

Woodcocks' Well CE (VA) Primary School - Pupil premium strategy statement: 2022 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woodcocks' Well CE (VA) Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24, 24-25, 25-26
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Governor
Pupil premium lead	Stephanie Beckett, Headteacher
Governor / Trustee lead	Johanne McKie, Pupil Premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 23 – March 24 £11,786.25 April 24 – August 24 £10,860.83
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	Total £22,647

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

We will also use our small National Tutoring Programme grant for a small number of pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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
- enrich experiences of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>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 KS2</p> <p>22- 23 73% in-line with national GLD</p> <p>23 – 24 73% in-line with national GLD</p>
2	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in Reception and Key Stage 1. Phonics attainment data has been on a downward trend during the period of reported data in July 2022 50% of children passed the Phonics Screening Check</p> <p>22-23 72% an increase of 22%</p> <p>23 -24 80% an increase of 8% which now brings our school in-line with national data</p>
3	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>22-23 72% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children who are also SEND There has been a 12% increase in children attaining expected level in writing during</p> <p>23-24 60% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children</p>

	<p>who are also SEND. There has been a 12% increase in disadvantage children attaining expected level in writing</p>
4	<p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>22-23 59% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children who are also SEND</p> <p>23-24 33% of disadvantaged pupils are working below age-related expectations it is important to note this figure includes disadvantaged children who are also SEND. There has been a 26% increase in disadvantaged children attaining expected level in writing.</p>
5	<p>SEND. A significant proportion of our disadvantaged pupils also have SEND needs relating to 1 or more areas of the code of practice. These pupils are supported in class and by our SEN/SMHL Assistant in school. In many cases the emotional needs of the children are not being met which then impacts on their ability to make accelerated progress against their targets. There is often an emotional barrier to their learning.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has increased slightly from 87.3% to 88.9% however this is still lower than for non-disadvantaged pupils (95.1%).</p> <p>22-23 35% of disadvantaged pupils have been late during the year resulting in missing the start of the school day.</p> <p>23-24 40% of disadvantaged pupils have been late during the year resulting in missing the start of the school day.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Pupil Premium pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest.</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.

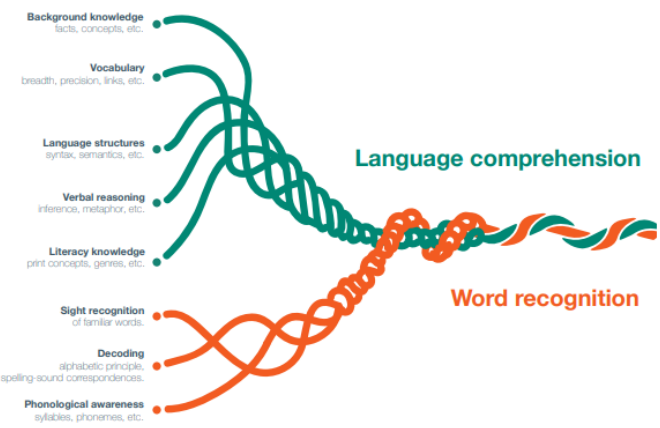
Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Infusing vocabulary within the curriculum will be a focus for subject leaders, ensuring it is progressive 2022-2025
Improved phonic attainment among disadvantaged pupils Ruth Miskin Cost Oxford Owl Cost Monitoring cost	<ul style="list-style-type: none"> Assessment to indicate improvements in Phonic assessment data including for disadvantaged pupils. Embed a complete systematic synthetic phonics (SSP) programme to support for children in Reception and Key Stage 1 to become fluent readers (Read Write Inc) Engage with English Hub and Ruth Miskin Training Parents will know how to support pupils at home with phonics and reading through specific phonics workshops 100% of our disadvantaged pupils will pass the Phonics Screening Check
Improved reading attainment among disadvantaged pupils Renaissance Cost UKS2 AR club New Books chosen by disadvantage pupils	<ul style="list-style-type: none"> Assessments and Pupil voice will indicate significantly improved reading skills among disadvantaged pupils. Accelerated Reader will be embedded for Pupils who are no longer on the phonics scheme. Disadvantaged pupils will make 6 months reading age progress every year. Key Stage 2 reading outcomes in 2023/2024 will show that 50% of disadvantage pupils will meet age-related expectations.
Improved writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	<ul style="list-style-type: none"> • Key Stage 2 writing outcomes in 2023/2024 will show that 50% of disadvantage pupils will meet age-related expectations.
<p>To address SEND needs, particularly of our disadvantaged pupils, by sustaining improved wellbeing for all pupils in our school. 22-23 11/17 - 65%</p>	<p>Engagement with the DFE Senior Mental Health Lead programme. Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. 22-23 PP – 91% Non PP – 94% Lateness – 5.4%</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of disadvantaged pupils who are late to be reduced to 1% • Implement daily phone calls to ensure families are awake and able to get to school on time. • Link with other professionals to ensure routines can be implemented in the home to aid families in getting their child to school on time.
<p>To enhance pupils' cultural capital by providing a range of experiences.</p>	<ul style="list-style-type: none"> • Provide pupils with a range of after-school club options (ideas gathered via pupil voice.) • Disadvantaged pupils to attend at least 1 after school club during the academic year. • Provided children with an enriched curriculum. • Pupils to have the opportunity to access 'Holiday and Food' club activities during school holidays.

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.

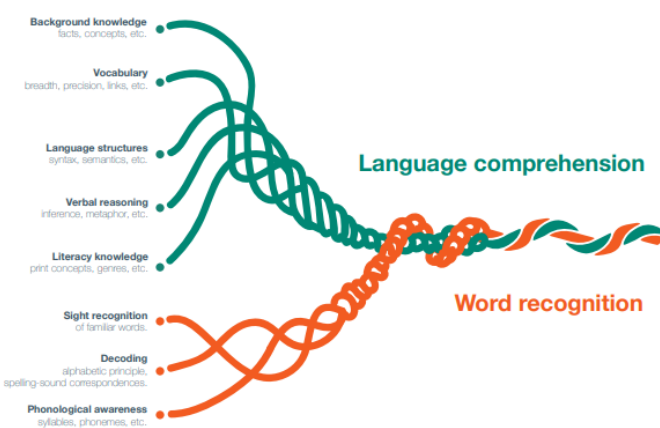
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly to impact on future planning.</p> <p><i>£760 – Supply cover for 1:1 time with Headteacher</i></p>	<p>EEF states:</p> <ul style="list-style-type: none"> • Are likely to be reliable and valid and should be able to provide information on the criteria. • Often standardised using national populations so you can compare your children’s attainment to national norms. • Can be highly predictive of performance in national tests and some may provide predictions as well as actual scores. 	<p>3 4</p>
<p>English lead CPD on developing vocabulary within school to impact on Oracy and comprehension as well as the writing process</p> <p>Monitoring time Oracy needs to be looked at</p>	<p>EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11. If I can read a word I can spell a word – Ricketts 2018. Orthographic facilitation</p> <p>EEF Pp10 – 13 Scarborough’s reading rope</p> <p>FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*</p>  <p>The diagram illustrates Scarborough's Reading Rope, showing two main sections: Language comprehension (top, teal) and Word recognition (bottom, orange). The Language comprehension section includes strands for Background knowledge (facts, concepts, etc.), Vocabulary (breadth, precision, links, etc.), Language structures (syntax, semantics, etc.), Verbal reasoning (inference, metaphor, etc.), and Literacy knowledge (print concepts, genres, etc.). The Word recognition section includes strands for Sight recognition (of familiar words), Decoding (alphabetic principle, spelling-sound correspondences), and Phonological awareness (syllables, phonemes, etc.). The strands are woven together to form a rope that tapers towards the right, representing the integration of these skills into skilled reading.</p>	<p>1 2 3 4</p>

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

Budgeted cost: £16,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic support to develop Oracy and comprehension in reading by implementing structured programmes</p> <p><i>Accelerated Reader Sessions for KS2 Pupils 1x per week</i> £676</p> <p><i>Phonics Tutoring for all children in receipt of PPG at least 3x per week</i> £1626</p>	<p>EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11. If I can read a word I can spell a word – Ricketts 2018. Orthographic facilitation</p> <p>EEF Pp10 – 13 Scarborough’s reading rope</p> <p>FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING*</p>  <p>The diagram illustrates the 'Reading Rope' concept, showing various strands of skills that contribute to reading. On the left, eight strands are listed: Background knowledge (facts, concepts, etc.), Vocabulary (breadth, precision, links, etc.), Language structures (syntax, semantics, etc.), Verbal reasoning (inferences, metaphor, etc.), Literacy knowledge (print concepts, genres, etc.), Sight recognition (of familiar words), Decoding (alphabetic principle, spelling-sound correspondences), and Phonological awareness (syllables, phonemes, etc.). These strands are shown as lines that weave together to form two main sections: 'Language comprehension' (top) and 'Word recognition' (bottom).</p>	<p>1 2 3 4</p>
<p>Additional Phonics sessions linking with advice from Lacey Green English hub</p> <p><i>Funded by DFE</i> <i>Phonics Tutoring for children at least 3x per week</i> £1626</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 EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Support in class on year group specific objectives to ensure the disadvantaged gap does not widen</p> <p>£9,600</p>	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 4</p>

<p>Developing Social, Emotional Mental health specific interventions (Nurture/Elsa)</p> <p><i>£500 - resources</i> <i>£300 – ELSA supervision</i> <i>£1500 – delivery</i> <i>£1000 – staff training Executive Functioning</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,353.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p><i>£ 600 – Meetings with professionals (Supply for teachers x 4 sessions)</i> <i>£1,000 – Attendance Officer via CE</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>To enhance pupils’ cultural capital by providing a range of experiences.</p> <p><i>£140 music tuition</i> <i>£402.50 enrichment visits</i> <i>£7,210.50 food</i></p>	<ul style="list-style-type: none"> • Provide pupils with a range of after-school club options (ideas gathered via pupil voice.) • Disadvantaged pupils to attend at least 1 after school clubs during the academic year. • Provided children with an enriched curriculum. • Provide children with food to ensure they are fuelled for the day ahead and have a nutritious balanced meal. 	<p>7</p>

	Pupils to have the opportunity to access 'Holiday and Food' club activities during school holidays.	
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Total budgeted cost: £26 941 (24/25 reduce by £4,294)

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 2022 to 2023 academic year.

Progress Measures:						
End of Key Stage 2						
All Pupils PP Pupils /3	School Data	National Average Data	Av- erage Data	Higher Level of Attainment	National Average Higher Level Data	Average Scaled Score
Reading Test	71.4% (10/14) 67% (2/3)	73%		21% (3/14) 0%	29%	103.1 99
Writing Teacher Assessment	50% (7/14) 33% (1/3)	71%		7% (1/14) 0%	13%	
Mathematics Test	50% (7/14) 67% (2/3)	73%		% 0%	24%	100.3 99
Grammar, Punc- tuation and Spelling Test	57% (8/14) 33% (1/3)	72%		14% (2/14) 0%	30%	100.4 95
Science Teacher Assessment	64.3% 33% (1/3)	80%				
RWM combined	35.7% (5/14) 33% (1/3)	60%			8%	

Multiplication Tables Check Year 4		
All Pupils - 14 Pupil Premium - 1	School	National
Full Marks	38.5	35.2
Disadvantaged children who passed	0	
Average score	23.4	20.7

2 children scored 0 as working below expectation

Phonics Screening Check

All pupils Y1 - 15 All Pupils Y2 - 18 Pupil premium Y1 -1 Pupil Premium Y2	School Data	National Data
Year 1	80% (12/15) 100%	79%
Year 2	94% (17/18) 100%	

EYFS – Good Level of Development

All Pupils – 14

Pupil Premium - 2

School Data	National Data
78.6% (11/14) 100%	71.8%

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Not applicable

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?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising Mental Health training from different services. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports by the EEF about effective use of pupil premium.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

We engaged with the English hub for phonics and will continue to do so next year as a 'Wave 3' school due to our progress.

We are also engaging with the English hub to develop fluency in Year 3 and with the Teacher Research group for maths.