

## Woodmancote School Pupil premium strategy statement For the Academic Years 2024-25 and 2025-26

This statement details our school's use of pupil premium (2024-25 and 2025-26) 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	419
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26
Date this statement was published	September 2024
Date on which it will be reviewed	January 25 June 25 September 25 January 26 June 26
Statement authorised by	Governing Body
Pupil premium lead	Jenny White
Governor / Trustee lead	Mrs Clare Spiller

## Funding overview

Detail	Amount
Pupil premium funding allocation for 2024-25 academic year	92 987
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	4136 8930
	106 051

## 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)
- 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 and increases in the number of children with Speech and Language/Communication difficulties
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.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

Intended outcome	Success criteria and Measure	Reference
High Quality First Teaching across the school	<ul style="list-style-type: none"> <li>• High Quality and appropriate CPD for all members of staff, delivered either by staff or commissioned from other organisations with a proven track record of school improvement</li> <li>• Adaptive teaching that seeks to ensure good progress and outcomes</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>
Tailored interventions across the school	<ul style="list-style-type: none"> <li>• Evidence –based research informs the school's choice of interventions to run with specific groups</li> <li>• Targeted interventions delivered by appropriately trained staff</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions</a>
Increase in reading fluency and pupil engagement, allowing for access to the wider curriculum	<ul style="list-style-type: none"> <li>• Structured Phonics scheme (Rocket Phonics) used consistently across the school</li> <li>• Structured Reading programme across the school, introducing all children to a range of literature (cultural currency)</li> <li>• Effective staff training delivered by English Lead to all</li> </ul>	<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>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>
Improved attendance for children who struggle to come into school	<ul style="list-style-type: none"> <li>• Case studies of PP children and attendance.</li> <li>• Attendance identified on CPOMS and actions taken in a timely and appropriate manner</li> <li>• Timely attendance reports acted upon by NEST and bespoke strategies used to engage with children and families</li> </ul>	<a href="https://eric.ed.gov/?id=ED594391">https://eric.ed.gov/?id=ED594391</a> Being Present: The Power of Attendance and Stability for Disadvantaged Pupils"  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379093/Working_together_to_improve_school_attendance_-_GOV.UK.pdf">Working together to improve school attendance - GOV.UK</a>
All children to have progress scores in English and Maths at KS2 at least in line with national averages	<ul style="list-style-type: none"> <li>• Published National data</li> <li>• INSIGHT data used consistently each term to facilitate professional dialogue between staff</li> </ul>	<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 academic interventions show progress.	<ul style="list-style-type: none"> <li>All children identified with SEN have interventions clearly identified on INSIGHT and reviewed on a regular basis, with full involvement of parents/carers</li> </ul>	
Improved Well-Being for all children, particularly those in receipt of Pupil Premium funding	<ul style="list-style-type: none"> <li>Screening of specific children for SEMH via SDQ – Autumn 1 and Summer 2</li> <li>From initial SDQ data gathered pupils identified for 1-1 SEMH intervention and/or Nurture groups – PP children highlighted as first priority.</li> <li>Boxall profiles completed for all Nurture group children to help further identify SEMH needs.</li> <li>Boxall profile completed for any child/children with CP concerns</li> <li>Range of SEMH interventions run across the school</li> </ul>	<a href="#">Paper2 (um.edu.mt)</a>

## Teaching

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833>

Budgeted cost: £16 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils <ul style="list-style-type: none"> <li>Implementation Projects for all curriculum areas overseen by Curriculum Lead and School Improvement Team (SIT)</li> </ul>	<a href="https://my.chartered.college/ecf/framework/rosenshine/">https://my.chartered.college/ecf/framework/rosenshine/</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1-7	

<p>Professional development to support the implementation of evidence-based approaches</p> <ul style="list-style-type: none"> <li>• Development of targeted CPD offer by SIT</li> <li>• Effective use of INSETS and staff meetings (see Policy)</li> <li>• Offer of NPQs at Odyssey delivery partner (UCL)</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p>		
<p>Mentoring and Coaching for teachers</p> <ul style="list-style-type: none"> <li>• Development of targeted CPD offer by SIT</li> <li>• Mentor coaching for members of SIT through University of Gloucestershire</li> </ul>	<p><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</a></p>		
<p>Recruitment and Retention of teaching staff</p> <ul style="list-style-type: none"> <li>• Allocation of member of SIT to Student mentoring</li> <li>• Hosting of students to improve levels of classroom mentoring, overseen by student mentor</li> <li>• Involvement in Odyssey Teaching School Hub ITT offer</li> </ul>			
<p>Technology and other resources to support high quality teaching and learning</p> <ul style="list-style-type: none"> <li>• Upgrade of all ipads</li> <li>• Reconditioning of older ipads for pupil use</li> <li>• Strategic purchasing of new technology prior to Autumn 2025</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>		



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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Targeted interventions to support language development, literacy and numeracy</p> <ul style="list-style-type: none"> <li>• Employment of additional TAs to support children who enter school below level of their peers, in areas such as Social and Emotional.</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1670938536">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1670938536</a></p>	<p>2 3 5 7</p>	
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>• Further phonics interventions in Years 2 and 3 (Rocket Phonics)</li> <li>• Evidence informed interventions run by teaching assistants.</li> </ul>	<p><a href="https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/reading-planet-reception-and-ks1/rocket-phonics">https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/reading-planet-reception-and-ks1/rocket-phonics</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>	<p>4 6 9 10</p>	
<p>Teaching Assistant deployment and interventions</p> <ul style="list-style-type: none"> <li>• Development of CPD offer in line with that of offer for teaching staff (HT, SENDCo and SBM)</li> </ul>			

<ul style="list-style-type: none"> <li>Deployment of additional TA hours to Reception and Year 1, to include Speech and Language work with those identified by school or Early Years Team</li> </ul>			
--	--	--	--

### Wider strategies

Budgeted cost: £ £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Supporting pupils' social, emotional and behaviour needs through Nurturing and Emotional Support Team (NEST) <ul style="list-style-type: none"> <li>Children attend nurture groups</li> <li>Play Therapy</li> <li>Drawing and Talking,</li> <li>Starving the Anger/Anxiety gremlin (CBT workbook)</li> <li>My Hidden Chimp (CBT workbook)</li> <li>Bee Amazing (self-esteem)</li> <li>Chat time</li> <li>Lego play/Build to express.</li> </ul>	<a href="https://www.nurtureuk.org/research-evidence">https://www.nurtureuk.org/research-evidence</a>	3 4 5 6 7 8	
Supporting attendance <ul style="list-style-type: none"> <li>Provision of school based FSW</li> <li>Nurturing and Emotional Support Team (NEST)</li> </ul>			
Extracurricular activities <ul style="list-style-type: none"> <li>Priority to Disadvantaged children clearly stated on all communication (Club list and Policy)</li> <li>Free or heavily subsidised key experiences every term</li> <li>Residential paid for to ensure equitable experiences               <ul style="list-style-type: none"> <li>Key reading texts purchased where necessary</li> </ul> </li> </ul>	<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>		
Breakfast Clubs and meal provision			

<ul style="list-style-type: none"> <li>Used as and when needed</li> </ul>			
<p>Communicating with, and supporting, parents</p> <ul style="list-style-type: none"> <li>Provision of school based FSW</li> <li>Parent offer published each year, including Solihull programme</li> <li>Support groups/coffee mornings to be offered with possible key speakers/outside agency involvement</li> <li>SDQ &amp; Boxall Profiles used and needs communicated to parents</li> </ul>	<p><a href="https://www.gov.uk/guidance/parental-care-in-the-curriculum">https://www.gov.uk/guidance/parental-care-in-the-curriculum</a></p> <p><a href="#">Paper2 (um.edu.mt)</a></p>		

## 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 2023-24 academic year.

#### Successes

- Reception: Maths PP outperforming non-PP EXS+ 75%
- Year 1: EXS+ in maths increased from 46% in EYFS to 62%.
- Year 2: Reading & writing EXS+ significantly improved from Y1 to Y2 (R +14%, W +29%)
- Year 3: EXS+ in reading leapt from 56% in Y2 to 80%, in-line with non-PP attainment
- Year 4: Previously no GDS in reading and maths.
- Year 5: Reading & writing EXS+ significantly improved from KS1 (R +40%, W +31%) and in-line with non-PP attainment.
- Year 6: Writing and maths attainment in-line with non-PP; 38% GDS in reading when only 28% were EXS+ at KS1.

#### Areas of Concern

- Reception: half of PP pupils making EXS+ in reading, writing and science; significant gap between PP and non-PP in science.
- Year 1: 38% EXS+ in reading and writing; significant gap between PP and non-PP in reading and writing.
- Year 2: less than half of PP pupils meeting EXS+ in reading, writing and maths; significant gap between PP and non-PP in reading, writing and maths.
- Year 3: 50% EXS+ in writing, no GDS; significant gap between PP and non-PP in writing.
- Year 4: EXS+ in writing has dropped from 50% in Y3 to 21%; 50% science EXS+; significant gap between PP and non-PP in all subjects.
- Year 5: EXS+ in maths 53% - four children have dropped from KS1 level with gap widening for some (now Below not WTS); significant gap between PP and non-PP in maths.
- Year 6: No GDS in writing, maths, science; significant gap between PP and non-PP in reading and science.

Year Group	No. of Children	No. of SEN	PERCENTAGE MEETING EXS+			
			READING	WRITING	MATHS	SCIENCE
Rec	4	1 (25%) <sup>13%</sup>	<b>50%</b> <sup>60%</sup>	<b>50%</b> <sup>55%</sup>	<b>75%</b> <sup>70%</sup>	<b>50%</b> <sup>86%</sup>
1	13	5 (38%) <sup>6%</sup>	<b>38%</b> <sup>88%</sup>	<b>38%</b> <sup>72%</sup>	<b>62%</b> <sup>83%</sup>	<b>62%</b> <sup>90%</sup>
2	7	3 (43%) <sup>19%</sup>	<b>43%</b> <sup>78%</sup>	<b>43%</b> <sup>80%</sup>	<b>43%</b> <sup>83%</sup>	<b>86%</b> <sup>91%</sup>
3	10	3 (33%) <sup>10%</sup>	<b>80%</b> <sup>83%</sup>	<b>50%</b> <sup>80%</sup>	<b>70%</b> <sup>90%</sup>	<b>70%</b> <sup>96%</sup>
4	14	6 (43%) <sup>17%</sup>	<b>57%</b> <sup>83%</sup>	<b>21%</b> <sup>78%</sup>	<b>57%</b> <sup>83%</sup>	<b>50%</b> <sup>85%</sup>
5	13	3 (23%) <sup>29%</sup>	<b>77%</b> <sup>85%</sup>	<b>69%</b> <sup>73%</sup>	<b>53%</b> <sup>86%</sup>	<b>70%</b> <sup>84%</sup>
6	8	2 (25%) <sup>14%</sup>	<b>75%</b> <sup>92%</sup>	<b>88%</b> <sup>92%</sup>	<b>75%</b> <sup>80%</sup>	<b>75%</b> <sup>90%</sup>

NON-PP meeting EXS+ in red

Year Group	No. of Children	No. of SEN	PERCENTAGE MEETING EXS+			
			READING	WRITING	MATHS	SCIENCE
Rec	4	1 (25%)	<b>50%</b>	<b>50%</b>	<b>75%</b>	<b>50%</b>
1	13	5 (38%)	<b>38%</b> <sup>0%</sup>	<b>38%</b> <sup>0%</sup>	<b>62%</b> <sup>0%</sup>	<b>62%</b> <sup>0%</sup>
2	7	3 (43%)	<b>43%</b> <sup>0%</sup>	<b>43%</b> <sup>0%</sup>	<b>43%</b> <sup>0%</sup>	<b>86%</b> <sup>0%</sup>
3	10	3 (33%)	<b>80%</b> <sup>20%</sup>	<b>50%</b> <sup>0%</sup>	<b>70%</b> <sup>20%</sup>	<b>70%</b> <sup>0%</sup>
4	14	6 (43%)	<b>57%</b> <sup>14%</sup>	<b>21%</b> <sup>0%</sup>	<b>57%</b> <sup>14%</sup>	<b>50%</b> <sup>0%</sup>
5	13	3 (23%)	<b>77%</b> <sup>46%</sup>	<b>69%</b> <sup>31%</sup>	<b>53%</b> <sup>15%</sup>	<b>70%</b> <sup>8%</sup>
6	8	2 (25%)	<b>75%</b> <sup>38%</sup>	<b>88%</b> <sup>0%</sup>	<b>75%</b> <sup>0%</sup>	<b>75%</b> <sup>0%</sup>

PP meeting GDS in blue

### 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>
Talk Boost	<a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a>
Icats (Year 4)	<a href="https://osiresearch.org.uk/icats/">https://osiresearch.org.uk/icats/</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?	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