



Woodchurch Road Primary School.

Pupil Premium Strategy Statement 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Woodchurch Road Primary School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Juliet Birch
Pupil premium lead	Juliet Birch
Governor / Trustee lead	Sanjeev Shewhorak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,125
Recovery premium funding allocation this academic year	£ 18,850
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	£204,975

Part A: Pupil premium strategy plan

Statement of intent

This strategy covers both the Pupil Premium and COVID19 Catch Up strategies in place at Woodchurch Road for the academic year 2022-23

It outlines, in broad terms, the strategies adopted by Woodchurch Road to effectively support pupils across the school. In response to the evolving situation, the strategy is subject to ongoing evaluation and adjustment.

At Woodchurch Road Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. We aim to ensure that all our pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend.

We also realise that some vulnerable, socially disadvantaged children are not in receipt of Free School Meals, some of our Pupil Premium funding will be used to support these children also. Through targeted intervention we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Our pupil premium grant is not just spent on an academic focus. The emotional/mental and social aspects of development are also a key focus. Essential support from school staff and 'Place to be' counselling service ensure that our children are ready to learn and support those children for which these may be a barrier to learning. We also use the funding to support Attendance and persistent absence.

Early identification of children with specific needs is essential and effective support put in place for them. Some pupils may receive a higher proportion of the funding according to their need.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Support PP pupils who are proportionally more likely to have a SEND. This may include speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Some PP Pupils and their families have social & emotional difficulties, including medical and mental health issues.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	Some PP pupils have limited experiences beyond their home life and immediate community.

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
<ul style="list-style-type: none"> Disadvantaged children achieving ARE in Reading, writing and maths to be at least in line with National Average. Number of children achieving phonics pass mark to be at least in line with National Average. 	<ul style="list-style-type: none"> Gaps in phonic knowledge closed Consistent whole school approach to well-planned guided reading sessions Maths teaching consistent across school . Writing scheme implemented well Steady increase in percentage attaining age related expectation by 2025 SLT tutoring being used across school
<ul style="list-style-type: none"> Progress of SEND (PP) pupils accelerated. 	<ul style="list-style-type: none"> Ed Psych and SENAAT assessments to identify needs. Effective support plans used as working documents in partnership with parents. Quality first teaching with appropriate adaptations and use of support staff for quality interventions. Speech and Language, IDL, Orrets

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: £ 67,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI phonics teaching, Training, coaching, staff release for assessments</i>	EEF phonics +5 months DFE approved scheme	1,2 3
<i>Read to write English units</i>		
<i>Reading comprehension teaching strategies</i>	EEF reading comprehension strategies +6months	1 2 3
<i>RWI release time for Phonics leader to coach staff and complete assessments</i>	EEF phonics +5 months DFE approved scheme	1,2 3
<i>Release for English Leader</i>	EEF reading comprehension strategies +6months	1 2 3
<i>Singapore maths teaching using mastery learning</i>	Mastery learning +5 months Quality first teaching+2 months	1,2 3
<i>Reducing class sizes in Year 1 and 2 – using HLTAs to support</i>	Reducing class size	1,2,3,4

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

Budgeted cost: £ 57,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one reading Group interventions – maths preteaching School Led Tutoring</i>	EEF small group tuition +4 months One to One Tuition (EEF Toolkit)	1,2,3,4
<i>IDL, Orrets support Speech and language SEND assessments WELLCOMM</i>	EEF one to one tuition and planned interventions. +5 months Teaching assistant interventions +4 months SEND manager to assess children and complete referrals.	1.2.3.4

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

Budgeted cost: £ 84,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support: Dedicated Attendance Officer / DHT to lead Free places at before/ after school provision	Attendance interventions evidence from EEF inconclusive (March 2022) Further being undertaken In WRPS attendance has improved since appointment of AO. DFE guidance	4
Place to be counselling service. Pastoral support for individual children and small groups	Metacognition and self regulation +7 months Mentoring +2 month Behaviour interventions +4 months.	3
Increase engagement with parents – Facebook, Friday letter, coffee mornings, parent workshops, stay and learn, Share a story sessions.	EEF parental engagement +4 months	3 & 5
Life skills and enrichment Subsidised trips and visits, Subsidised music lessons.	Arts participation +3 months Outdoor adventure learning	5

Total budgeted cost: £ 209,588

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.

Attainment

Pupils returned to school after two years of Lockdowns with varying gaps. Some disadvantaged pupils accessed less of the curriculum content during this time.

At the end of Foundation 2 the percentage of children assessed as at a Good Level of Development was 38% overall with 13% of children entitled to Pupil Premium funding reaching this standard.

Additional adults and focus Phonic led lead to good progress in Year 1 the percentage of children who attained the pass mark in the phonics check was 73% overall with 72% of children entitled to Pupil Premium funding reaching this standard. This was lower than usual as this cohort missed a significant amount of teaching in Foundation 2.

At the end of Key Stage 1 58% attained the expected level in reading (Pupil Premium children 40%). In writing 22% attained the expected level (Pupil Premium 13%) and in maths 63% attained the expected level (Pupil Premium 47%).

At the end of key Stage 2 58%attained the expected standard in reading (Pupil Premium 57%). In writing 39% reached the expected standard (Pupil Premium 24%). In maths 47% reached the expected standard (Pupil Premium 33%)

21-22 was a period of significant change for Woodchurch Road and some of the results were indicative of key changes to personnel.

Tuition will continue to be in place to support disadvantaged children who have fallen behind in their learning in order that we can close gaps.

Attendance

Will continue to be a key area in the SDP 22-23 as some children are still struggling to attend school regularly Post-Covid, adding to the persistent absence.

Parents are still requesting term-time holidays.

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
RWI	Oxford
NELI	Nuffield
Times tables rockstars	Maths Circle
Fluent in 5	Third space learning
Wellcomm	GL assessments
Maths No Problem	Rising stars
Times Tables Rockstars	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	