

## 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	Woodland View
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	7.4 %
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Mr M Horsley HT
Pupil premium lead	Mrs S Howles
Governor / Trustee lead	Mrs A Talbot

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery/ premium funding allocation this academic year	£4,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,160

## Part A: Pupil premium strategy plan

### Statement of intent

The aims of our Pupil Premium Strategy are:

To develop the 'whole' child, building emotional resilience and self-esteem and an ability to thrive in the world around them, whatever the circumstance. For all pupils to make the best possible progress and achieve age related expectations or higher in all core subjects.

To close any attainment gaps between pupils eligible for Pupil Premium and those not eligible.

To ensure gaps relating to the COVID-19 pandemic are identified and closed.

To ensure socio/economic aspects relating to the COVID-19 pandemic are identified and supported to maximise life chances and long term wellbeing.

To ensure that children from families affected by the cost of living crisis continue to progress at or above in their education.

### Challenges

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

Challenge number	Detail of challenge
1	Lower overall attainment and progress
2	Early oral language skills
3	Early understanding of language
4	Opportunities for learning at home
5	Reading support
6	Confidence and self-esteem
7	Opportunities for extra-curricular activities & enrichment
8	Disadvantages related to the COVID-19 pandemic

## 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
To develop the 'whole' child, building emotional resilience and self-esteem and an ability to thrive in the world around them, whatever the circumstance	Targeted pupils show improved emotional literacy scores and positive teacher feedback following a package of support from starting points.
For all pupils to make the best possible progress and achieve age related expectations or higher in all core subjects.	80% of all PP pupils attain age related outcomes in Reading, Writing & Maths
To close any attainment gaps between pupils eligible for Pupil Premium and those not eligible	80% of all PP pupils attain age related outcomes in Reading, Writing & Maths
To ensure gaps relating to the COVID-19 pandemic are identified and closed.	80% of all PP pupils attain age related outcomes in Reading, Writing & Maths
To ensure socio/economic aspects relating to the COVID-19 pandemic are identified and supported to maximise life chances and long term wellbeing	The proportion of PP pupils who attend at least one club or take instrument lessons is at least 50%

## 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: £ 2000

Activity	Evidence that supports this approach	Target Cost	Challenge number(s) addressed
Collaborative learning	EEF research: +5months Low cost	0	1,8
Feedback	EEF research: +6months Low cost	0	1,8
Homework	EEF research: +4months Low cost	0	4,8
Mastery learning	EEF research: +5 months Low cost	0	1,8
Phonics	EEF research: +5 months Low cost	0	5,8
Reading comprehension	EEF research: +6 months Low cost	0	5,8
Peer tutoring	EEF research: +5 months Low cost	0	1,8
Small group tuition	EEF research: +4 months Mod cost	0	1,8
Resources	To enable the various support packages and approaches to take place to the best possible standard.	1000	1,4,5,8
Training The '5 a day' principle – EEF research	To enable the various support packages and approaches to take place to the best possible standard.	1000	1,4,5,8

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

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Target Cost	Challenge number(s) addressed
Behaviour interventions	EEF research: +4 months Low cost	15000	6,8
Small group tuition	EEF research: +4 months Mod cost	5000	1,8
1:1 tuition	EEF research +5 months Mod cost	5000	1,2,3
Oral language Interventions	EEF research: +6 months Low cost	1000	2,8
Phonics	EEF research: +5 months Low cost	1000	5,8
Reading comprehension	EEF research: +6 months Low cost	1000	5,8
Social/emotional learning and support	EEF research: +4 months Mod cost	6000	6,8

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Teaching Assistant interventions	EEF research: +4 months Mod cost	0	1,8
Resources	To enable the various support packages and approaches to take place to the best possible standard.	500	1,2,5,6,8
Training	To enable the various support packages and approaches to take place to the best possible standard.	500	1,2,5,6,8

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

Budgeted cost: £ 4200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Target Cost</b>	<b>Challenge number(s) addressed</b>
Arts Participation, Music Tuition	EEF research: +3 months Mod cost	2000	6,7
Behaviour interventions	EEF research: +4 months Low cost	see above	6
Trips, Clubs, Uniform	Inclusion, emotional/social wellbeing, Family support.	2000	6,7,8
Homework Club	Inclusion, equal opportunities	0	4
Breakfast club/Snack money	Family support	0	6,7,8
Personal equipment	To provide opportunities to enhance and improve specific skills and interests.	200	6,7,8

**Total budgeted cost: £ 42,160**

## 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.

Planned strategies were all implemented during 2021-22. More funds than planned were channelled towards supporting disadvantaged families financially through the pandemic, funding more provision of school uniform, extra-curricular club places and music tuition.

The impact of the educational and welfare strategy was effective with a high proportion of disadvantaged pupils achieving age related expectations alongside their peers, in the core areas of reading and mathematics.

Attainment in writing will be a focus for the 22/23 year for our children in receipt of pupil premium to close the gap between PP and Non PP children.

Woodland View 2021-22	<i>Pupils eligible for PP (all year groups)</i>	<i>Pupils not eligible for PP (all year groups)</i>
<b>At or Above Age Related Expectation in Reading</b>	70%	70%
<b>At or Above Age Related Expectation in Writing</b>	61%	81%
<b>At or Above Age Related Expectation in Maths</b>	65%	68%

### 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
PiXL	PiXL