is underpinned by robust evidence and addresses underachievement.	Staff's knowledge and practice (through surveys and quality assurance of teaching and learning) addresses underachievement.
Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.	Attendance for disadvantaged pupils is in line with other pupils There is a reduction in the number of pupils eligible for pupil premium who are persistently absent. Attendance for disadvantaged pupils improves on previous year and shows an upward trend.
Ensure continued equity of opportunity regardless of economic circumstance	Disadvantaged children can thrive and participate fully in all aspects of school life

	Increased parental involvement through utilising a range of strategies to better engage parents of disadvantaged pupils.
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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: £ 46,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development through online learning programmes and other professional development opportunities to develop staff understanding of how to best meet the needs of disadvantaged children. Release time for teachers to visit others	By using research based approaches to teaching and learning, we aim to ensure that staff focus on the 'best bets' for ensuring that all pupils (including disadvantaged pupils) make strong progress in the curriculum.	1,2,3
Additional resources and training to support the implementation of Little Wandle phonics. Release time for phonics leader CPD for staff	Little Wandle is a DFE approved scheme for the teaching of phonics which builds on the school adapted version of Letters and Sounds used previously. Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional 4 months progress.	1
Continued participation in Enigma Maths Hub CPD for staff on Maths mastery	Mastery learning is shown to have a positive impact on attainment (+5 months EEF Toolkit) Continuing to fund release time for the Maths leads allows time for CPD and working alongside class teachers to develop their practice.	2
Fund access to PiXL programme to provide all teachers with support and resources to address gaps in pupils' knowledge	PiXL provides strategies and resources to address gaps in pupils' understanding. Alongside teaching resources, assessments help identify where these knowledge gaps exist.	1,2,3

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day intervention for pupils and use of PiXL therapies	The school believes in the 'keep up, not catch up' philosophy and this is supported by the EEF report 'Closing The Attainment Gap' which states that 'Catch up is difficult – we should aim to get it right first time round for all children' EEF Teaching and Learning Toolkit states that overall 'small group tuition is effective and as a rule of thumb. The smaller the group the better'	1,2
HLTA to provide speech and language intervention to children in EYFS/Year 1	S+L interventions are targeted at EYFS and KS1 pupils who have weaknesses in their language skills so are at risk of experiencing difficulties with their reading. Early intervention is known to close the gap between disadvantaged children and their more economically advantaged peers.	1
Beanstalk volunteers to hear specific readers in KS1/KS2	Analysis of reading records allows us to use Beanstalk volunteers to hear those children read who are not heard at home. Volunteers are trained to support children, improving their fluency and their comprehension.	1
Deliver school led tutoring programme to PP pupils.	According to the EEF toolkit, "evidence indicates that one to one tuition can be effective delivering approximately five additional months progress on average".	2

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

Budgeted cost: £ 55,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pupil premium passport – support for trips and residentials	There is a disconnect between the percentage of pupils who receive pupil premium funding and the real world deprivation that some families are in. To encourage uptake of free school meals, particularly in EYFS and KS1, parents and carers are offered a 'passport' which can be redeemed against uniform, residential visits etc.....	1,2,3,4,5
Increase opportunities for pupils' leadership	The EEF report 'Closing The Attainment Gap' identified essential life skills or 'character' as being important in determining life chances. We believe that by providing opportunities for children to be actively involved in the life of the school we are making a positive contribution towards their character.	5
<p>Developing a well being role within school</p> <p>ELSA role in school</p> <p>Mental health leader appointed</p>	<p>The pandemic has caused a number of pupils to need additional support in terms of wellbeing and behaviour.</p> <p>By taking part in recognised training and qualifications, we hope to help support pupils with any external barriers to learning that they may be facing.</p>	3, 4, 5
Family Support Worker and Learning Mentor/Attendance Officer provision	<p>Many of our disadvantaged families face safeguarding and SEMH challenges. This provision is essential to support those families.</p> <p>The school's Learning Mentor is also the Attendance Officer meeting with parents, following up attendance concerns and promoting good attendance for all</p>	3,4,5

Total budgeted cost: £ 177,480

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.

End of KS2 data shows that disadvantaged pupils attainment was below that of other pupils in all subjects. In reading there was a gap of -14%, in writing, -22%, in Maths -32% and in GPS -9%.

At the end of KS1, disadvantaged pupils' attainment was below that of other children by -5% in reading, -9% in writing and -20% in Maths.

There was a -18% difference in the percentage of pupils passing the PSC at the end of Year 1.

The percentage of pupils achieving a GLD at the end of Reception was -5%

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
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Spelling Shed	Education Shed
Cornerstones	Cornerstones
Kapow	Kapow
PiXL	PiXL Ltd
Third Space Learning	Third Space Learning