

# Pupil premium strategy statement – Wood Fold Primary

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	Wood Fold Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	14.2% (59 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 -2024 2024- 2025 2025 - 2026
Date this statement was published	Sept 2022
Date on which it will be reviewed	Termly Dec 2023, April 2024, July 2024
Statement authorised by	Mrs R Gough Headteacher
Pupil premium lead	Miss B Hunter Assistant Headteacher
Governor / Trustee lead	Debbie Parkinson LA Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,250
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£100,660</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Wood Fold Primary School, 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 their full potential, including progress for those who are already above age related expectations.

High-quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment. To ensure our approach is effective we will challenge disadvantaged pupils in the work that they're assigned, act early to intervene at the point a 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.

We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Wood Fold. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Greater numbers of children experiencing Social, emotional and mental health difficulties.
2	Gaps in reading, writing, maths and phonics between disadvantaged and non disadvantaged.
3	That dis-advantaged high and medium prior attaining pupils achieving high scores at the end of KS2.
4	Poor punctuality is an ongoing issue for some of our disadvantaged pupils.
5	Knowledge of our community reveals that some of our pupils, specifically those who are disadvantaged have limited experiences and wider knowledge/awareness of the world beyond their immediate local community which has a negative impact on accessing the whole curriculum.
6	Speech and language - Pupils' pre-literacy skills: observations, interactions with pupils and baseline language assessments on entry to the EYFS suggest lower levels of oracy, receptive and expressive vocabulary among many of our disadvantaged cohort.

## 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 reduce the gap between PP and Non PP children who meet the national expectations.	The gap between PP and non-PP children who meet age related expectations is reduced.
High prior attaining disadvantaged children will make good progress, achieving a high score at the end of KS2.	High achieving children across KS2 who are eligible for PP make as much progress as non-PP pupils identified as high ability in maths, reading and writing.
Increased attendance rates for pupils eligible for PP and fewer lates.	<p>Reduced amount of absences in those PP children who have been identified as a cause for concern so that overall attendance for those pupils is at least 97%.</p> <p>Reduced % of late marks received for disadvantaged children, bringing them in line with other children.</p>
Children have engaged with a wide range of curriculum and extra-curricular opportunities	<p>All teaching staff to lead an extra-curricular club alongside four or five nights a week of additional clubs and sports clubs run by external coaches.</p> <p>Specialist PE coaches and a peripatetic music teacher to deliver lessons to provide a high-quality of education in these areas.</p>
Speech and language issues identified upon entry to school (inc. Pre-school) are addressed quickly and appropriate support put in place if needed.	<p>Children leave the Reception class with high level of speech and language.</p> <p>Any issues that are still prevalent are identified and appropriate support (inc. external) is in place.</p>
The pastoral needs of disadvantaged pupils are supported effectively including behaviour, attendance, well-being, and social, emotional and mental health.	<p>Children have greater access to wider curriculum opps (such as residentials, clubs etc.)</p> <p>Parents and children feel well supported.</p> <p>Children are well fed and clothed when attending school.</p> <p>Boxall profiles show improvements in the children's social, emotional and mental health after receiving specific support.</p>

## 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: £7,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Sounds and Syllables teaching across KS2 to ensure effective delivery of high-quality whole class spelling sessions.</p>	<p>There is extensive evidence that high quality teaching of Spelling involving a balanced approach of systematic synthetic phonics combined with comprehension approaches have a positive impact upon outcomes when tailored to pupils' capabilities and using texts that provide effective yet not overwhelming challenge.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• EEF Guidance Reports: Improving Literacy at KS1 (Recommendation 3 and 6) and KS2 (Recommendation 5).</li> <li>• EEF T&amp;L Toolkit Phonics (+ 4 additional months progress)</li> </ul> <p>Knowing the rules for syllable division can help children to read words more accurately and fluently.</p>	<p>2, 3</p>
<p>Sounds Write to be taught daily to all Reception, Year 1 and Year 2 children.</p>	<p>The Sounds-Write phonics programme is a highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell.</p>	<p>2, 3, 6</p>
<p>Develop teachers' professional knowledge on the use of formative assessment to better support teaching and learning to ensure it is responsive and utilise regular progress meetings to review impact of T&amp;L on pupils' understanding. Ensure effective feedback is provided to children, including the identification and addressing of basic errors.</p>	<p>There is extensive evidence that high quality assessment involves embedding strong formative assessment techniques into classroom practice to check pupils' understanding and learning. When done well, assessment is a tool for making inferences about what pupils know and using this information to provide guidance for planning to address pupils' next steps.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Evidence Based Education/GTT – What Makes Great Assessment?</li> <li>• EEF T&amp;L Toolkit – Feedback (+6 additional months progress)</li> </ul>	<p>2, 3</p>
<p>Embedding the Instructional Coaching model in the school's monitoring cycle to provide meaningful small, actionable steps of feedback for teachers to support them in honing and developing</p>	<p>Steplab is a professional learning platform for schools that harnesses <i>instructional coaching</i> and <i>data-driven insights</i> to systematically improve teaching and learning.</p>	<p>2, 3</p>

<p>their practice. This will ensure that there is a robust drive for continuous improvement from teachers and leaders whilst maintaining a supportive atmosphere founded upon a collaborative strive for consistent, quality-first teaching for all pupils.</p>		
<p>Continue to use WALKTHRU strategies and Rosenshine principles to improve, develop and support classroom practice.</p>	<p>Lesson structures reinforce routines and scaffold learning.</p> <p>Sequences of activities are planned to stimulate and maintain engagement by linking lessons to the learning focus.</p> <p>Teachers adopt explicit teaching practices which clearly show children what to do and how to do it.</p> <p>Worked examples demonstrate the steps required to complete a task or solve a problem.</p>	<p>2, 3</p>

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

Budgeted cost: £64,614.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target key year groups and identified disadvantaged pupils with 1:1 / small group specialised interventions (Sounds Write Phonics, 1:1 reading, Little Wandle Fluency programme and White Rose Maths interventions) through deployment of additional teachers.</p>	<p>Evidence suggests that schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others and that the needs of pupils are addressed, first and foremost, through high-quality classroom teaching. Small group tuition is effective as it results in more focused teaching to pupils' needs, additional feedback from the teacher and more sustained engagement from disadvantaged pupils. Diagnostic assessment and teacher's knowledge of pupils start points, misconceptions and next steps ensures that small group teaching is focused and targeted on pupils' needs and effective. Evidence:</p> <ul style="list-style-type: none"> <li>• EEF T&amp;L Toolkit – 1:1 tuition (+5 additional months progress)</li> <li>• EEF T&amp;L Toolkit – Small Group Tuition (+4 additional months progress)</li> <li>• EEF T&amp;L Toolkit – Reading comprehension strategies (+6 additional months progress)</li> <li>• EEF Guidance Report 'Maximizing the Impact of TAs'</li> </ul>	<p>2, 3, 6</p>

<p>Continue to implement evidence-informed S&amp;L intervention - Wellcomm in Early Years to improve pupils' oracy skills as a foundation for early reading and future life chances.</p> <p>To train and develop staff in the use of ELKLAN to develop children's speech and language skills.</p>	<p>ELKLAN is a proven programme of support for professionals to support speech and language needs.</p> <p>ELKLAN are national leaders in training education practitioners to help children and young people to develop the skills they need to succeed in life.</p>	2, 3, 6
<p>Teaching Assistants deployed in all classrooms to support with the learning of children.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• EEF T&amp;L Toolkit – Teaching Assistants (+4 additional months progress)</li> </ul>	2, 3, 6

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

Budgeted cost: £31,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Pastoral Lead and pastoral support to provide tailored provision</p> <p>Counselling / 1:1 pastoral sessions</p> <p>Multi-agency recommendations for identified children.</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>Counselling in schools can provide supportive relationships, a safe environment where a child can improve social skills, self-awareness and learning capacity and enhance the overall emotional health and mental wellbeing of the child.</p>	1, 4, 5
<p>Identified member of staff to closely monitor pupil's attendance and follow up quickly on lates or absences to identify patterns or areas of concern.</p> <p>Wigan Attendance Officer employed to support school to address attendance concerns.</p>	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes. Children with maintained attendance can develop relationships with school staff and be able to access learning.</p>	4

<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model and Training Forest Schools Leads so more pupils can access.</p>	<p>Wider curriculum opportunities enable the children to develop a breadth of interests, life skills, personal qualities, experiences and attitudes that are transferable to other areas of their life at school and beyond.</p> <p>Forest School places an emphasis on self-reflection, which equips learners with emotional and social skills that can stay with them into adulthood and permeate into other areas of their life.</p>	<p>1, 5</p>
<p>Lunchtime Support to provide high quality games and activities to engage pupils.</p> <p>Development of 'Art Bus' as a tool for lunchtime provision – including board games and art activities.</p>	<p>Positive behaviour management promoting positive play.</p> <p>Raised status &amp; esteem of staff resulting in happier staff and pupils.</p> <p>Positive reward systems and incentives resulting in consistent good behaviour.</p> <p>Better relationships, reduced conflict resulting in fewer problems for teachers at the end of lunch.</p> <p>Positive appreciation from parents</p>	<p>1, 5</p>
<p>Subsidise the cost of residential visits and other school curriculum visits, for vulnerable and disadvantaged pupils, to promote pupils' independence, resilience and self-confidence and raise aspirations for future study and life whilst improving pupils' engagement with the school curriculum.</p>	<p>Evidence suggests that residential visits have benefits linked to improving pupils' engagement with learning; fostering deep relationships with peers and teachers and creating a sense of cohesion and belonging (vital after an extended period of lockdown and prior to a period of transition for pupils) and improving pupils' self-confidence, resilience, and well-being.</p> <p>Our decision to invest in subsidising school curriculum visits is supported by our own professional and contextual knowledge and previous school success that enhancing the wider curriculum with real life experiences builds our pupils' background knowledge and improve their access and understanding of their curriculum studies.</p> <p>Evidence: Independent evaluation of research by Learning Away funded by Paul Hamlyn Foundation</p>	<p>1, 5</p>

**Total budgeted cost: £103,942.92**

## 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.

**Intended Outcome 1: To reduce the gap between PP and Non PP children who meet the national expectations.**

Comparison of the attainment of disadvantaged vs non disadvantaged.

EYFS GLD	2022-23	
	Disadvantaged	Other
School	50%	80%
Local	48%	66%
National	52%	70%

Y1 Phonics	2022-23	
	Disadvantaged	Other
School	100%	96%
Local	66%	84%

KS1 Reading	2022-23	
	Disadvantaged	Other
School	71%	85%
National	54%	73%

KS1 Writing	2022-23	
	Disadvantaged	Other
School	71%	83%
National	45%	65%

KS1 Maths	2022-23	
	Disadvantaged	Other
School	71%	83%
National	56%	75%

KS2 Reading	2022-23	
	Disadvantaged	Other
School	90%	96%
National	61%	78%

KS2 Writing	2022-23	
	Disadvantaged	Other
School	90%	90%
National	59%	77%

KS2 Maths	2022-23	
	Disadvantaged	Other
School	60%	96%
National	59%	79%



Due to the relatively small number of children who are classed as disadvantaged the data is hard to compare. However, the results from 2022-23 show that the gap between disadvantaged and non-disadvantaged is highest in EYFS, as a result the use of WELLCOMM and ELKLAN will be developed to support the development of speech and language in the early years; the curriculum will also be revised to ensure that emphasis is placed on books and language.

The phonics results are high for the school and the gap between disadvantaged and non-disadvantaged is very small, with disadvantaged outperforming non-disadvantaged. In KS1 and 2 whilst a gap remains between disadvantaged and non-disadvantaged the gap in school is generally smaller than that nationally. The only exception to this is KS2 maths results. As a result, we have trained all the Teaching assistants on the use of 'White Rose Maths intervention' so that interventions used are fully matched to the curriculum we teach in order to help close any gaps.

**Intended Outcome 2: High prior attaining disadvantaged children will make good progress, achieving a high score at the end of KS2.**

The results for 22-23 show that in Reading and Maths all the disadvantaged children who were classed as high prior attainers achieved a high score in their SATS papers. In addition, some of the disadvantaged children who were medium prior attainers also achieved a high score.

N.B due to low numbers, exact figures cannot be given as it may make children identifiable.

**Intended Outcome 3: Increased attendance and punctuality rates for pupils eligible for PP.**

Attendance data shows the overall percentage for attendance for last year was:

Disadvantaged children = 96.04%

Non disadvantaged = 94.52%

Therefore, disadvantaged attendance was high that non-disadvantaged.

Lates data shows the overall percentage of lates for last year was:

Disadvantaged children = Late before: 1.11% Late after: 0.23%

Non disadvantaged = Late before: 0.67% Late after: 0.03%

Therefore, lates are still an issue for disadvantaged pupils as the % of lates are higher than non-disadvantaged.

**Intended Outcome 4: Children have engaged with a wide range of curriculum and extra-curricular opportunities.**

84% of disadvantaged attended a club last year. We are really proud of this. We will continue to promote all children's attendance at clubs and target children who do not attend to help promote their attendance.

**Intended Outcome 5: Speech and language issues identified upon entry to school (inc. Pre-school) are addressed quickly and appropriate support put in place if needed.**

Early Years Foundation stage profile data for 22-23 shows:

'*Listening, attention and understanding*' meeting the expected standard:

Disadvantaged children = 50%

Non disadvantaged = 88%

'*Speaking*' meeting the expected standard:

Disadvantaged children = 75%

Non disadvantaged = 90%

The data shows that the gap between disadvantaged and non-disadvantaged still remains therefore further work around speaking and listening, including understanding, still needs to be done.

**Intended Outcome 6: The pastoral needs of disadvantaged pupils are supported effectively including behaviour, attendance, well-being, and social, emotional and mental health.**

New pastoral manager appointed to oversee SEMH provision. All disadvantaged children who have accessed counselling have seen improvements in their mental health. Boxall profiles are completed for all children who are identified as possibly needing additional SEMH support, actions plans are then created from the information they provide. Boxalls are then repeated at the end of any intervention or at regular intervals. All Boxalls show progress with the children.

## 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

## 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?	Support and resources as needed.
What was the impact of that spending on service pupil premium eligible pupils?	Working in line with age related expectations.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

