# Pupil premium strategy statement 2022-24

## 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 full time pupils in school | 335 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Date this statement was published | June 2023 |
| Date on which it will be reviewed | June 2024 |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year 2022-23 | £96,950 |

# 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. This impacts on learning across the curriculum- language and reading comprehension, developing reasoning in maths and the ability to explain ideas in all subjects/ areas of learning. |
| 2 | Assessments, including Reception baseline assessments indicate that children living in challenging circumstances have less access to books and fewer opportunities to practise reading. This impacts on their rate of progress as their starting points are lower. |
| 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 sometimes manifests itself in behaviour and rough play. |
| 5 | Our attendance data over recent 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 the gap between disadvantaged pupils and other pupils reaching at or above the expected standard is closing in line with or better than nationally |
| 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:   * 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: £15,600

|  |  |  |
| --- | --- | --- |
| **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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Training and support for staff by full time qualified speech and language therapist |
| Time for English lead to support and improve quality of phonics teaching across school  Time for English leader to monitor and support quality reading teaching across the school through a rigorous programme of progress review meetings- Reading learning conversations. This will also support teachers’ development of pedagogy and subject knowledge. |  | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4/ 5 |
| Think equal resources deployed across EYFS with 2 staff trained as leads |  |

**Targeted academic support** Budgeted cost: £45,400

|  |  |  |
| --- | --- | --- |
| **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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Targeted reading support- online programmes- Reading eggs supported by a Teaching Assistant  Deployment of trained reading volunteers to read regularly with children | Evidence from the EEF is clear that well planned specific interventions delivered by a trained TA have greater impact than less structured ones. | 2 |

**Wider strategies** Budgeted cost: £33,500

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge** |
| Staff training on behaviour management – ELSA programme – 2 TAs being trained | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Support for families to engage with their child’s development and education   * 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 |  |  |
| Developing and enriching children’s experiences   * subsidising an annual camping experience for Y2 pupils * escorted weekend family visits- with subsidised travel where applicable |  |  |

**Total budgeted cost: £96,950**

# 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 2021 to 2022 academic year.

|  |
| --- |
| Our assessments at the end of 2022 suggested that the performance of disadvantaged pupils was lower than in previous years in line with other groups due to the impact of Covid and school closures. Our disadvantaged pupils have clearly experienced a more severe impact of lost learning than other groups of pupils. This impact persists for this group in 2023, even where other groups appear to have made significant steps towards overcoming the learning deficit.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and that recovery from the impacts remain stubbornly slow.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are less obviously impacted this year for all pupils. This means that going forward we can be more focused on the curriculum and teaching and learning support.  The gap between disadvantaged pupils and their will be closely evaluated in the Autumn term.  These outcomes will inform our plans going forward. |

# 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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). 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**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.  The Headteacher engaged with research around the impact of deprivation in childhood, looking particularly at early language development which ratified our emphasis on strategies to enhance speech , language and vocabulary. We know that many of our disadvantaged pupils face the additional challenge of special educational needs and or learning English as an additional language. Our speech and language based interventions are therefore the most appropriate to meet these needs and impact positively on educational progress and attainment.  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 also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  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. |