

Woodmancote School Pupil premium strategy statement For the Academic Years 2022-23 and 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 and 2023-24 academic years) 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	413
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022 July 2023
Statement authorised by	Governing Body
Pupil premium lead	Kirstie Workman
Governor / Trustee lead	Mrs Clare Spiller

Funding overview

Detail	Amount
Pupil premium funding allocation for 23-24 academic year	95920
Recovery premium funding allocation for 23-24	14137
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	44175

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
- 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, especially for identified Year Groups
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 SEND
5	Family circumstances and/or lack of family engagement
6	Child protection/child in need/early help
7	Attendance of Disadvantaged children

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
High Quality First Teaching across the school	<ul style="list-style-type: none"> High Quality and appropriate CPD for all members of staff, delivered either by in house staff or commissioned from other organisations with a proven track record of school improvement Adaptive teaching that seeks to ensure good progress and outcomes 	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching
Tailored interventions across the school	<ul style="list-style-type: none"> Evidence –based research informs the school's choice of interventions to run with specific groups Targeted interventions delivered by appropriately trained staff 	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions
Increase in reading fluency and pupil engagement, allowing for access to the wider curriculum	<ul style="list-style-type: none"> Structured Phonics scheme (Rocket Phonics) used consistently across the school Structured Reading programme across the school, introducing all children to a range of literature (cultural currency) Effective staff training delivered by English Lead to all 	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379093/Reading_20by_20six.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/
Improved attendance for children who struggle to come into school	<ul style="list-style-type: none"> Case studies of PP children and attendance. Timely attendance reports acted upon by NEST and bespoke strategies used to engage with children and families 	https://eric.ed.gov/?id=ED594391 “Being Present: The Power of Attendance and Stability for Disadvantaged Pupils”
All children to have progress scores in English and Maths at	<ul style="list-style-type: none"> Published National data INSIGHT data used consistently each term to facilitate professional dialogue between staff and governors 	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/

KS2 at least in line with national averages		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/
Tailored academic interventions show progress.	<ul style="list-style-type: none"> 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. 	
Improved Well-Being for all children, particularly those in receipt of Pupil Premium funding	<p>Whole school screening of pupil SEMH via SDQ – Autumn 1 and Summer 2</p> <p>From initial SDQ data gathered pupils identified for 1-1 SEMH intervention and/or Nurture groups – PP children highlighted as first priority..</p> <p>Boxall profiles completed for all Nurture group children to help further identify SEMH needs.</p> <p>Boxall profile completed for any child/children with CP concerns</p>	Paper2 (um.edu.mt)

Teaching

Budgeted cost: £38 456

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Improvements in the Quality of Teaching across the school</p> <ul style="list-style-type: none"> • Development of a School Improvement Team focussed on providing coaching and mentoring (Spring 2023) • Curriculum Development responding to the needs of identified children. Adaptive Sequential Schemes of work • Use of <ul style="list-style-type: none"> -Built in Reviews (develop fluent recall) -New learning is presented in manageable steps -Models and worked examples are used -Scaffolds are used when tackling more challenging concepts -independent practice is monitored and assessed accurately • Review of Professional Development in line with Career Stage expectations in order to ensure 'experts in their fields' are able to share good practice. 	<p>https://my.chartered.college/ecf/framework/rosenshine/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1-7</p>	<p>School Improvement Team created with three senior members of staff, experienced across all year groups and experts in their fields of Maths and English.</p> <p>Continual Professional development in subjects that have then brought about improvements in curriculum design, sequencing lessons and outcomes in English, Art, History, Maths, Geography and Science.</p>
<p>July 2023 Update/Next Steps</p> <ul style="list-style-type: none"> • Further investment in developing Teaching and Learning through involvement in NPQ programmes through Odyssey • Dedicated release time for teachers to attend training face to face and for release to complete projects • Allocated expenditure for additional release time for School Improvement Team to support Teaching Assistants and the appointment of a HLTA to facilitate this 			

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

Budgeted cost: £93 053

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Early Years interventions	Employment of additional TAs to support children who enter school below level of their peers, in areas such as Social and Emotional.	2 3 5 7	Nurture lunchtime access for children with aces, staffed by TA has had positive impact on lunchtime well being Additional TA to support with emotional needs in R especially at transition times aided calm start to day TA allocated to 1-1 prior to EHCP finalisation enabled PP child to access school Staff training in Drawing Club enabled engagement and enjoyment of writing and raised attainment for all including disadvantaged children Improvements to outdoor area in R allow for better access to high quality outdoor provision for all staffed with Additional adults
Evidence informed interventions run by teaching assistants.	TA Training 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	Adoption of the Birmingham Scales to quantify progress of small steps for those children with identified needs Professional development commissioned from local experts in their field. Session 1: <ul style="list-style-type: none">• An introduction to the Rosenshine principles• Successfully leading a guided group

			<ul style="list-style-type: none"> • Questioning, feedback and modelling <p>Session 2:</p> <ul style="list-style-type: none"> • Leading Interventions • Supporting SEND and the bottom 20% • Understanding how to support dyslexic pupils <p>Session 3:</p> <ul style="list-style-type: none"> • Understanding how pupils learn • Building independence and and raising expectations <ul style="list-style-type: none"> • Behaviour management
Evidence informed interventions	Learning Together Reception and Year One Tutoring for identified children	2 5	Tutoring in Y6 to targeted children has had positive impact on outcomes and confidence as evidenced by pupil feedback and outcomes in specific subjects.
	Better Support Reading Partnership-Yr 1 https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/#:~:text=A%20trained%20Better%20Reading%20Support,to%20read%20in%20each%20session.		Impacted upon by staff absence. However, data suggests that both Reading Partnerships and daily reading with an adult improves reading outcomes.
Evidence informed interventions ran by teaching assistants.	KS2 Catch Up Years 3-5 https://www.catchup.org/interventions/literacy.php	1 4 9 10	Due to extra volunteers, priority readers are being listened to every day and having a this is having a more positive impact on reading outcomes than the Catch Up, as evidenced from outcomes for reading and phonics data.

<p>Class allocation Staff deployment</p>	<p>Identified cohorts that have been particularly affected by COVID supported through additional staffing and bespoke curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>4 10</p>	<ul style="list-style-type: none"> • Additional support given to current Year 3, Year 4 and Year 1 • Where cohorts have specific needs, such as SEMH, school has participated in Research with the University of Oxford (icats) • Staff deployed in Year 4 have a strong track record for the teaching of maths. • Staff training in Trauma able to undertake Trauma Action planning for children identified through SDQs and Boxall profile
<p>Homework club</p>	<p>Disadvantaged children to have access to computers to access Times Tables Rock Stars and other online learning programmes 4 times pw. (KBu)</p>	<p>2 5 8 10 and 11</p>	<p>Ongoing. Targeted pupils invited to come into Homework Club.</p>
<p>July 2023 Update/Next Steps</p> <ul style="list-style-type: none"> • Continuation of support for children to complete 'homework' within school • Additional support for training staff responsible for children at lunchtimes in order to better meet their SEMH needs (OPAL) • Additional support for Years 4 and 5, with HLTA taking part responsibility for identifying programmes, deploying staff and evaluating impact of interventions. • Increase in Special Needs provision (1 day a week SENDCo time) 			

Wider strategies

Budgeted cost: £ 22 723

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
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>https://www.nurtureuk.org/research-evidence</p>	3 6	<ul style="list-style-type: none"> Initial review highlighting biggest impact in Years 1 and 2. Ongoing (wider economic/family issues) Yr 3. Where children are identified as requiring further support discussions with class teacher, parents and pupils to take place and new intervention agreed. These are then captured in SEMH plan of on CPOMS as on-going actions. One member of staff due to need of redeployment and as a result the Leuven scales not used as initially intended.
Pastoral Care/Family Support	<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"> • Play Therapy • Drawing and Talking, • Starving the Anger/Anxiety gremlin (CBT workbook) • My Hidden Chimp (CBT workbook) • Bee Amazing (self-esteem) • Chat time • Lego play/Build to express. 	5 6 7 8	<ul style="list-style-type: none"> • Current number of SEMH MyPlans = 18 MyPlan+ = 4 (including 4x TAP Plans) • Where children have come off a SEMH plan this will be due to positive improvements seen via SDQ, observations or parental agreement to continue withdrawn. • Play Therapy seen as Level 3 intervention and all other Level 2. • Big impact seen in one example where Parent and Child worked together. This is

	<ul style="list-style-type: none"> We have a timetable of children who are seen weekly. <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 & KS2 helping to address wider SEMH needs/missed developmental milestones as identified in SDQ & Boxall Profiles.</p> <p>Paper2 (um.edu.mt)</p>		<p>captured in Pastoral Lead's evidence base.</p> <ul style="list-style-type: none"> Boxall reviews to take place Summer 2 Nurture Reports to parents Summer 2 consequently feedback being sought.
Parenting programme (Solihull)	<p>Programme run twice a year by trained staff</p> <p>Free Understanding Your Child's Behaviour 10 week programme available.</p> <p>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>https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</p> <p>Summer 1 and 2 2023</p>		<ul style="list-style-type: none"> Feedback from groups extremely positive Feedback from Individual parents supported by FSW indicate impact on parenting and family dynamics very positive.
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.</p> <p>https://www.basw.co.uk/system/files/resources/basw_93245-5_0.pdf</p> <p>Pupil Premium children are actively encouraged to join extra curriculum clubs with priority given to them for availability.</p>	5 8 10	<p>All children who wanted to attend Year 4 and Year 6 Residential were able to do so, with children in receipt of PPG receiving support with paying and access to the Year 6 Hoodies.</p> <p>Y6 pupil, "I would rate the residential 10/10. I made 2 new friends...I completed the water activities that I was nervous about as I can't swim...I'm really hoping we go there again."</p> <p>Next year, we are paying for three PP children to have weekly Ukulele music tuition through Music Junction.</p>

	<p>Hockey Strategy to get more children playing hockey (Subsidised places) PP can join the RO Coaching hockey club with PPG. They will receive a hockey stick and school will provide shin pads and gum shields if required.</p> <p>Some clubs (Yoga, Drawing club) are by invitation only</p> <ul style="list-style-type: none"> • KS2 Yoga club – currently for Y4 PP children. • KS1 Drawing Club – to be started again in the spring term. <p>Children have key texts purchased termly.</p>		<p>Club lists always prioritise children who are in receipt of PPG. PPG Lead analyses participation levels and identifies clubs (paid and unpaid) for children.</p> <p>Hockey places funded, with children given code for parents to sign up to weekly hockey coaching sessions.</p> <p>School has committed money to purchase key texts for children in receipt of PPG to access.</p>
<p>July 2023 Update/Next Steps</p> <ul style="list-style-type: none"> • Enhance and increase Family Support Worker role across the school • Continue funding of clubs for those in receipt of funding • Music tuition for identified children • Continuation of Nurture, Play therapy and other interventions • Improved transition arrangements 			

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 2021-22 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.

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	https://www.catchup.org/interventions/literacy.php
Talk Boost	https://ican.org.uk/talk-boost/
Icats (Year 4)	https://osiresearch.org.uk/icats/

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?	The English key texts for Pupil Premium children were bought. Solihull Parenting Group.

	Contributions for all trips, including residential.
What was the impact of that spending on service pupil premium eligible pupils?	Access to texts, etc meant all children were included in opportunities