

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woodham Walter C of E VC Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Philip Brown
Pupil premium lead	Mr Philip Brown
Governor / Trustee lead	Mrs Lauren Collin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,635
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,275

Part A: Pupil premium strategy plan

Statement of intent

At Woodham Walter C of E Primary we have high aspirations and ambitions for all our children, regardless of their socio-economic background and the challenges they face. Our vision, which is encapsulated in our strapline *'To know, value and nurture God's world and one another'*, is *'Our welcoming Christian community nurtures lifelong learners by: knowing one another and being known; valuing those around us and being valued; providing aspiration, inspiration and celebrating achievement. Through memorable learning opportunities and experiences, it enables a positive, sustainable, and inclusive future for all.'* This vision runs through every aspect of our school and every decision we make, including how we plan to support our disadvantaged children which is outlined in the strategy below.

Our school curriculum very much highlights our belief that children should leave our school enriched with memorable learning experiences, are secure in the fundamentals of reading, writing and Maths and have had exposure to a broad, rich curriculum.

With a strong research base, including the research of Marc Rowland, Jean Gross CBE and Matt Bromley as well as the work of the Education Endowment Foundation we strongly believe in not judging a child's story by the chapter we walk in on.

We believe that, with high quality teaching, effective pastoral support and the building of strong relationships, every child can fulfil their individual academic, social and emotional potential. Through our whole school approach, teaching staff and the Senior leadership team use their strong relationships with, and knowledge of, the children, to consider the challenges faced by our disadvantaged children and their needs. Our approach to supporting our disadvantaged children focuses on maintaining high quality teaching, providing effective targeted academic support and providing wider strategies to close the attainment gap between disadvantaged and non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations of children indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The children have

	gaps and misconceptions and find it difficult to retain/recall prior knowledge and key skills and learning. For many disadvantaged children that gap has widened due to the Covid lockdowns. Currently 47% of our PPG children are working below Year Related Expectations in Reading, Writing and Maths combined across the school.
2	Phonics screening data indicates that disadvantaged children attain below non-disadvantaged children. This negatively impacts on their reading fluency and their development as writers.
3	Through observations and discussions, staff identified language development as a barrier to learning, most notably speech and language difficulties for some disadvantaged children.
4	Through observations and discussions with pupils and families we have identified some social and emotional issues for many disadvantaged pupils that impact on their learning. Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience and as a result of the Covid lockdowns this has been exacerbated. Some struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
5	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community. They need access to enrichment opportunities in order to thrive.
6	For some pupils in receipt of the Pupil Premium attendance can affect learning in that it leads to learning gaps and affects consistency for pupils. 63% of our PPG pupils currently have attendance below 95%.

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
<ul style="list-style-type: none"> Disadvantaged children make at least expected progress from their individual starting points across the curriculum. Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. Improved reading, writing and maths attainment for disadvantaged children. 	<ul style="list-style-type: none"> All disadvantaged children make expected progress and some make accelerated progress in maths and writing. The gap in maths and writing attainment between disadvantaged and other pupils is closing The quality of teaching across the school is judged as consistently good or better.
<ul style="list-style-type: none"> Improved Phonics attainment for disadvantaged children. A consistent approach to phonics and spelling teaching across the school has 	<ul style="list-style-type: none"> The gap in phonics attainment between disadvantaged and other pupils is closing and is below the national gap.

<p>a positive impact on reading and writing attainment and progress.</p> <ul style="list-style-type: none"> ● Improved reading attainment for disadvantaged children and language development. 	<ul style="list-style-type: none"> ● All disadvantaged children make expected progress and some make accelerated progress in reading. ● The gap in reading attainment between disadvantaged and other pupils is closing and is below the national gap.
<ul style="list-style-type: none"> ● Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. ● Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged children are fully engaged in all aspects of school life. 	<ul style="list-style-type: none"> ● Children involved in pastoral interventions make at least expected progress. ● The social, emotional and mental health of children will be impacted on positively and will be reflected on through observation, pupil questionnaire, parental response and outcomes to specific targets set.
<ul style="list-style-type: none"> ● Disadvantaged pupils have a breadth of experiences that enable them to contextualise their learning. They will have high aspirations for themselves. ● Enrichment activities have a positive impact on wellbeing and opening up life experiences and opportunities for our disadvantaged children. They will be exposed to a wide range of social, cultural and enrichment experiences within and outside of the school day, 	<ul style="list-style-type: none"> ● A significant proportion of disadvantaged children achieve the expected standard across the foundation subjects. ● A significant proportion of disadvantaged children participate in enrichment activities and a greater proportion of disadvantaged children access extra curricular clubs.
<ul style="list-style-type: none"> ● A proactive approach in support of our attendance policy in which attendance is monitored and parents are contacted where the attendance of their children means that they fall to unsatisfactory levels. 	<ul style="list-style-type: none"> ● The attendance of disadvantaged pupils increases so that it exceeds national levels of attendance.

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: £33,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development to support staff in facilitating quality first teaching.</p>	<p>High quality teaching - Spending on developing high quality teaching may include investment in professional development and training. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	<p>1,3</p>
<p>Enhancement of our KS1 teaching and curriculum by ensuring that in KS1, classes can be taught by sufficient quality teachers daily and enable Maths to be taught in single year group classes rather than mixed year group classes and provide early targeted support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1</p>
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. Purchase of decodeable reading books that support the Little Wandle phonics programme.</p> <p>Use of whole class reading approaches to develop comprehension and language across the school, particularly in disadvantaged children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £13,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA hours in the afternoons to deliver targeted, structured, academic support during the afternoon. Intervention will be in the form of small group or 1 to 1 support.</p> <p>Interventions will follow a structured approach and will focus on comprehension for reading, spelling, language development, writing and maths.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 6
Top up fund for school led tuition		1, 2, 3

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

Budgeted cost: £8,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life and are better prepared for learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4,6

<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Disadvantaged children to have the same opportunities as non-disadvantaged children to access clubs which impact on a love of learning, well being and life experiences.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>5,6</p>
<p>All children in school to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences. Disadvantaged children to have the same opportunities as non-disadvantaged children to access trips/residentials which impact on a love of learning, well being, life skills and life experiences.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>5,6</p>

Total budgeted cost: £55,134

Therefore with an allocation of £52,275 we have an overspend of £2,859

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 2022 to 2023 academic year.

Whilst end of Key Stage assessments during 2022/23 show that the performance of disadvantaged pupils was lower in terms of attainment in some areas than non disadvantaged pupils at Woodham Walter C of E Primary School, the gap in attainment between pupil premium pupils at our school and other pupils nationally has significantly reduced and in some instances they have outperformed pupils nationally. Children entitled to pupil premium funding made good progress across Key Stage 2 making similar progress or more progress than other pupils in school.

As we continue to strive for good outcomes by the end of Key Stage 2, it is our hope that this academic year we continue to raise attainment for all pupils but also that through this strategy we particularly continue to raise attainment for our disadvantaged pupils.

	Disadvantaged	Non-disadvantaged	All Pupils nationally
% working at the expected standard or above in reading	75%	92%	73%
% working at the expected standard or above in writing	50%	83%	71%
% working at the expected standard or above in maths	75%	67%	73%
% working at the expected standard or above in reading, writing and maths combined	50%	67%	59%
% making expected progress or greater in reading	100%	67%	
% making expected progress or greater in writing	75%	75%	
% making expected progress or greater in maths	75%	67%	