

## Woodmancote School 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	Woodmancote School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Kirstie Workman
Governor / Trustee lead	Mrs Jocelyn Knight

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	61 385
Recovery premium funding allocation this academic year	30 784 9 715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	51 232

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Key Principles**

At Woodmancote our aim is to inspire our children to 'Belong', 'Aspire' and 'Achieve' and these three words guide all that we do here, ensuring all members of the school community feel that they belong, and find being at the school a rewarding and supportive experience.

When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face, combined with our understanding of research and what works in our context, to ensure academic achievement and social and emotional aspect of learning (self-regulation).

We also recognise that some children who are not in receipt of pupil premium in our school context are at a disadvantage and to this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on these 'hidden' pupil premium children.

Having a strong NEST within our school, we will provide pastoral support service for pupils and parents identified by school as vulnerable or in need. We will monitor attendance of disadvantaged pupils and increase their attendance if necessary, thus enabling them to experience the full learning experience at Woodmancote.

We will facilitate our pupils accessing a wide variety of enrichment experiences, both in and out of school, which will positively impact on their academic achievement and well-being.

#### **School Context**

Woodmancote Primary School is an inclusive school and is committed to ensuring all children are valued, respected and are supported to form positive and constructive relationships. We are proud to be part of Cheltenham's NO CHILD LEFT BEHIND campaign.

**Ultimate Objective:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged children in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

**Achieving these Objectives through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- A highly Inclusive Curriculum which provides depth and breadth across all subjects
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching
- Evidence based research for the effective use of teaching assistants
- Investing heavily and smartly into highly skilled teachers and teaching partners through continuous professional development.
- Funded key experiences for children
- Pastoral support provided through our Nurturing and Emotional Support Team (NEST)
- Working closely with Winston's Wish through the Growing Hope Project
- Nurture base
- Programmes such as Learning Together and Circle of Friends
- Voice 21 Oracy Project
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of PP interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid
2	On entry attainment/early home experiences which can incur a gap in attainment between non-disadvantaged and disadvantaged especially in communication and language skills and also in numerical fluency.
3	ACES including trauma experienced at any age
4	Children are both Disadvantaged and have SEN
5	Family circumstances and/or lack of family engagement
6	Child protection/child in need/early help
7	Attendance of Disadvantaged children
8	Children working at expected level (not SEND) so could be overlooked/Staff awareness
9	Phonics - lack of rigorous, systematic phonics
10	Lack of books at home/lack of reading at home
11	IT infrastructure

## 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 and Measure	Reference
Increase in reading fluency	FS/KS1 - Rocket phonics assessment Levelled book bands linked to their phonic knowledge. Access to books through the Inspiring Books Project	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379093/Reading_20by_20six.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379093/Reading_20by_20six.pdf</a>
Increase in reading and comprehension age	Clearly defined Book bands Teacher judgements that are based on formative and summative assessments	
Improvements in SDQ/Boxhall outcomes	Whole school screening of pupil SEMH via SDQ – Autumn 1 and Summer 2 From initial SDQ data gathered pupils identified for 1-1 SEMH intervention and/or Nurture groups – PP children highlighted as first priority.. If intervention offered: parent SDQ requested to help gather home perspective at start and end of intervention (school repeat SDQ score at end also, to track progress/effectiveness of intervention) Boxall profiles completed for all Nurture group children to help further identify SEMH needs. Boxall profile completed for any child/children with CP concerns	<a href="#">Paper2 (um.edu.mt)</a>
Improved attendance	Case studies of PP children and attendance. “Being Present: The Power of Attendance and Stability for Disadvantaged Pupils”	<a href="https://eric.ed.gov/?id=ED594391">https://eric.ed.gov/?id=ED594391</a> -
All children to have progress scores in English and Maths at KS2 at least in line with national averages	National data.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a>

Tailored interventions show progress.	All children identified with SEN have interventions that have a baseline score and a post intervention score. Expectation is for improved scores (between baseline and post intervention) to be evidenced.	
To meet national expectations for phonics screening	National data	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>
Children entitled to Pupil Premium funding not accessing the funding	All entitled children to be accessing funding. (Letter sent to parents October 2021)	
LAC and PLAC to have full support of DT with modified PEP and meeting with parents.	DT to write a PEP and meet with parents of PLAC in addition to LAC PEP meetings.	

## Teaching

Budgeted cost: £40 897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Planet Rocket Phonics KS1	<p>Reception, Year 1 and Year 2 are introducing Reading Planet Rocket Phonics as the daily phonics lesson. This whole class sessions will be followed up later in the day with precision teaching and booster sessions for groups of children which will impact on accelerating phonic knowledge and understanding.</p> <p>This is a recognised Phonic programme by the DFE.</p>	1 4 8 9 10
Priority readers – all year groups	<p><a href="https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/why-is-reading-so-important.html">https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/why-is-reading-so-important.html</a></p>	10
<p>Class allocation/organisation/staff deployment</p> <p>Two classes of Year 6 have been separated into 3 small classes</p>	<p>We have analysed the needs of our Year 6 cohort and have identified that 3 smaller classes of 20 children will benefit them. Our school data highlighted that our children in Year 6 required this intervention the most. Their last statutory data is KS1.</p> <p>25% of this Year group are in receipt of PP funding and there is a high number of ACEs in this year group.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for pupils. This will then impact on their ability to be socially and emotionally ready for secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	4 10

Maths specialist teacher (CMC)	<p>Provision of Maths Lead to ensure consistency in approaches across the school. Caroline McCormack to lead.</p> <p>Focus on lesson structure in KS1.</p> <p>FS/KS1 partaking in a Mastering Number workshop with NCETM</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</a></p>	4 8
CPD for Reading/Phonics (KB)	<p>TWILIGHT training for both teaching staff and Teaching Assistants</p> <p>Staff Redeployment as necessary</p>	4 8 9
Oracy Voice 21 (LR/KB)	<p>EYFS staff recognised that children are entering school with worsening communication and language. Research shows the positive effects of explicitly teaching oracy improves children's language, communication and the effects on their academic success and confidence.</p> <p>"Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills" Oracy 21.</p>	1 2 4 5

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

Budgeted cost: £40 477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence informed interventions ran by teaching assistants.	All children identified with SEN have interventions (1:1 or small group support) that have a baseline score and a post intervention score. Expectation is for improved scores (between baseline and post intervention) to be evidenced in folders/My Plan documents.	4 6 9 10
Evidence informed interventions	Talk Boost Reception and Year One Talk Boost is <b>a targeted and evidenced based intervention</b> , which supports language delayed children in KS1 to make significant progress with their language and communication skills <a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a>	2 5
Evidence informed interventions	Learning Together Reception and Year One Tutoring for identified children	2 5
Evidence informed interventions	Speech and language support with individual children	2 4
Evidence informed interventions ran by teaching assistants.	KS2 Catch Up Years 3-5 Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. <a href="https://www.catchup.org/interventions/literacy.php">https://www.catchup.org/interventions/literacy.php</a>	1 4 9 10
Homework club	Disadvantaged children to have access to computers to access Times Tables Rock Stars and other online learning programmes 4 times pw. (KBu)	2 5 8 10 and 11

## Wider strategies

Budgeted cost: £ 72 064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Circle of friends	<p>In a 2014 study it was found that “All participants believed Circle of Friends benefitted students with ASD and their peers, as well as themselves”:</p> <p><a href="#">ED546871.pdf</a></p> <p>The ‘Circle of Friends’ intervention is aimed primarily at improving the inclusion of children with challenging behaviour, SEN or personal concerns within mainstream schools. It works by gathering the student’s peers in a circle of friendly support to help the young person with their problem solving. This approach can also be widely used with all students who are struggling to find support or friendship.</p>	3 4
Nurture base	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children or young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms.</p> <p><a href="https://www.nurtureuk.org/research-evidence">https://www.nurtureuk.org/research-evidence</a></p>	3 6
Pastoral Care/Family worker	<p>Our pastoral leads run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support: SEMH interventions include:</p> <ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• Drawing and Talking,</li> <li>• Starving the Anger/Anxiety gremlin (CBT workbook)</li> </ul>	5 6 7 8

	<ul style="list-style-type: none"> <li>• My Hidden Chimp (CBT workbook)</li> <li>• Bee Amazing (self esteem)</li> <li>• Chat time</li> <li>• Lego play/Build to express.</li> <li>• We have a timetable of children who are seen weekly.</li> </ul> <p>This also allows us to provide interventions following on from child protection/child in need/early help plans.</p> <p>Nurture group for KS1 &amp; KS2 to commence Autumn 2 2021 helping to address wider SEMH needs/missed developmental milestones as identified in SDQ &amp; Boxall Profiles.</p> <p><a href="#">Paper2 (um.edu.mt)</a></p> <p>Family worker(s) to create links and open communication with parents and groups of parents. Parenting courses to be offered and run by two qualified members of staff on school premises to help address behavioural difficulties seen in the home environment.</p> <p>Support groups/coffee mornings to be offered with possible key speakers/outside agency involvement</p> <p><a href="https://www.gov.uk/guidance/pastoral-care-in-the-curriculum">https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</a></p>	
Equitable Key Experiences	<p>In order to access the school’s curriculum we ensure all children have free or heavily subsidised key experiences every term where knowledge for learning is related to the project or piece of learning. Enabling reduced cost for P/P children – every child has the right to a residential. <a href="https://www.basw.co.uk/system/files/resources/basw_93245-5_0.pdf">https://www.basw.co.uk/system/files/resources/basw_93245-5_0.pdf</a></p> <p>Pupil Premium children are actively encouraged to join extra curriculum clubs with priority given to them for availability. Some clubs (Banking, Drawing club) are by invitation only and these are PP children, these have a focus on nurture and life skills with refreshments, general chat and visiting the post office to pay in the money collected in banking club.</p>	5 8 10

## 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 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Due to breaks in learning and interventions, producing solid data has not been as successful as previous years. The school continued to use SDQ assessments and the school hold this data internally.

Where interventions were not completed on our provision map we have ensured that we have taken this into consideration when planning this year.

### 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
JIGSAW	Jigsaw PSHE Ltd
Rocket Phonics	Rising Stars
Catch Up Reading	<a href="https://www.catchup.org/interventions/literacy.php">https://www.catchup.org/interventions/literacy.php</a>
Oracy Project	<a href="https://voice21.org">https://voice21.org</a>
Talk Boost	<a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a>

### 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?	

