

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	Woodbridge Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Daly
Pupil premium lead	Kate Daly
Governor / Trustee lead	Mathew Gowen (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,770
Recovery premium funding allocation this academic year	£ 4,930
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	£ 58,700

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding that school's receive to improve education outcomes for disadvantaged pupils. There is evidence to show that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Woodbridge Primary School, we have adopted a tiered approach to utilise our pupil premium funding based on government guidance and the findings of the Education Endowment Foundation. Our intention is to:

- Invest in quality first teaching
- Provide targeted support for some pupils based on their individual needs
- Support non-academic issues that impact success in school, such as social and emotional challenges and attendance

Pupil premium funding is not funding attached to specific children. Schools are not required to spend pupil premium so it solely benefits eligible pupils. For example, using pupil premium funding to improve quality of teaching is the most effective way to improve outcomes for disadvantaged pupils but by doing so, non-eligible pupils will also benefit.

Our Ultimate Objectives are to:

- Ensure all teachers and support staff are provided with the support and CPD they require to enable pupils to access effective quality first teaching.
- Provision for targeted intervention to quickly address identified gaps in learning through effective monitoring
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences to develop their cultural capital
- Provide opportunities for all pupils to participate in enrichment activities including sports and clubs.
- Extend and enhance our pastoral provision and Early Help offer to support the social, emotional and financial needs of our pupils and their families.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the regular analysis of data and monitoring documents. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will receive quality support through our enhanced pastoral offer.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health Feedback, observations and assessments have identified social and emotional issues experienced by many pupils linked to the COVID-19 pandemic. The number of pupils who suffer with anxiety and other forms of mental health has increased as a result of the pandemic.
2	Gaps in reading, writing and maths Our assessments and data indicate that the education of many of our pupils has been impacted by previous school closures. In addition, the school continues to experience a steady number of COVID-19 cases resulting in children needing to self-isolate for 10 days, causing further impact.
3	Speech, language and communication Some pupils have limited oral language skills and vocabulary gaps, particularly in the KS1 and EYFS cohorts, and this is having an impact on their learning
4	Access to extra curricular and wider opportunities Some pupils do not have the opportunities to take part in extracurricular clubs and enrichment trips. These are vitally important for the children's physical and mental health development and for the acquisition of cultural capital.
5	Attendance & Punctuality A small number of pupils in this group struggle to maintain a good level of attendance (95+%).

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
<p>For pupils to make expected levels of progress from their starting points in reading, writing, maths and phonics through targeted interventions and support. This is measured through termly data scrutiny and pupil progress meetings to gauge intervention impact</p>	<ul style="list-style-type: none"> ● All pupils will be making good or accelerated progress ● The attainment gap of disadvantaged pupils will be narrowing ● Support staff & tutors will assist teachers to support learning by delivering small group and 1:1 interventions and boosters ● Staff will receive specific, appropriate CPD to enable them to support pupil development
<p>For pupils to have access to targeted speech and language support if required. This is measured through standardised assessments (Wellcom), observations and the monitoring of termly referrals to the speech and language therapy services</p>	<ul style="list-style-type: none"> ● Pupils will be identified at an early stage for speech and language support internally and externally ● Wellcom data will show pupil progress in understanding of language. ● Pupils targeted through pupil progress meetings will develop their communication and language skills ● EYFS and Key Stage 1 data will reflect that pupils are making progress in areas of the curriculum linked to speech and language (phonics/speaking/listening/C&L)
<p>For all children to have access to social, emotional and Mental Health support as a result of an enhanced pastoral offer</p>	<ul style="list-style-type: none"> ● Pupils will have received targeted support within their classroom environment or by a trained member of the pastoral team (if required) ● External support will have been obtained as and when necessary. ● Identified staff will have received mental health training to further support and equip them with supporting all pupils. ● The school's pastoral capacity will have increased to facilitate the growing needs of pupils across the school ● Mental health awareness among pupils will have been generated through a programme of assemblies, PSHE lessons and Chat Box sessions with the pastoral lead
<p>For pupils to have wider opportunities to develop in their learning and to create positive, memorable experiences that enable</p>	<ul style="list-style-type: none"> ● Pupils will enjoy school life and be able to engage in a broad range of activities such

pupils to achieve within and beyond the curriculum	<p>as forest school, cookery, 1:1 music lessons, orienteering</p> <ul style="list-style-type: none"> • Extra curricular clubs will be available for disadvantaged pupils • Pupils will attend a range of trips and competitions throughout the school year
To achieve and sustain improved attendance (96%+) for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance and punctuality of disadvantaged pupils will be in line with the national expectation (96%)

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: £ 27,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
OUP phonics scheme, decodable books, online reading platform and phonics training for staff for EYFS and KS1	<p>EEF Teaching and Learning Toolkit Phonics Teaching Assistant Interventions</p> <p>EEF Early Years Toolkit Early Literacy Approaches</p> <p>DfE reading framework</p>	1, 2, 3
Speech & Language CPD - key staff trained on delivering speech and language interventions in EYFS and KS1	<p>EEF Teaching and Learning Toolkit Oral language interventions</p> <p>EEF Early Years Toolkit Communication & Language Approaches</p>	2, 3
Understanding Dyslexia CPD & NESI subscription	<p>EEF Teaching and Learning Toolkit Oral language interventions</p> <p>EEF Early Years Toolkit Communication & Language Approaches</p>	2, 3
Mental Health Lead training to inform teaching strategies & ELSA staff appointment	<p>EEF Teaching and Learning Toolkit Social & Emotional Learning</p>	1, 2, 3, 4, 5
EYFS framework staff training	DfE Early Years Guidance	2, 3, 4

Provision for specialist teacher and tutors for the delivery of French, Music, Sport, Forest School	EEF Teaching and Learning Toolkit Physical Activity Outdoor Learning	1, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house speech and language support sessions available to all pupils identified with need in EYFS & KS1.	EEF Teaching & Learning Toolkit One to one tuition Small group tuition Reading comprehension strategies EEF Blog Five evidence based strategies to support high-quality teaching for pupils with SEND	2, 3
Targeted interventions and booster sessions focusing on reading, writing, phonics and maths	EEF Teaching and Learning Toolkit Phonics Reading Comprehension Strategies Small Group Tuition Teaching Assistant Intervention	1, 2
Pastoral interventions (including group and 1:1 sessions) focusing on key aspects to support learning; social, emotional, friendship, behaviour, self-regulation.	EEF Teaching and Learning Toolkit Metacognition and Self-Regulation Social and Emotional Learning Behaviour Interventions Small Group Tuition	1, 2, 3
Extra curricular clubs and sports and outdoor learning sessions (swimming/tennis/coding /forest school)	EEF Teaching and Learning Toolkit: Physical Activity Social and Emotional Learning	4

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

Budgeted cost: £7,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School's early help offer extended to children/families who need support	EEF Teaching and Learning Toolkit Social and Emotional Intervention. Parental Engagement	1, 4, 5
Virtual vouchers to support with meeting the cost of uniform, instrument lessons, trips and clubs	EEF Teaching and Learning Toolkit Parental Engagement	1, 4
Attendance letters and meetings triggered if pupil attendance drops below 90%.	EEF Teaching and Learning Toolkit Parental Engagement.	5
Pastoral interventions (including group and 1:1 sessions) focusing on key aspects to support learning; social, emotional, friendship, behaviour, self-regulation.	EEF Teaching and Learning Toolkit Metacognition and Self-Regulation Social and Emotional Learning Behaviour Interventions Small Group Tuition	1, 2, 3
ELSA 1:1 sessions for pupils who have experienced trauma	EEF Teaching and Learning Toolkit Social and Emotional Learning	1, 2, 3

Total budgeted cost: £ 58,700

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.

Due to COVID-19, performance measures have not been published for 2020-21 and 2020-21 results will not be used to hold schools to account.

Our internal assessments during 2020-21 suggest that the performance of disadvantaged pupils was slightly lower than in the previous 2 years in key areas of the curriculum. Despite being broadly in line during 2019/20, the outcomes we aimed to achieve in narrowing any attainment and progress gaps were not able to be fully realised.

Our assessments for the reasons for these outcomes points primarily to the impact of COVID-19, which disrupted all subject areas across the curriculum to varying degrees. As evidenced in schools nationwide, the school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our proposed pupil premium funded activities and targeted interventions to the degree that would have done pre-COVID. The impact was mitigated by our commitment to maintain a high quality curriculum, included during periods of partial closure, which was aided by our online resources (including live and recorded teaching sessions for those not attending the school setting).

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. Consequently, we used pupil premium funding to provide wellbeing support for all pupils, enrichment days and targeted interventions (where required). We are continuing to build on this approach with the actions outlined in this plan.

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
Phonics Play	

TT Rockstars	
Big Maths	
NESI Reading & Spelling	
ELSA training	
Oxford Reading Buddy Platform	

Further information (optional)

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