

Pupil Premium Strategy Statement

2022 -2023

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	Woodside School
Number of pupils in school	583
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Bennett
Pupil premium lead	Louise Jones
Governor / Trustee lead	Gill Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year	£18,995
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	£196,275

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Woodside School, it is our responsibility to ensure that all children, irrespective of their background or challenges they face, achieve their potential and make good progress and achieve high attainment in all areas of the curriculum. We seek to meet the individual needs of every child. We target Pupil Premium funding to support the learning needs of vulnerable children and strive to narrow the attainment gap between children who are eligible for free school meals and those that are not. All children receive a varied and exciting curriculum which enables every child to achieve and reach their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In June 2019, EEF published a guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their students. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

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 made by pupil premium/disadvantaged children. The children have gaps in their knowledge and understanding and find it difficult to retain and recall information
2	Pupils and their families have social and emotional needs/difficulties
3	Underdeveloped oral language skills/communication and vocabulary gaps
4	Narrowing the attainment gap in reading, writing and maths
5	Social, emotional and behavioural problems effecting wellbeing
6	Pupils suffering from any form of crisis and/or are in need of pastoral care and counselling which can impact of a child's daily life in school

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
Improved oral language skills and vocabulary amongst disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be closely monitored by termly pupil progress meetings, monitoring, speaking with children, assessments from Talk Boost, interactions in lessons etc
Pupil Premium children will progress at a level in-line or better than their non-Pupil Premium peers	Pupil Premium children will meet age-related expectations. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
To accelerate the progress of Pupil Premium children	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
PPG Specific/Moderate Learning Difficulties children will attain in-line or better than their non-Pupil Premium peers	Assessments will show that all Pupil Premium children will make progress in all areas of the curriculum. This will be closely monitored by termly pupil progress meetings, data reports and monitoring
For all children to achieve and sustain improved wellbeing, particularly our disadvantaged children.	High levels of attendance in line/above Shropshire and national average. Attendance is monitored daily/weekly. Through termly pupil progress meetings, data, pupil voice, monitoring, wellbeing walks

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: £37,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality support for pupil premium children. There is an additional TA in Reception, KS1, Year 3/4 and Year 5/6	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For</p>	1-5

	<p>example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Talk Boost intervention for Reception and Year 1 and 2</p> <p>Targeted Talk Boost intervention for children in Years 3, 4, 5 and 6</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from:</p> <ul style="list-style-type: none"> • Literacy Trust • 30 Million Word Gap project – James Hempstall • STOKe speaks out • Every Child a Talker • I CAN - Talk Boost <p>EEF - Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language - activities which extend pupils’ spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p>	<p>1</p>

	<p>Alex Quigley – Closing the vocabulary gap</p> <p>Oxford University Press – Closing the Word Gap</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics Bug is used to teach phonics in Early Years and KS1. Targeted support through Bug Club Rapid Readers and Rapid Phonics is used to support children in Year 2 – Year 6</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Bug Club Phonics is a synthetic phonics program that provides everything needed to help children succeed in early reading. It combines a comprehensive teaching program and fully decodable print books with an online reading world which includes eBooks, interactive assessments and games.</p> <p>Rapid Phonics/Rapid Readers</p> <p>Thousands of schools up and down the country use Rapid to help their struggling and disadvantaged children with SEN catch up in phonics and reading - and the results speak for themselves. An independent study by the National Foundation for Educational Research (NFER) told us that children using Rapid Reading make more than twice the normal rate of progress in reading. And a trial in Worcestershire found children quadrupled their expected reading progress!</p> <p>Bug Club</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £19,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Children who begin to fall behind are provided with targeted support immediately</p> <p>Training and support with this, will be delivered in collaboration with our local English hub, Steph Cader</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Some children need extra support from the beginning. Assessment (page 61) should identify such children as soon as they begin to fall behind their peers (if not already identified). Teachers, working with others if necessary, should investigate possible reasons, such as whether a child might have a hearing or visual impairment, or speech, language and communication needs (SLCN). To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.</p> <p>The Reading Review 2022</p>	<p>1, 2, 3, 4</p>

<p>Phonics training for all staff and high quality training and coaching for all staff in EY and KS1</p>	<p>High quality in-service training, either face-to-face or online, is the first step. But training is just the beginning and, on its own, is insufficient to ensure consistency and effectiveness and to help teachers become experts. Acting, learning the violin and playing football all require the careful building up of skills and knowledge to be done as well as possible. Progress depends upon practice and coaching</p> <p>Reading Review 2022</p>	<p>5</p>
<p>Targeted support and intervention to raise the attainment of spoken language and vocabulary in Reception and KS1</p> <p>Tiered vocabulary is clearly planned for in all areas of the curriculum. Knowledge organisers support children from Nursery to Year 6</p> <p>Targeted reading support in Year 3/4 for children who did not pass the PST and who are struggling to catch-up and close the gap. Interventions using Rapid Reader and Rapid Phonics will enable children to close the gap</p> <p>.</p>	<p>Evidence from:</p> <ul style="list-style-type: none"> • Literacy Trust • 30 Million Word Gap project – James Hempstall • STOKE speaks out • Every Child a Talker • I CAN - Talk Boost <p>EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing</p>	<p>1</p>

	<p>Alex Quigley – Closing the vocabulary gap</p> <p>Oxford University Press – Closing the Word Gap</p> <p>Evidence using Rapid Reader and Rapid Phonics showed in the initial pilot that children gained 6 months progress or above.</p> <p><i>The National Foundation for Educational Research (NFER) carried out an in-depth and independent research study in Rapid Reading and Rapid Phonics</i></p>	
<p>To provide quality first teaching music opportunities for all children across the school</p> <p>To provide group music lessons for disadvantaged children</p>	<p>Enrichment approaches</p> <p>Due to financial constraints, many children may not have the opportunity to learn how to play a musical instrument. Supporting parents financially enables all children to have the opportunity to widen their experiences and meet their aspirations</p> <p>Playing a musical instrument can also develop their co-ordination and motor skills</p> <p>Sutton Trust – Education Endowment Foundation (EEF)</p> <p>Research states - ‘the impact of arts participation on academic learning appears to be positive... Improved outcomes have been identified in English, mathematics and science learning.’</p>	<p>5</p>

	To support the Government’s ambitious plan for all children to have access to an excellent music education, the Department for Education has today (26 March)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £139,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Reviewing and implementing our Behaviour Policy</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Marie Gentles training ‘Don’t Exclude Me’</p>	<p>5</p>

<p>Phonics training for all staff and high quality training and coaching for all staff in EY and KS1</p>	<p>High quality in-service training, either face-to-face or online, is the first step. But training is just the beginning and, on its own, is insufficient to ensure consistency and effectiveness and to help teachers become experts. Acting, learning the violin and playing football all require the careful building up of skills and knowledge to be done as well as possible. Progress depends upon practice and coaching</p> <p>Reading Review 2022</p>	<p>5</p>
<p>To provide breakfast to ensure that children start the day with sufficient food</p>	<p>The Education Endowment Foundation (EEF) tested the impact of Magic Breakfast clubs on pupil attainment. It found that running a breakfast club before school delivered an average of 2 months' additional progress for pupils. It also improved behaviour</p> <p>EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths</p> <p>Some of our children/families require support to provide for their basic needs</p>	<p>1, 2, 5, 6</p>
<p>To ensure that children look and feel part of Woodside School</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>As a school, we support all families that may not be able to afford uniform</p>	<p>5, 6</p>

<p>To ensure that children take part and attend school trips to enhance their learning</p>	<p>Trips are integral to pupils' learning experiences in order for learning to be 'brought to life' and to enable them unique learning opportunities</p> <p>EEF - There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p>	<p>6</p>
<p><u>SEND and Inclusion Team</u></p> <p>Social Inclusion Manager and Early Intervention and Inclusion Manager support families</p> <p>Our SENCO supports staff and children/families to ensure that all children can access learning and can make progress and achieve</p> <p>Learning mentors to support key children to enable them to access their learning. Key interventions used to support individuals/groups of children</p>	<p>EEF - Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment</p> <p>The Government released guidance: Improving school attendance: support for schools and local authorities on the 07.12.21. It suggests that all schools should;</p>	<p>1-6</p>

	Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable	
Attendance Manager supports parent/carers	<p>The Government released guidance: Improving school attendance: support for schools and local authorities on the 07.12.21. It suggests that all schools should;</p> <ol style="list-style-type: none"> 1. Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school 2. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them 3. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable <p>We employ an Attendance Manager who builds relationships with families and works closely with our Social Inclusion Manager and Early Intervention and Inclusion Manager to support families</p> <p>Important priority for 2022-23 with the implementation of the DfE's 'Working together to improve school attendance', which will be in place from September 2022</p>	1-6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding	1-6

	aside to respond quickly to needs that have not yet been identified	
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Total budgeted cost: £196,275

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2021 - 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attainment

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, Year 1 and 2 phonics check results, Year 4 multiplication check results and our own internal assessments. FFT assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year. All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT. Pupil Progress meetings are held between class teachers and SLT to monitor impact and identify any concerns to be addressed. When selecting pupils for intervention groups and support, this will not be limited to children who are in

receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support/intervention.

Pupil Premium funding and its impact is a regular agenda item for the School Trustee meetings.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from KS1 and KS2 tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. The provision of the additional Pupil Premium TA employed across all year groups has supported our teachers to provide quality first teaching to all children and also teach high impact interventions across the school. Interventions in reading, writing, spelling, GPS and maths has addressed some key learning barriers.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attendance among disadvantaged pupils was 92.4% and persistent absence for disadvantaged children was 25.4%. Severe persistent absence in our school was 0%. Improving the attendance of all children, but especially our disadvantaged pupils is always a focus.

Our attendance manager works closely with our Early Intervention and Inclusion Manager to support our families. We continue to work closely with the Educational Welfare Officer from the Local Authority to improve our attendance. This has had some success on an individual pupil level and this is documented and communicated. However, this remains an important priority for 2022-23 with the implementation of the DfE's 'Working together to improve school attendance'. Our attendance manager reviews our attendance and punctuality register every half term to ensure that it continues to meet the needs of our children. As a school, we are focused on increasing attendance and reducing persistent absence overall.

Our school continues to have high expectations of all pupils and the pupil's wellbeing and mental health continues to remain a key focus. The impact on all families, but particularly disadvantaged pupils, has been significantly high. The need for Early Help support is increasing compared to previous years. This coming year, we predict that the need will continue to rise and that we will continue to support our families. The barriers to the achievement of disadvantaged pupils continue to be linked to the impact of social deprivation and finance. This year, the rising costs of food and the energy crisis will impact on our families. Our Social Inclusion Manager and Early Intervention and Inclusion Manager continue to work with our children and families. As a school, it is still a priority that we continue to work closely with all of our families to support them.