

This statement details our school's use of pupil premium funding (and recovery premium) 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	Woodfield Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	146/385 38%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	2023
Date on which it will be reviewed	June 2024 (Annually)
Statement authorised by	Kate Hope
Pupil premium lead	Lily Allison
Governor / Trustee lead	David Longley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,101
Recovery premium funding allocation this academic year	£21,171
School Led Tutoring	£9,518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£243,790

Part A: Pupil premium strategy plan

Statement of intent

At Woodfield Primary school, we passionately believe that education plays a powerful and transformative role in improving life chances. As a highly inclusive school, we strive to remove any barriers that stand in the way of pupils' education. Our main objective is on diminishing the difference between disadvantaged children and their peers and allowing all children to succeed. Given the high levels of deprivation in the locality (Indices of Multiple Deprivation is 44 and most pupils live in the top 10% most deprived areas in Doncaster), we recognise that not all socially disadvantaged pupils qualify or are registered for FSM and we therefore strive to remove educational inequality for all children. Therefore, our plan aims to diminish the difference by focusing on quality first teaching for all pupils. We will provide targeted support in phonics and reading to improve vocabulary, language and oracy skills which impact upon all other areas of the curriculum. We will also provide targeted support in SEMH and strive to provide a range of wider opportunities to give children the very best start in life and promote cultural capital for all. Children will also be supported through our new Flourish curriculum so that they have skills for secondary and life beyond.

Challenges

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

Challenge number	Detail of challenge
1	Language, vocabulary and oracy skills which impact upon reading and writing
2	Social, emotional and mental health
3	Attendance
4	Partnerships with parents and carers
5	Life skills/readiness for secondary

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
<p>Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups</p>	<ul style="list-style-type: none"> • Increased % of pupils meeting the standard of the Phonics Screening Test. Aspirational target of 100% • Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2, Y3, Y4, Y5 and Y6 • Graduated approach to teaching means all children even SEND make good progress • Quality of teaching improves as evidenced through English lead support for teachers and learning walks • Assessments of key intervention groups – precision teaching • Numbers of children requiring additional phonics reducing over time/in different year group • Precision teaching means all SEND children make progress
<p>To address the social, emotional and mental health needs of pupils who are most at risk of underachieving or exclusion</p>	<ul style="list-style-type: none"> • Increased % on the Thrive assessment tool each term for all children. As a result more children are settled to learn • The school offers the right support at the right time to pupils who require support in the development of their social and emotional skills. As a result, they are more settled and ready to learn and make progress on the Thrive assessment tool • Pupils who require a 1:1 Thrive plan make progress on the assessment tool and with key-adult support are able to settle to learn in class • Fewer pupils exhibit discharge behaviours in school
<p>To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance with a specific focus on persistent absence</p>	<ul style="list-style-type: none"> • Decrease in pupil absence year on year • Decrease in PA year on year • Poor attendance does not impact on pupil progress and attainment • Families are supported in resolving any issues which impact on a pupil's attendance
<p>To continue to engage parents with their child's learning</p>	<ul style="list-style-type: none"> • Parents and carers feel confident in supporting pupils' progress at home <ul style="list-style-type: none"> • Hard to reach/vulnerable families are interacting with the VLE • A consistent approach to promoting reading at home • Increased % of children engaging with home learning
<p>To ensure children are 'secondary ready' when they leave school and have the life skills to flourish</p>	<ul style="list-style-type: none"> • All children engaging with the new Flourish curriculum and understand how their learning within Flourish will enhance their life skills • Pupils are ready for secondary when they leave school and ready to succeed in life and beyond through Flourish curriculum and life skills taught in lessons

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -Phonics lead LSA working throughout KS1/LKS2 school in small intervention groups providing targeted support for all children who are below in reading -Daily timetabled teaching of RWInc in EYFS/KS1 and in groups in LKS2 -Regular timetabled teaching of RWInc in LKS2 to address gaps in phonic knowledge and allow all children to be readers -RWI training for all ECTs starting in 2023 -Purchase RWI Development package to have 'Reader Leader' support all year. -Refresher training CPD for all staff teaching phonics and follow – up coaching in Spring / Summer 	<ul style="list-style-type: none"> -EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils -EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training Dfe 'Reading development' and 'Reading Framework' January 2022 	<p>1. Language, vocabulary and oracy skills which impact upon reading and writing</p>
<ul style="list-style-type: none"> -Once phonic knowledge is secure, KS2 to have a balanced focus on vocabulary development, fluency and comprehension skills -CPD from English lead for all teachers -Teachers are to model fluency using the vocabulary of fluency (intonation, stress, phrasing, rhythm etc) following CPD -Pre-teaching of vocabulary to be focussed on - definition, synonym, antonym, root-word during comprehension sessions -Core reading books, 100 Books to Read at Woodfield, Library, DEAR, Pause for a poem Friday. Ensure Boys hooked on the texts chosen. -1:1 Reading support for pupils with tutoring and coaching. Small group tutoring and reading support (VIPERS) 	<ul style="list-style-type: none"> -Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2 -High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium) -Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage -This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud. 	<p>1. Language, vocabulary and oracy skills which impact upon reading and writing</p>
<ul style="list-style-type: none"> -New Flourish curriculum for all children throughout school. -Teachers met to create the Flourish curriculum to provide children with the life skills they need to succeed in secondary and beyond -PSHCE lead to plan Flourish curriculum and disseminate throughout school. Regular timetabled slots for Flourish curriculum 		<p>5 Life Skills/Readiness for Secondary</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-All children to be assessed on the Thrive assessment tool on entry to school in September 2023</p> <p>- Thrive Lead Practitioners in school to lead on implementing and developing the Thrive approach in school to ensure class, group and 1:1 provision is effective</p> <p>-Thrive Lead Practitioners continue to provide coaching and CPD where applicable. Children who are not making progress on the assessment tool to be identified and additional plans to be implemented to support them</p> <p>-Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENDCo</p> <p>-Mental Health practitioner CPD</p> <p>-Nurture provision, Learning Mentors and resources for bespoke support</p>	<p>- EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p> <p>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the Thrive action plans for each year group. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school</p>	<p>2. Social, emotional and mental health</p>
<p>-Targeted support for pupils not on track to achieve their targets, as identified in Summer 2023 analysis of data in Reading, Writing and Maths</p> <p>-Precision teaching to continue to plug gaps in all areas of learning in KS2</p> <p>-Graduated approach to learning so that all pupils make accelerated progress</p> <p>-Intervention and support, after school clubs and tuition for disadvantaged Pupils and Boys not on track.</p> <p>-Small group reading 1:1 Through School Led Tutor in reading and Writing.</p>	<p>EEF Planning strategy Effective teaching of English (KS1 and KS2 Effective Maths Support (KS1 and KS2)</p> <p>EEF – evidence based strategy - school planning EEF – Effective feedback Toolkit</p> <p>– Sutton Trust, mentoring and 1:1 coaching +++ benefit and added months of progress.</p>	<p>1 Language, vocabulary and oracy skills which impact upon reading and writing</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead. Clear system for monitoring attendance with Attendance Officer (Arbor)</p> <p>-Escalation procedures initiated proactively e.g meetings with Pupil Premium Lead, Parent Manager, Attendance officer and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.)</p> <p>-Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner with family support worker</p> <p>-All parents feel that their children are safe. Very effective attendance officer continuing with proactive approaches</p> <p>-Attendance rewards weekly for classes and pupils termly. Attendance challenges for period of the year we have high absences. Fixed Penalty Notice issues when pupils return from holidays</p>	<p>-Following guidance from 'Improving School Attendance: Support for Schools and Local Authorities' DFE, 2021 EEF</p> <p>– Published review and Ofsted findings EEF</p> <p>– Working with Parents to support Children's learning</p>	<p>3 Attendance</p>
<p>-Support for pupils with Attachment, Trauma or behavioural issues. Boxall baseline, Thrive Assessment, Personal Development tracking</p> <p>-Learning Mentors and Key Workers supporting in Nurture, class and with transitions.</p> <p>-SEMH support for all pupils, Thrive Support Plans and Thrive room. RSE and PSHE Quality First Teaching with Jigsaw scheme utilised.</p> <p>-Well – being team in school, supporting staff, parents and pupils with well – being. 4 Trained Mental Health First Aiders, receive the CPD to signpost. Inclusion Manager to become Mental Health Trainer across Trust.</p> <p>-Work alongside CAHMS and 'With me in mind' and external agencies.</p>	<p>- EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p> <p>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the Thrive action plans for each year group. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school EEF</p> <p>– Impact Of Covid. Ofsted – Research Findings 2022</p>	<p>2. Social, emotional and mental health</p>

Total PP Funding: £ 243,790

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 to 2023 academic year.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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		
Launchpad for Literacy	Times Tables Rockstar	Gooseberry Planet E. Safety
Purple Mash Computing	Thrive	Jigsaw
RWI		

Service pupil premium funding (optional)

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

Measure £670 (2 pupils)	Details
How our service pupil premium allocation was spent last academic year	
Additional Tutoring. Contributions to Trips and residential	
The impact of that spending on service pupil premium eligible pupils	
Children fully immersed in school life and accessed all trips and the Residential	

Further information (optional)

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