

# Pupil premium strategy statement – Woodvale Primary 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	447
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Krzanicki
Pupil premium lead	Charlotte McClarty
Governor / Trustee lead	N/A

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£149,480</b>

## 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	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 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

## 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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Release time for teachers to visit others</p>	<p>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.</p>	1,2,3
<p>Additional resources and training to support the implementation of Little Wandle phonics.</p> <p>CPD for staff</p>	<p>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.</p> <p>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.</p>	1
<p>Continued participation in Enigma Maths Hub with a focus on the Mastering Number programme to secure early fluency</p> <p>CPD for staff on Maths mastery</p>	<p>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.</p>	2
<p>Fund access to PiXL programme to provide all teachers with</p>	<p>PiXL provides strategies and resources to address gaps in pupils' understanding. Alongside teaching</p>	1,2,3

support and resources to address gaps in pupils' knowledge	resources, assessments help identify where these knowledge gaps exist.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55000

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
Plan appropriate interventions to meet the needs of disadvantaged pupils.	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and QFT to meet the needs of disadvantaged pupils.	1, 2, 4

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

Budgeted cost: £ 49480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use of pupil premium passport – support for trips and residential	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
Family Support Worker and Learning Mentor provision	Many of our disadvantaged families face safeguarding, attendance and SEMH challenges. This provision is essential to support those families.	3,4,5

**Total budgeted cost: £149480**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<p>Ensure that children’s communication, language and vocabulary skills are not a barrier to attainment</p> <p><u>Success Criteria:-</u>            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.</p>	<p>Y1 PSC have continued the trend of being at least in line with national figures:-  <u>PSC 2024-25</u>            Y1 All pupils – 83%            Y1 Disadvantaged pupils (7/10 pupils) – 70%            Y1 Non-disadvantaged (41/58 pupils) – 85%</p> <p><u>End of Key Stage 2 Assessments</u>            Y6 All pupils – 68%            Y6 Disadvantaged pupils (9/17) – 53%            Y6 Non-disadvantaged pupils – (31/42) – 74%</p> <p><u>Speech Screening</u>            6/12 disadvantaged pupils in YR took part in Chattaway intervention – all had moved to green by the end of the year.</p> <p>Overall this target has been met for this academic year, although there is further work to do on increasing disadvantaged pupils reading outcomes by the end of Year 6.</p>
<p>Ensure that the implementation of the schools’ curriculum is underpinned by robust evidence and addresses underachievement.</p> <p><u>Success Criteria:-</u>            Staff’s knowledge and practice (through surveys and quality assurance of teaching and learning) addresses underachievement.</p>	<p>The schools curriculum draws on best practice underpinned by research in its approach to teaching, learning and overall implementation. This has a positive impact on all pupils through high expectations and an ambitious curriculum which prepares children for the next stage of their learning.</p> <p>Quality assurance of this curriculum and its implementation has shown strengths in modelling (which supports disadvantaged pupils) and scaffolding to enable all pupils to access the curriculum.</p>
<p>Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.</p> <p><u>Success Criteria</u></p>	<p>Attendance for disadvantaged pupils was 89.7% vs 93.9% for non-disadvantaged pupils.</p> <p>Persistent absence for this group of pupils also remained above national figures – lates have an impact on this figure where pupils</p>

<p>Attendance for disadvantaged pupils is in line with other pupils</p> <p>There is a reduction in the number of pupils eligible for pupil premium who are persistently absent.</p> <p>Attendance for disadvantaged pupils improves on previous year and shows an upward trend.</p>	<p>are recorded as late after registers close and therefore absent.</p> <p>Further work is needed to ensure that all PP children attend school on time and line with expectations.</p>
<p>Ensure continued equity of opportunity regardless of economic circumstance</p> <p><u>Success Criteria</u></p> <p>Disadvantaged children can thrive and participate fully in all aspects of school life</p>	<p>The Pupil Premium Passport continues to provide a way of ensuring that economic circumstance does not have an impact on participation in school events.</p>

## 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
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Spelling Shed	Education Shed
Kapow	Kapow
PiXL	PiXL Ltd

## Service pupil premium funding

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>N/A</p>

<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*