

Pupil premium strategy statement

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	Wood End Infant & Pre-School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2025-2026
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Wilson Headteacher
Pupil premium lead	Claire Wilson Headteacher
Governor / Trustee lead	Janet Howe Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£4,060
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	£42,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils using our knowledge of the families and our community.

Quality first 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, research and knowledge of our pupils, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Our attendance data from 2018/2019 and 2019/2020 indicates that attendance among disadvantaged pupils has been better than for non-disadvantaged pupils. We have noticed that in 2020/2021 and 2021/2022 disadvantaged pupils attendance has dropped significantly and is lower than non-disadvantaged pupils.</p> <p>2021-2022 – 57% of disadvantaged pupils have been ‘persistently absent’ compared to 21% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils’ progress.</p>
3	<p>Our assessments, observations and discussions with pupils and their families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>We have identified social and emotional issues for many pupils, along with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>School closures and partial school closures and COVID over the past three academic years have led to children’s physical development being impacted. Many of our disadvantaged children live in poor or cramped accommodation with lack of access to the outdoors.</p>
5	<p>All of the above challenges have had an impact on disadvantaged children’s attainment in all areas (with the exception of phonics and KS1 Maths) in comparison with their peers. This gap has developed post covid.</p> <p>Pre covid: (Pupil premium children attained in line with or better than their peers)</p> <p>2018/2019</p> <p>GLD: 75% (all pupils) 80% (PP)</p> <p>Year 1 phonics screening: 75% (all pupils) 78%% (PP)</p> <p>Year 2 end of KS1:</p> <p>Reading: 80% (all pupils) 86% (PP)</p> <p>Writing: 65% (all pupils) 86% (PP)</p> <p>Maths: 85% (all pupils) 86% (PP)</p> <p>KS1 Combined: 65% (all pupils) 86% (PP)</p> <p>2021/2022 (published data)</p> <p>GLD: 70.3% (all pupils) 45% (PP)</p> <p>Year 1 phonics screening: 56% (all pupils) 60% (PP) (2 chn disapplied)</p> <p>Year 2: end of KS1</p> <p>Reading: 44% (all pupils) 28% (PP)</p> <p>Writing: 37.5% (all pupils) 28% (PP)</p> <p>Maths: 44% (all pupils) 43% (PP)</p> <p>KS1 Combined: 37.5% (all pupils) 28% (PP)</p>

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 GLD among disadvantaged pupils	Published data in 2025 will show more than 72% (2019 National figure) of disadvantaged children to be achieving GLD and that this figure is in line with their non-disadvantaged peers.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes show that more than 75% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers
Improved writing attainment among disadvantaged pupils	KS1 writing outcomes show that more than 69% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers
Sustained maths attainment among disadvantaged pupils	KS1 maths outcomes show that more than 76% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3.3%. • The percentage of all pupils who are persistently absent being below 10.9% and the figure among disadvantaged pupils being no more their non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £16,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Leader for RWI to assess children regularly and support the ongoing CPD for teachers and teaching assistants Development Days from RWI	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
In class Teaching Assistant support during continuous provision (Foundation)	Playing and working alongside children, modelling and expanding language and looking for the 'teachable' moments in children's play.	1 and 5

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

Budgeted cost: £16,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Academic Mentor (60% government funded) to work with specific groups and individuals in Key Stage One	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2 and 5

Summer holidays tuition for phonics (Read Write inc)	As above – additional support for children in the school holidays to ensure they don't regress and can begin the new academic year in a stronger position.	1,2 and 5
Read Write inc in small groups and targeted 1:1 interventions for children identified as requiring additional support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Delivery of targeted interventions linked to outcomes of Wellcomm diagnostic assessment tool (Talkboost etc)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 5
Purchase of resources to support maths teaching	Resources to support small steps maths teaching following White Rose and the school's participation in Maths Enigma Hubs TRG's	5
Child counsellor	Weekly sessions for specific children to offer social and emotional support which may be impacting on their progress.	3

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

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly participation in Forest Schools	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,3, 4

Total budgeted cost: £42,480

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.

The attendance gap is narrowing again:

2021-2022

Pupil premium

87.76%

Non pupil premium

92.97%

Use of the academic mentor has had an impact on pupils progress over the year. Although disadvantaged children are not attaining as highly as their peers, in Key Stage One they are making similar or better progress:

Year 1

FSM/EVER - Reading					FSM/EVER 6 - Writing					FSM/EVER 6 – Maths				
Re- sults	Progress		Attainment		Re- sults	Progress		Attain- ment		Re- sults	Progress		Attainment	
	All	grp	All	grp		All	grp	All	grp		All	grp	All	grp
Base- line			40- 60D	40- 60B	Base- line			40- 60D	40- 60B	Base- line			40- 60D	40- 60D
Au- tumn	1.5	1.62	40- 60S	40- 60D	Au- tumn	1.17	1	40- 60S	40- 60D	Au- tumn	1.58	1.75	40-60S	40- 60S
Spring	2.53	2.4	1BEG	1BEG	Spring	2.6	2.3	1BEG	40- 60G	Spring	1.93	1.8	1BEG+	1BEG
Sum- mer	1.84	1.89	1DEV+	1DEV+	Sum- mer	1.92	1.88	1DEV	1DEV	Sum- mer	1.92	1.89	1DEV+	1DEV+
Average point progress made in year					Average point progress made in year					Average point progress made in year				
5.87 (all) 5.91 (PP)					4.97 (all) 5.18 (PP)					5.43 (all) 5.44 (PP)				

Year 2

FSM/EVER - Reading					FSM/EVER 6 - Writing					FSM/EVER 6 – Maths				
Re- sults	Progress		Attainment		Re- sults	Progress		Attainment		Re- sults	Pro- gress		Attainment	
	All	grp	All	grp		All	grp	All	grp		All	grp	All	grp
Base- line			1DEV+	1DEV+	Base- line			1DEV+	1DEV+	Base- line			1DEV+	1DEV+
Au- tumn	1.28	0.86	1SEC+	1SEC+	Au- tumn	1.42	0.71	1SEC	1DEV+	Au- tumn	1.42	1.00	1SEC+	1SEC+
Spring	1.16	1.00	2BEG	1SEC+	Spring	1.00	0.83	1SEC+	1SEC	Spring	1.42	1.33	2BEG	1SEC+

Sum-mer	2.42	2.50	2DEV	2BEG+		Sum-mer	2.00	1.66	2BEG+	2BEG		Sum-mer	1.83	1.66	2DEV	2BEG+
4.86 (all) 4.36 (PP)					4.42 (all) 3.2 (PP)					4.67 (all) 3.99 (PP)						

End of Key Stage 1 data:

Pupil premium (% achieving age related expectations)	Reading	Writing	Maths
2020/2021 internal data	50%	37.5%	62.5%
2021/2022 end of KS1 published data	28% (33% no EHCP) (67% no SEN)	28% (33% no EHCP) (67% no SEN)	43% (50% no EHCP) (67% no SEN)
2021/2022 National data	51%	41%	52%

The data shows that children at Wood End who are disadvantaged and not on the SEND register attain higher than their peers nationally. Note that the data reflects very small numbers of children and is not statistically significant. The cohort for 2021-2022 Year 2 was as follows:

	Total number of children
Number of children in the cohort	16
Pupil Premium	7
English Additional Language	9
Girls	7
Boys	9
EHCP	4
SEN Support	3
Children who are in one or more of the above characteristic groups (excluding gender)	6

GLD in 2021-2022:

	School	National
Pupil Premium	45% (55% excluding children who were marked as A)	49.1%
Non Pupil Premium	87.5% (93% excluding children who were marked as A)	68.8%

Pupil Premium children at Wood End achieved GLD above National when not including children who were submitted as 'A' (a child with an exemption). This is an increase from our 2020-2021 internal data which showed 40% of Pupil Premium children to be achieving GLD (data not published due to COVID)

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
Read Write Inc online subscription	Ruth Miskin – Read Write Inc
White Rose Maths	White Rose
Jigsaw PSHE	Jigsaw
WellComm	GL Assessment
The PE Hub	The PE Hub

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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Further information (optional)

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