

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | 419                                    |
| Proportion (%) of pupil premium eligible pupils   | 12.8% (54 children)                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023<br>2023 -2024<br>2024- 2025  |
| Date this statement was published   | Sept 2022                              |
| Date on which it will be reviewed   | Termly Dec 2022, April 2023, July 2023 |
| Statement authorised by   | Mrs R Gough Headteacher                |
| Pupil premium lead  | Miss B Hunter Middle Leader            |
| Governor / Trustee lead   | Mrs A Patel                            |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £72,950 |
| Recovery premium funding allocation this academic year  | £6,960  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £79,910 |

# 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                | Social, emotional and mental health.                                       |
| 2                | Gaps in reading, writing, maths and phonics                                |
| 3                | Maintain % of high ability pupils achieving a high score at the end of KS2 |
| 4                | Attendance and poor punctuality  |
| 5                | Access to wider opportunities  |

## 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   |
|---|--|
| School are appropriately supporting those children and families with identified social, emotional or health issues. | <p>Children have greater access to wider curriculum opps (such as residential, clubs etc.)</p> <p>Parents and children feel well supported.</p> <p>Children are well fed and clothed when attending school.</p>  |
| Maintain high figures in reading, writing, maths and phonics across the school.                                     | The gap between PP and non-PP children who meet age related expectations is reduced.   |
| High prior attaining 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.  | 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 96%.   |
| 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> |

## 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: £5,814

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Sounds and Syllables Training to all KS2 Staff to support effective delivery of high quality whole class spelling sessions. | Knowing the rules for syllable division can help children to read words more accurately and fluently.   | 1, 2, 3                       |
| Provide all KS1 Staff with Phonics training– Sounds-Write.  | The Sounds-Write phonics programme is a highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell.   | 1, 2, 3                       |
| Ensure effective feedback is provided to children, including the identification and addressing of basic errors.             | Evidence based research has been used to inform school practices and policies.  | 1, 2, 3                       |
| Instructional Coaching Training for Staff – Steplab   | 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.   | 1, 2, 3                       |
| Ensure Rosenshine’s principles are used effectively to support teaching and learning  | Evidence based research has been used to inform school practices and policies.  | 1, 2, 3                       |
| Use WALKTHRU strategies to improve, develop and support classroom practice.   | Lesson structures reinforce routines and scaffold learning.<br><br>Sequences of activities are planned to stimulate and maintain engagement by linking lessons to the learning focus.<br><br>Teachers adopt explicit teaching practices which clearly show children what to do and how to do it.<br><br>Worked examples demonstrate the steps required to complete a task or solve a problem. | 1, 2, 3                       |

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

Budgeted cost: £53,696

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Maintain high figures in reading, writing, maths and phonics across the school.</p> <p>Use of proven, structured interventions such as Sounds-Write and Reading Fluency.<br/>Use of baseline assessments to monitor impact.</p> <p>Targeted interventions will provide children with the additional provision they need to move forwards as learners.</p> <p>Misconceptions can be identified and addressed efficiently in small groups.</p> <p>Teaching Assistants will be deployed effectively, providing specific interventions for positive impact.</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Use of Third Space learning maths intervention.</p> | <p>Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child’s comprehension ability.</p> <p>Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme. The program is a highly structured, multi-sensory, incremental and code-oriented, instructional approach to successfully teaching children to read and spell.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time appear to result in optimum impact.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support. Small group work offers an opportunity for greater levels of interaction and feedback where misconceptions can be addressed early.</p> <p>Teachers are largely positive about the contribution of TAs in classrooms, reporting that increased attention and support for learning for those pupils who struggle most has a direct impact on their learning.</p> <p>Noticeable improvements in pupil outcomes are made through the thoughtful use of existing resources, appropriate pitch and effective teaching.</p> | <p>1, 2, 3</p>                |

|  |  |                |
|--|--|----------------|
| <p>Targeted children will be taught a range of different knowledge and skills, including having a clear understanding of text structures, a broad vocabulary, excellent inference skills and strong reading stamina.</p> | <p>A classroom where stretch and challenge is embedded is one where children know the standard they are aiming for, actively seek out feedback to reach that standard, and have the tools to move their own learning forward by using this feedback to develop their knowledge, skills and understanding.</p> <p>Access to a broad range of high pitched texts will provide further challenge.</p> | <p>1, 2, 3</p> |
|--|--|----------------|

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

Budgeted cost: £23,191

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Dedicated Pastoral/Attendance Lead Provision</p> <p>Counselling / 1:1 pastoral sessions Multi-agency recommendations for identified children.</p> <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>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> <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> | <p>1, 4, 5</p>                |
| <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 Forest Schools Lead 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>Happy Lunchtimes Award</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>Trips / residentials</p>  | <p>Cultural capital extending and enriching children's educational experiences.</p>   | <p>1, 5</p> |

**Total budgeted cost: £ 82,701**

## 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.

#### **To ensure all children are able to read fluently**

Children are exposed to high quality fiction, non-fiction and poetry across the curriculum. Children are given the opportunity to read aloud and listen to fluent reading which aims to ensure all children read easily, fluently and with good understanding.  
92% of Y6 children achieved expected standard in English with 50% achieving a high score.

#### **To ensure all children have secure phonics knowledge**

All Key Stage 1 staff and the majority of Key Stage 2 staff (including Teaching Assistants) have been trained in 'Sounds Write'. Children identified as needing additional support have received targeted interventions adapted to their needs.  
95% of Y1 children passed the Phonics Screening.  
98% of Y2 children passed the Phonics Screening.

#### **To ensure all relevant staff are able to support pupils effectively through appropriate pastoral support.**

Pastoral provision is at the centre of the school and is reflected in every aspect of school life, from its ethos, the environment for learning, and the way personal development is fostered in the curriculum. We have a team of dedicated staff, who are committed to providing exceptional pastoral care to generate and protect the psychological health of our 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             |
|---|----------------------|
| Personalised Online Maths Interventions | Third Space Learning |
|   |                      |

### 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? | N/A     |

|  |     |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |
|--|-----|

## 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.*