



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	Wood End Infant & Pre-School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2021–22 2022–23 2023–24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Wilson, Headteacher
Pupil premium lead	Claire Wilson, Headteacher
Governor / Trustee lead	Janet Howe, Pupil Premium Governor

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (<i>enter £0 if n/a</i>)	£0
Total budget for this academic year	£31,290

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 using our knowledge of the families and our community.

Quality first 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, research and knowledge of our pupils, 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.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are:

1. 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 KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2. Our **attendance data** from 2018/2019 and 2019/2020 indicates that attendance among disadvantaged pupils has been better than for non-disadvantaged pupils. We have noticed that in 2020/2021 and Autumn Term 2021 disadvantaged pupil attendance has dropped significantly and is lower than non-disadvantaged pupils.
2020-2021 – 26% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.
3. Our assessments, observations and discussions with pupils and their families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by **partial school closures** to a greater extent than for other pupils. These findings are supported by national studies.
We have identified social and emotional issues for many pupils, along with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

4. School closures and partial school closures over the past two academic years have led to children’s **physical development** being impacted. Many of our disadvantaged children live in poor or cramped accommodation with lack of access to the outdoors.

5. All of the above challenges have impacted disadvantaged children’s **attainment** in all areas (with the exception of phonics) in comparison with their peers. This gap has developed post covid.

Pre covid: (Pupil premium children attained in line with or better than their peers)

2018–19

- GLD: 75% (all pupils) 80% (PP)
- Year 1 phonics screening: 75% (all pupils) 78%% (PP)
- Year 2 end of KS1:
- Reading: 80% (all pupils) 86% (PP)
- Writing: 65% (all pupils) 86% (PP)
- Maths: 85% (all pupils) 86% (PP)
- KS1 Combined: 65% (all pupils) 86% (PP)

2020–21 (internal data)

- GLD: 62.5% (all pupils) 40% (PP)
- Year 1 phonics screening: 92% (all pupils) 100% (PP)
- Year 2: end of KS1
- Reading: 67% (all pupils) 50% (PP)
- Writing: 62% (all pupils) 37.5% (PP)
- Maths: 71% (all pupils) 62.5% (PP)
- KS1 Combined: 57% (all pupils) 37.5% (PP)

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 GLD among disadvantaged pupils	Published data in 2024 will show more than 72% (2019 National figure) of disadvantaged children to be achieving GLD and that this figure is in line with their non-disadvantaged peers.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes show that more than 75% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers.
Improved writing attainment among disadvantaged pupils	KS1 writing outcomes show that more than 69% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers.
Improved maths attainment among disadvantaged pupils	KS1 maths outcomes show that more than 76% (2019 national figure) of disadvantaged pupils achieve the expected standard and that this figure is in line with their non-disadvantaged peers.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3.3%. • The percentage of all pupils who are persistently absent being below 10.9% and the figure among disadvantaged pupils being no more their non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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 (e.g. CPD, recruitment and retention)**

Budgeted cost: £7996.68

Activity	Evidence that supports this approach	Challenge number/s addressed
Purchase of Early Years Wellcomm complete set to quickly and easily identify children needing support through this diagnostic assessment tool and provide early targeted intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 5
Reading Leader for RWI to assess children regularly and support the ongoing CPD for teachers and teaching assistants Development Days from RWI	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	5
In-class Teaching Assistant support during continuous provision (Foundation)	Playing and working alongside children, modelling and expanding language and looking for the 'teachable' moments in children's play.	1 and 5

- **Targeted academic support (e.g. tutoring, one-to-one support structured interventions)**

Budgeted cost: £13,502.32

Activity	Evidence that supports this approach	Challenge number/s addressed
Engaging with the National Tutoring Programme to provide academic mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2 and 5
Read Write Inc in small groups and targeted 1:1 interventions for children identified as requiring additional support.	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	5
Delivery of targeted interventions linked to outcomes of Wellcomm diagnostic assessment tool (Talkboost etc).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 5

- **Wider strategies (e.g. related to attendance, behaviour, wellbeing)**

Budgeted cost: £9,791

Activity	Evidence that supports this approach	Challenge number/s addressed
Weekly participation in Forest School	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 3 and 4
Subsidised sports clubs	https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	4

- **Total budgeted cost: £31,290**

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 2020–21 academic year.

	Baseline Sept*		July 2021*		PP July 2021*	
GLD	53%		62.5%		40%	
Phonics Year 1	33%		92%		100%	
Phonics Year 2	61%		87.5%		87.5%	
	ARE	GD	ARE	GD	ARE	GD
KS1 Reading	56%	13%	67%	10%	50%	0%
KS1 Writing	10%	0%	62%	10%	37.5%	0%
KS1 Maths	43%	0%	71%	10%	62.5%	0%
KS1 Combined	10%	–	57%	–	–	–

* Due to COVID-19 it is difficult to accurately evaluate the outcomes on attainment at this point. Internal data shows that the gap remains closed for phonics in both Year 1 and 2 showing that investment in Read Write Inc is working.

* Maths performance is stronger than reading and writing, numbers of children are very small (less than 1 or 2 children).

Full report for 2020/2021 and breakdown of spending is available on the school website.

Externally Provided Programmes

This details the names of non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
Read Write Inc. online subscription	Ruth Miskin – Read Write Inc.
White Rose Maths	White Rose
Jigsaw PSHE	Jigsaw
NELI	Nuffield Early Language Intervention
The PE Hub	The PE Hub

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?</i>	N/A
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	N/A