

Pupil premium strategy statement 2021-22

This statement 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	Woodgrange Infant School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	15%
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-22	76,320
Recovery premium funding allocation this academic year	
School-led tutoring funding allocation this year	5,265
Total budget for this academic year	

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 and vulnerable pupils to achieve that goal.

High-quality teaching is at the heart of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap. Our strategy is also integral to wider school plans for education recovery

Our approach will be responsive to individual needs, rooted in our knowledge of individual pupils and their families. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure a whole school approach to meeting needs
- Ensure all staff have high expectations of all pupils
- Act early to identify and respond to needs
- Monitor and evaluate impact

Challenges

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

	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments indicate that children living in challenging circumstances have less access to books and fewer opportunities to practise reading.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly in EYFSP outcomes.
4	Our assessments and observations 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. This manifests itself in behaviour and rough play.
5	Our attendance data over the last X years indicates that attendance for some disadvantaged pupils, particularly those with SEND has been lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and wider vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes from 2023 show that more than X% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of EYFS.	Maths outcomes improve year on year
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations as well as behaviour monitoring • EYFSP outcomes in PSED
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils with SEND	Sustained high attendance at 95% for target pupils

Activity in this academic year

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge
Introduction of “word aware” – specific focus on enriching and building vocabulary linked to classroom learning	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

Training and support for staff by full time qualified speech and language therapist	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Time for English lead to support and improve quality of phonics teaching across school Time for English lead to monitor and support quality reading support across school		2
Enhancement of our maths teaching and curriculum planning We will fund teacher release time to for a Lesson study approach to Teacher learning	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4/ 5
Think equal resources deployed across EYFS with 2 staff trained as leads		

Targeted academic support

Budgeted cost: £34,200

Activity	Evidence that supports this approach	Challenge
Speechlink assessments for all Reception intake and mid phase admissions Assessments retake at end of each school year Interventions delivered alongside high quality language rich classroom teaching & environments Nuffield Early language intervention delivered by trained TA (EYFS)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Targeted reading support- online programmes- NESSY/ Reading eggs supported by a Teaching Assistant		2

Wider strategies

Budgeted cost: £42,766

Activity	Evidence that supports this approach	Challenge
<p>Staff training on behaviour management – ELSA programme – 2 TAs being trained</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Support for families to engage with their child's development and education</p> <ul style="list-style-type: none"> - practical support for families- housing, finances, accessing services etc - support around learning- particularly language development and reading- this will be in the form of workshops and meetings for groups and individual parents - support for parents of children with SEND 		

Total budgeted cost: £82,500

Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted teaching and learning for all pupils. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Attainment gap between disadvantaged pupils and other pupils (pupils with SEND not included in this data)	
Reading 16%	Writing 25%

Outcomes in mathematics did not show a significant gap.

Attendance

In 2021 disadvantaged pupils' attendance was 4% lower than other pupils and therefore attendance is a focus on this year's plan.

Well-being

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan. We are training 2 Teaching Assistants as Emotional Literacy Support Assistant.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We learned a lot about our more vulnerable families through our regular our contacts during lockdown.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.