

Woodthorpe Primary School

Pupil Premium Report

This statement details our school's use of pupil premium 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
Number of pupils in school	395 R - 6 & 44 Nursery
Proportion (%) of pupil premium eligible pupils	23% (91 pupil)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2027
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J McGann Headteacher
Pupil premium lead	C Grason-Taylor Deputy Headteacher
Governor / Trustee lead	J Parker Chair of the School Governing Body

Funding overview

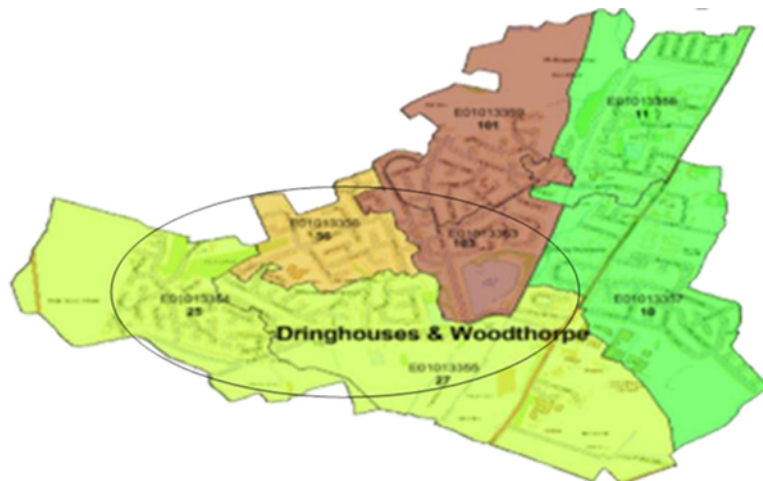
Detail	Amount
Pupil premium funding allocation this academic year	£115,670
Recovery premium funding allocation this academic year	£8265 £6902 (Tuition element) £15,167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£130,837

Statement of Intent

At Woodthorpe, we share a relentless drive to ensure that day-to-day provision allows all children to achieve their full potential. For our children in receipt of pupil funding, we have created carefully designed systems in order to stimulate engagement, broaden horizons, develop skills, improve performance, raise aspirations and maximise achievement in order to close the attainment gap between our disadvantaged students and their non-disadvantaged peers.

Our school strategy places our most vulnerable learners at the centre of what we do within school. We ensure that within pupil progress BRAG meetings, these are the children who are discussed in most detail and who are tracked the closest. We then aim to offer a graduated response to pupil's needs which takes into account the research conducted by the Education Endowment Foundation.

Our key principle is that no single intervention is going to address the attainment gap between disadvantaged pupils and their peers. Therefore, we aim to build on progress day in, day out. We aim to ensure that the quality of education for these pupils is the best it can possibly be and, leaving nothing to chance, our 'vulnerable' pupils are the most monitored group of pupils within the school.



Map showing the contrast between 'wards' within the school's catchment. Light green shows an area of lower deprivation, the brown area shows an area of very high deprivation.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our most disadvantaged pupils remains lower than non-disadvantaged pupils. In the academic year 2022 / 2023 there was a 2.8% difference in attendance between both groups. The school did achieve higher than primary national averages for both groups.
2	The attainment of disadvantaged pupils has high variance throughout the school. In some areas, attainment for disadvantaged pupils is higher than non-disadvantaged peers. However, this is not consistent throughout the school and is linked closely to the % of disadvantaged pupils who may also have a special educational need.
3	Many pupils are identified in EYFS as having communication / language barriers that might limit progress as they move through school if left unchallenged. Many of these pupils are identified as 'possibly' vulnerable as their families might not have applied for the premium at the point that children start within the school.
4	All children learn best when they have an outstanding teacher. To ensure that the % of outstanding teachers within school continues to rise, we ensure that every adult is exposed to high quality CPD linked to educational research.
5	Families needing additional support. These are families who have been identified by Social Services or by the school as requiring additional need. The school's ' Pastoral List' identifies a higher % of need within PP children.

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
Progress in Reading	Disadvantaged pupils achieve a positive progress score of at least +1.0 in KS2 Reading
Progress in writing	Disadvantaged pupils achieve a positive progress score of at least +1.0 in KS2 Writing
Progress in maths	Disadvantaged pupils achieve a positive progress score of at least +1.0 in KS2 Maths
Phonics	100% of disadvantaged pupils to achieve the expected standard within the year 1 phonics check with all SEN PP children receiving additional catch-up intervention if they are not on track to achieve this.
Attendance	Ensure that the attendance of disadvantaged pupils is above 95%

Tiered approach	Cost	Action linked to EEF typical gains / Evidence that supports this approach.	Activity	Challenge number addressed
Teaching	£40,000	<p>Staff & TA CPD programme, with clear structure & standards for all.</p> <ul style="list-style-type: none"> ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ (EEF) 	<p>To ensure that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils.</p> <p>Use of the Walkthru CPD package forms the bases of staff CPD.</p> <p>Phonics teaching is supported via a CPD package – Little Wandle.</p>	4,2
Targeted Academic Support	£12,000	<p>Continue the development of bespoke speech and language support</p> <ul style="list-style-type: none"> ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’ (EEF) 	<p>To ensure that all disadvantaged pupils are screened using the Welcomm Speech and Language tool and that all pupils who are identified receive additional support if needed.</p> <p>The EYFS Leader to ensure that all subjects taught within the unit have clear key knowledge and vocabulary identified.</p> <p>EYFS Leader to complete ELKLAN training.</p>	3
	£11,500	<p>Targeted focused daily intervention</p> <ul style="list-style-type: none"> ‘Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.’ (EEF) 	<p>Accelerated Reader & Little Wandle phonics assessments are used to ensure a tight focus between assessed need and intervention.</p> <p>Disadvantaged pupil’s reading and phonics remains the priority for interventions across school.</p>	2
	£28,000	<p>Phonics interventions</p> <ul style="list-style-type: none"> ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ (EEF) 	<p>To ensure that all disadvantaged pupils are given reading catch-up intervention if they are working below the average standard of their peers.</p> <p>Specialised teaching assistant in ‘reading champion’ role to target phonics interventions across school.</p> <p>To ensure that the reading books that pupils have for independent reading closely match their current phonics stage.</p>	2
Wider strategies	£12,000	<p>Continue to support attendance, lateness and persistent absentees</p> <ul style="list-style-type: none"> ‘Pupil premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning, such as attendance and behaviour.’ ‘Given the impact of the pandemic, issues such as securing high levels of attendance may be more 	<p>To ensure that all disadvantaged pupils have their attendance closely monitored and are supported in order to arrive at school on time and ready for each day.</p> <p>Disadvantaged pupils remain a priority for attendance team with regular check ins and support for families.</p>	1

		prominent for schools as they develop their strategy.’ (EEF)		
	£35,000	Development of wellbeing & disadvantaged pupil champion <ul style="list-style-type: none"> • ‘The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support.’ (EEF) 	<p>To ensure that disadvantaged children are supported emotionally by dedicated support from our Children’s Champions where needed.</p> <p>To collect feedback from daily pupil voice that enables school leaders to monitor pupils' wellbeing throughout the school.</p> <p>When making decisions, mental and physical wellbeing remain a priority for leaders within school.</p>	5

Part B: Review of outcomes in the previous academic year

EYFS (validated 2023 data unavailable)

Indicator	Eligible Cohort ¹	Disadvantaged Pupils: Disadvantaged			All Pupils		
		School	NCER National		School	NCER National	
		5	90,310		59	616,860	
		Value	Gap	Value	Gap	Value	Gap
Good level of development ² ●		40.0%	-9.5%	49.5%	-29.5%	69.5%	-25.2%
Average total point score		31.0	+1.6	29.4	-1.0	32.0	-0.1
All: At least expected		40.0%	-7.5%	47.5%	-29.5%	69.5%	-23.4%
Prime: At least expected		60.0%	-1.3%	61.3%	-16.3%	76.3%	-14.2%
COM: At least expected ●		80.0%	+11.2%	68.8%	-8.1%	88.1%	+0.5%
PSE: At least expected ●		80.0%	+6.4%	73.6%	-4.7%	84.7%	-3.0%
PHY: At least expected ●		60.0%	-15.6%	75.6%	-21.4%	81.4%	-24.9%
Specific: At least expected		40.0%	-8.8%	48.8%	-31.2%	71.2%	-24.9%
LIT: At least expected ●		40.0%	-12.2%	52.2%	-34.6%	74.6%	-28.0%
MAT: At least expected ●		60.0%	-1.7%	61.7%	-19.7%	79.7%	-15.9%
UTW: At least expected		100.0%	+32.1%	67.9%	+10.2%	89.8%	+20.4%
EXP: At least expected		80.0%	+4.1%	75.9%	-11.5%	91.5%	-4.5%

Phonics (validated 2023 data unavailable)

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	631,730	2.8%	9.7%	5.1%	6.9%	30.6%	44.9%	32.3	0.0%	0.4%	2.4%	21.7%	75.5%
	Disadvantaged	127,370	3.9%	17.6%	7.6%	8.4%	29.8%	32.7%	28.8	-	0.6%	3.4%	33.6%	62.5%
	Non Disadvantaged	456,000	2.5%	7.5%	4.4%	6.5%	30.8%	48.3%	33.2	0.0%	0.3%	2.1%	18.4%	79.1%
	Unknown	48,360	3.2%	9.7%	4.9%	6.9%	30.7%	44.6%	32.3	-	0.6%	2.7%	21.4%	75.3%
2027	Woodthorpe Primary School	55	0.0%	3.6%	3.6%	5.5%	36.4%	50.9%	34.9	0.0%	0.0%	0.0%	12.7%	87.3%
	Disadvantaged	12	0.0%	0.0%	16.7%	16.7%	25.0%	41.7%	32.0	0.0%	0.0%	0.0%	33.3%	66.7%
	Non Disadvantaged	43	0.0%	4.7%	0.0%	2.3%	39.5%	53.5%	35.7	0.0%	0.0%	0.0%	7.0%	93.0%

NCER National

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	634,150	0.3%	0.8%	1.0%	1.4%	2.8%	3.9%	22.9%	48.9%	18.0%	32.8%	66.9%	18.0%
Disadvantaged	139,920	0.2%	1.2%	1.6%	2.5%	5.2%	6.8%	30.8%	43.3%	8.3%	48.2%	51.6%	8.3%
Non Disadvantaged	445,300	0.3%	0.7%	0.8%	1.0%	2.0%	3.0%	20.5%	50.8%	20.9%	28.0%	71.7%	20.9%
Unknown	48,930	0.4%	0.9%	1.2%	1.6%	2.8%	4.0%	22.0%	48.1%	19.1%	32.5%	67.2%	19.1%
Writing	634,150	0.3%	0.9%	1.2%	1.7%	2.9%	4.5%	30.9%	49.6%	8.0%	42.0%	57.6%	8.0%
Disadvantaged	139,920	0.2%	1.3%	1.9%	3.3%	5.3%	7.7%	39.2%	38.0%	3.1%	58.6%	41.2%	3.1%
Non Disadvantaged	445,300	0.3%	0.7%	0.9%	1.2%	2.1%	3.5%	28.5%	53.3%	9.4%	37.0%	62.7%	9.4%
Unknown	48,930	0.4%	0.9%	1.4%	1.9%	2.9%	4.5%	29.3%	49.5%	9.2%	41.0%	58.6%	9.2%
Maths	634,160	0.3%	0.8%	0.6%	0.7%	1.9%	4.1%	23.9%	52.6%	15.1%	32.1%	67.7%	15.1%
Disadvantaged	139,920	0.2%	1.2%	0.9%	1.2%	3.5%	7.5%	33.5%	45.2%	6.8%	47.9%	52.0%	6.8%
Non Disadvantaged	445,310	0.3%	0.7%	0.5%	0.5%	1.4%	3.0%	21.0%	55.0%	17.6%	27.1%	72.6%	17.6%
Unknown	48,930	0.3%	0.9%	0.8%	0.7%	2.1%	4.3%	23.2%	51.7%	16.1%	32.0%	67.7%	16.1%

Woodthorpe Primary School (2027)

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	58	0.0%	0.0%	0.0%	1.7%	0.0%	0.0%	27.6%	46.6%	24.1%	29.3%	70.7%	24.1%
Disadvantaged	10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	30.0%	10.0%	60.0%	40.0%	10.0%
Non Disadvantaged	48	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	20.8%	50.0%	27.1%	22.9%	77.1%	27.1%
Writing	58	0.0%	0.0%	3.4%	0.0%	0.0%	1.7%	25.9%	53.4%	15.5%	31.0%	69.0%	15.5%
Disadvantaged	10	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%	30.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Non Disadvantaged	48	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	25.0%	54.2%	18.8%	27.1%	72.9%	18.8%
Maths	58	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	25.9%	46.6%	24.1%	29.3%	70.7%	24.1%
Disadvantaged	10	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%	50.0%	20.0%	20.0%	60.0%	40.0%	20.0%
Non Disadvantaged	48	0.0%	0.0%	0.0%	0.0%	2.1%	0.0%	20.8%	52.1%	25.0%	22.9%	77.1%	25.0%
Science	58	0.0%	-	-	-	-	-	25.9%	74.1%	-	25.9%	74.1%	-
Disadvantaged	10	0.0%	-	-	-	-	-	60.0%	40.0%	-	60.0%	40.0%	-
Non Disadvantaged	48	0.0%	-	-	-	-	-	18.8%	81.3%	-	18.8%	81.3%	-

KS2 - 2022 (validated 2023 data unavailable)

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	NCER National (all schools)	650,730	7.8	93.0%	52.0%	+0.04	±0.02	93.0%	56.0%	+0.06	±0.02	93.0%	51.0%	+0.05	±0.01
	Disadvantaged	177,080	7.2	93.0%	46.0%	-0.81	±0.03	93.0%	51.0%	-0.73	±0.03	93.0%	43.0%	-1.12	±0.03
	Non Disadvantaged	426,800	8.0	93.0%	54.0%	+0.41	±0.02	93.0%	58.0%	+0.40	±0.02	93.0%	54.0%	+0.55	±0.02
	Unknown	46,850	7.8	92.0%	52.0%	-0.01	±0.06	92.0%	55.0%	-0.01	±0.06	92.0%	50.0%	-0.06	±0.06
2027	Woodthorpe Primary School	59	7.3	94.9%	51.8%	-0.29	±1.65	98.3%	65.5%	+1.16	±1.55	94.9%	57.1%	+0.57	±1.53
	Disadvantaged	20	6.9	90.0%	55.6%	+0.69	±2.90	100.0%	65.0%	-0.15	±2.65	90.0%	50.0%	-0.35	±2.70
	Non Disadvantaged	39	7.6	97.4%	50.0%	-0.75	±2.00	97.4%	65.8%	+1.84	±1.92	97.4%	60.5%	+1.01	±1.86

External Provided Programmes

TT Rockstars	Timetables practice tool
Jigsaw	PSHE Curriculum
Spelling Shed	Online spelling platform
Precision Teaching	Targeted intervention at core areas of learning.
STAR Reader	Reading assessment tool
White Rose Maths	Maths curriculum
Little Wandle 'LSR'	Accredited phonics scheme
Phonics Tracker	Phonics assessment tool
KAPOW Curriculum	To ensure a rich curriculum in foundation subjects