

Woodlands Infant School Pupil premium strategy statement 2021-2024



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	Woodlands Infant School
Number of pupils in school (was 198 21-22)	173 (October 21) 217-July 2022
Proportion (%) of pupil premium eligible pupils	13=7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2021-2022 £17485.00 From October 2020 Census See P3 Review of approaches 2022-2023 From October 2021 census: 17 eligible children (£23545.00) (£1385 per eligible student) LAC £2410 2023-2024 £ From October 2022 Census	2021-2022 2022-2023 2023-2024
Date this statement was published	7 th September 2021
Date on which it will be reviewed	July 2022.
Statement authorised by	Tania Wood
Pupil premium lead	Gaynor Knowles
Governor / Trustee lead	Kelly Hunter

Funding overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year; £1345.00 per pupil; October 2021 census numbers: 17 (%) children.	£17485
Recovery premium funding allocation	£145.00 per pupil Guaranteed amount £2000
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	£19485.00

Part A: Pupil premium strategy plan/ Statement of intent

This strategy plan reflects our school and the context of our community within it. We will use research from the EEF (Education Endowment Foundation) and recognised literature (such as Addressing Educational Disadvantage by Marc Rowland and Narrowing the Attainment Gap by Daniel Sobel).

For our SEND/ Pupil premium, EAL and lowest 20% pupils we aim to:

- Overcome barriers to learning and develop oral language and communications skills via vocabulary building and language comprehension (this includes the NELI programme). **Challenge 3**
- To support Social, Emotional and Mental Health needs within our bespoke well-being offer. To promote Self-regulation strategies to provide the tools to help children flourish. **Challenge 4/ 5**
- Promote an ethos of attainment for all by meeting identified and individual needs of: weaker motor skills; gaps in basic numeracy skills and lack of 1;1 reading opportunities. We will address this by: **Challenge 1/2**
- High quality teaching with high expectations We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. **Challenge 1-5**
- Targeted interventions in specific skill gaps; knowing and responding to our data and what skill gaps to fill and close. **Challenge 1-5**
- offer increased reading opportunities via reading books matched to phonics and reading for pleasure, **Challenge 1**

This strategy plan is strengthened by having our English lead and Inclusion lead out of classes for this academic year. This will offer support to staff via CPD and team teaching. For our children this will also provide additional reading opportunities and additional opportunities for targeted support. This will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements.

Our key principles are to ensure our children are provided with the correct support to make the best possible (or accelerated) progress with reading and maths mastery in basic skills as a priority area.

Challenges: This details the key challenges to achievement that we have identified among our disadvantaged pupils 2021-2022.

Challenge number	Detail of challenge – Barriers to learning and what we want to do for all pupils:
1 P67	Phonics results are lower than their peers and that expected nationally. We aim to: Build on phonics skills and the application of phonics skills to develop reading fluency, reading comprehension and develop vocabulary acquisition. Address school readiness in vocabulary (school development focus).
2 P85	We have identified gaps with basic numeracy skills and motor skills which impact upon writing that will be monitored for impact. We aim to: Build independence, aspirations and Meta-cognition skills (retrieval practice and application of skills). Address school readiness.
3 P67	We recognise that language skills are lower than their peers and that expected nationally. We aim to: Build upon vocabulary and language reasoning skills; Addressing gaps within vocabulary development and acquisition and language comprehension skills.
4 P75/85	We recognise that anxiety and self-regulation skills need support. We aim to: Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs; including pupil voice. Cultivate positive relationships with families. Address self-regulation skills (increased independence, responsibility, motivation) Meta cognition skills (retrieval practice and application of skills) and target consistent attendance. It may also be necessary to access additional family support from the well-being team.
5	We know the current Nursery and Reception cohorts have been most affected by the national lockdowns. We aim to: Look at our Early Years' cohort and their school readiness and monitor Personal development and characteristics of learning alongside the communication targets.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (21-24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve national average progress scores (or better) in KS1 Phonics, Reading, Writing, Maths and speaking. Achieve national average (or better) in EYFS GLD- Achieved 2022. 21-22 Data P5. Impact is the increase in data compared to 20-21 Data and against National. Quality first teaching in classrooms	Achieving at/better than for local and national other. Increase the attainment of vocabulary and language. Achieving greater depth. Progress data will show the narrowing gap. Our monitoring process identifies that all children experience lessons and good progress can be made.
To maintain good levels of attendance EOY 2021= 96.7% Attendance for EOY 22 is:	Attendance showing a consistent level at (or better than) national averages. Attendance is within 96%. Regular monitoring will address any dips.
To develop pupil voice: via School council/ well-being/ Eco committee/ 2022- Trialled pupil conferences; link from well-being team.	Continue these 22-23.
Our Cultural capital: wider opportunities for curriculum enrichment: Parental engagement/ Outdoor learning. All pupil premium children invited to clubs (morning clubs, wraparound, after school clubs, enrichment clubs).	21-22: Connections to education setting resumed . All invited pupils accessing a club (academic or other) achieved . Continue 22-23 Parental workshops/ meetings resumed .

Part A Review of approaches 2021-2022: This reviews our approaches for this **2021-2022**.

Teaching (for example, CPD, recruitment and retention): Budgeted cost: £ £7988.85 (50%)

Activity High quality teaching	Approaches we have implemented	Challenge number(s) addressed
Teaching: Ongoing CPD to improve phonics teaching, reading fluency and comprehension. Include phase 1 strategies-early reading skills. Wider communication and language approaches using NELI (Nuffield Early Language Intervention) Outdoor learning After school club (autumn 1 half term) for phonics, reading, writing and maths	Ensure all relevant staff (including new staff) have received training to deliver the Rocket phonics scheme effectively and to include new phonic books to send home/ share in class. This cascades to include TA's and appropriate wraparound staff. English Lead out of class for 1 year (21-22) to embed phonics and reading teaching and learning. EEF guidance documents: Meta-cognition/ self-regulation (+7 months' impact), Oral feedback (+7 months' impact)- synthetic phonics interventions (EEF+4 months' impact) to sound out/ blend sounds: reading comprehension strategies (EEF+6 months' impact) to teach approaches and techniques to improve reading fluency and comprehension of written texts. *This links to wider strategies and ensuring our pupils are rich in knowledge.	1 2 p85 3 5

Our challenge: *High quality teaching with high expectations We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. **Challenge 1-5**. Phonics results are lower than their peers and that expected nationally. We aim to: Build on phonics skills and the application of phonics skills to develop reading fluency, reading comprehension and develop vocabulary acquisition.*

We achieved: All staff are having on-going phonics support from curriculum lead. Y2 children sat phonics test December 21 with 91% pass rate. The children who did not pass will retake the test with Y1 cohort in May 22.
Y1 phonics pass rate was 87%

Children supported with morning and lunch time phonics clubs delivered by Teachers.

Our challenge: *Overcome barriers to learning and develop oral language and communications skills via vocabulary building and language comprehension (this includes the NELI programme). **Challenge 3***
We recognise that language skills are lower than their peers and that expected nationally.

We aim to: Build upon vocabulary and language reasoning skills; Addressing gaps within vocabulary development and acquisition and language comprehension skills.

We know the current Nursery and Reception cohorts have been most affected by the national lockdowns.

We aim to: Look at our Early Years' cohort and their school readiness and monitor Personal development and characteristics of learning alongside the communication targets.

We achieved: Vocabulary development is becoming embedded within teaching/ learning opportunities. NELI assessments completed for Reception cohort and children within low scoring levels and those identified by staff as benefitting from small group intervention do so 2x weekly during learning time. This is led by Reception TA and in liaison with Inclusion lead.

Our challenge: Offer increased reading opportunities via reading books matched to phonics and reading for pleasure (challenge 1).

We achieved: Implementation plans to support reading, writing, phonics are becoming established to support low 20% of children.

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

Budgeted cost: £7988.85 (41%) Plus £478.09 Academic Mentoring, Plus £1012.50 School led tutoring =£9479.44. **Actual spend**=£20,889.15. Senior leaders, teachers and after school provision were leading on before school, lunchtime and after school interventions. Academic mentor interventions were in lessons to maximise in the moment / same day learning.

Activity Targeted academic support	Approaches we have implemented	Challenge number(s) addressed
Reading for pleasure- Academic mentoring School led tutoring	Purchase of new books. Meta cognition skills, <i>retrieval practise</i> . Ensure access to high quality adult support via targeted/ specific interventions. Meta-cognition/ self-regulation (+7 months' impact), Shared reading to model/ extend vocabulary 1:1 reading to practise comprehension/ phonic skills. Pre-reading for class based texts, reading comprehension strategies (EEF+6 months' impact) to teach approaches and techniques to improve reading fluency and comprehension of written texts.	1 p67 3 p67 5
Reading, Writing and Maths mastery Pre-teach/ same day/ specific skill based intervention. Targeted in-school tuition for Reading, phonics, maths, writing	Establish small group interventions for disadvantaged pupils falling behind age-related expectations: Pre-teaching/ Same day/ specific skills practise. Maths greater depth (fewer topics in more depth) (EEF+2 months' impact). In school tutoring: Small group tuition (EEF+ 4 months impact). English Lead out of class for 1 academic year (21-22) to embed CPD. Inclusion lead out of class for 1 year (21-22) to embed intervention structure/ ethos	1 2 3 5
Vocabulary and language enhancements	Continue to implement NELI language intervention for increased vocabulary development (EEF+6 months impact). This has led to an increase in talking, vocabulary development and	1/ 3/ 5
Our challenge: <u>Targeted interventions in specific skill gaps; knowing and responding to our data and what skill gaps to fill and close. Challenge 1-5</u> <u>We have identified gaps with basic numeracy skills and motor skills which impact upon writing that will be monitored for impact. We aim to: Build independence, aspirations and Meta-cognition skills (retrieval practice and application of skills)</u> <u>Promote an ethos of attainment for all by meeting identified and individual needs of: weaker motor skills; gaps in basic numeracy skills and lack of 1;1 reading opportunities. We will address this by: Challenge1-2</u> We achieved: Autumn: Senior leaders ran phonics, reading, writing and maths groups for 1 hour after school once a week for 6 weeks in autumn term. 91% Y2/ 85% Y1 Additional support via Academic Mentoring scheme (Laura Webb) in school. This was to support vulnerable learner within KS1 during spring and summer terms. After school interventions (School led Tutoring) in wraparound to support children who attend who have been identified as benefitting from support. Additional before school phonics clubs in first summer half term and lunch time phonics groups in autumn term for 20 minutes x 5 days delivered by teachers. Continued support from Curriculum lead around phonics and reading. Clicker software to support learners with alternative ways to access/ record work. Further training arranged for September 2022. Half termly pupil progress meetings to discuss learners.		

Wider strategies (our Cultural Capital opportunities): Budgeted cost: £ 3507.30 (18%)

This information will be updated in September 2022.

Activity Wider strategies	Approaches we have implemented	Challenge number(s) addressed
Engaging with families SIMS PARENT APP	Using Seesaw platform to share communication, targets and achievements and encourage parental engagement. On-going dialogues to maintain good attendance, Parental workshops- Parental confidence, involvement in learning, re-establish connections to education settings.	1/ 2/ 3/ 4/ 5
Access to support: Half-termly Well-being meetings invites to parents. Sign post to Ordinary magic, Offers of uniform, Pay for trips, clubs etc.	Half termly invites for parents to access Well-being/ Inclusion support. This increases parental engagement. Regular (and more immediate) parental engagement either face to face or via seesaw. All PP children invited to clubs.	4/ p75/85 5
Improving attendance and readiness to learn for the most disadvantaged pupils. Be mindful of children who accessed school vs children who were learning on-line.	Using Seesaw platform to share communication, targets and achievements. On-going dialogues to maintain good attendance, Parental workshops- Parental confidence, involvement in learning, re-establish connections to education settings. Half termly invites for parents to access Well-being/ Inclusion support. This increases parental engagement. Regular (and more immediate) parental engagement either face to face or via seesaw. Spring 2022: Regular attendance updates from School office. Attendance celebrated in school.	1/ 2/ 3/ 4/ 5

Our challenge: We recognise that anxiety and self-regulation skills need support.

We aim to: Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs; including pupil voice. Cultivate positive relationships with families. Address self-regulation skills (increased independence, responsibility, motivation) Meta cognition skills (retrieval practice and application of skills) and target consistent attendance. It may also be necessary to access additional family support from the well-being team

We achieved: To support Social, Emotional and Mental Health needs within our bespoke well-being offer. To promote Self-regulation strategies to provide the tools to help children flourish. **Challenge 4/ 5:** Responses to parent concerns around anxieties (especially those moving to Y3); We ran a Calm club for the children we felt would benefit (supported by our SSS specialist Teacher).

We achieved: From Autumn 1/ 2 and summer 1/ 2; all PP children invited to clubs.

During spring some children decided not to attend/ some parents not realised funding available (limited opportunity to keep up due to impact of severe staff shortages due to covid).

Trips are covered by school for PP children.

Continuing to use SEESAW as our platform to send messages, targets, learning successes.

Total budgeted cost: £ 19485.00

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
NELI	Nuffield Foundation Early Language Intervention.
Academic mentoring	School pay 5% costs (£478.09) DfE subsidise by 95% (£9083.78)
School Led Tutoring	School received £1012.50 to use for out of school interventions.

Data overview 2021-2022

Measure	Score: School	National
Reading: KS1:	83% Greater Depth- 43%	67% Greater Depth- 18%
Phonics KS1	Y1- 85% Y2- 92% - Resits- 40%	76%
Writing: KS1:	65% Greater Depth- 27%	58% Greater Depth- 8%
Maths: KS1:	82% Greater Depth- 48%	68% Greater Depth- 15%
EYFS: GLD	76%	65%

Part C: Review of outcomes 2020-2021

Aim	Outcome
Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	<u>We achieved:</u> Same day interventions target gaps in learning from previous lessons-linked to basic skills in literacy and numeracy. Pre teaching interventions provide opportunities to rehearse skills in advance. Effective gap tasks and next steps that are reviewed. Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers. All vulnerable (SEN and this includes 2 PP) children offered a school place during national lockdown January to 8th March. Higher involvement with parents (over Teams/ Seesaw) during lockdown. This linked to reading books refreshed and other resources either offered or requested made available to families each week during lockdown.
Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support	<u>We achieved:</u> In house training and support from SMT. English Lead: New Rocket Phonics scheme, Maths Lead: using mathematics and assessing the impact; Computing/ Home learning lead: New on line SEESAW platform. Inclusion Lead (IL) on inclusivity- identifying needs and increasing independence for learning within the classroom, ranges of interventions to include all PP plus children within bottom 20%, collaborative work with Rachael Russell for IL/ HT Supporting NQT. Assessments of pupils, Pupil progress meetings, NICE notes from SMT.
Use new high quality resources eg: Seesaw/ Mathletics to support home learning. In addition: resources utilised / purchased to support pre teaching so additional books for use at home.	<u>We achieved:</u> Learning walks Evidence scrutiny in books and working with children Home school communications via Teams and Seesaw Link to Home learning lead in school Seesaw utilised in localised and national lockdown periods within school. Materials uploaded provided a range and balance of practical and work based opportunities for pupils with necessary challenge. Additional copies of texts purchased to support pre teaching or home learning for PP children. Copies of other learning materials. Laptops were loaned. Increased communication with parents closes the gaps in learning. Gap tasks and next steps were shared via seesaw where children uploaded these.
Ensure pupils are given equal opportunities to fully engage with the curriculum	<u>We achieved:</u> Learning walk Curriculum review Links between club leaders PP pupils are invited to join a range of in- school clubs/ before/after school clubs. Trips and events are offered with no expectation of parents to pay. Lunches were made available during lockdown/ home learning. All KS1 PP children offered places at Holiday club for Easter 2021

2020-2021

Measure	Score
Reading: KS1:	73%
Writing: KS1:	63%
Maths: KS1:	62%
EYFS: GLD	58%

Further information (optional)

2020-2021:

School Governors approved match funding (using some school reserves) to exceed government funding to enable us to accomplish all of the above