



# Pupil premium strategy statement



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	422
Proportion (%) of pupil premium eligible pupils	10.7% (45 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	October 21
Date on which it will be reviewed	Termly – Dec 21 / April 22 / July 22
Statement authorised by	Governing body
Pupil premium lead	Kate Cartwright
Governor / Trustee lead	Karen Hambleton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,835
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,070

# Part A: Pupil premium strategy plan

## Statement of intent

At Wood Fold, our ultimate objective for our disadvantaged pupils is that individual barriers to learning are removed so that the pupils are able to learn effectively and meet their full potential. Current aims for the academic year 2021-22 include developing reading fluency ability, ensuring children have secure phonics knowledge and providing effective pastoral support. The current pupil premium plan works by setting out how these aims will be achieved and is used in conjunction with our individualised support plan for disadvantaged pupils and quality first teaching for all within our classrooms.

## Challenges

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

Challenge number	Detail of challenge
1	Reading fluency / vocabulary knowledge
2	Phonics knowledge
3	Pastoral support

## 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
To ensure all children are able to read fluently.	All children (apart from those with identified SEN needs) are able to read age appropriately by the end of KS1. Progress in Reading to be above national average. High quality reading lessons and reading across the curriculum to take place. High quality reading interventions to be in place to ensure children can read with fluency.

	High quality texts used across the curriculum with reading skills applied to support other learning and lessons.
To ensure all children have secure phonics knowledge.	To ensure that 100% of children pass the phonics screening at the end of Y1 and support is provided for identified children to make sure this is secured for all (apart from those with identified SEN needs) by the end of Y2.
To ensure all relevant staff are able to support pupils effectively through appropriate pastoral support.	Pupils are well supported and are all able to learn effectively.

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure Rosenshine's principles are used effectively to support teaching and learning throughout the school, such as:</p> <ul style="list-style-type: none"> <li>• Breaking concepts down into smaller steps</li> <li>• Limiting the amount of new material presented at one time</li> <li>• Scaffolding difficult tasks</li> <li>• Effective use of questioning</li> <li>• Effective use of modelling</li> <li>• Providing revisit and retrieval opportunities</li> </ul>	<p>Evidence based research has been used to inform school practices and policies.</p>	<p>1 and 2</p>
<p>To ensure effective feedback is provided to children, including the identification and addressing of basic errors.</p>	<p>Evidence based research has been used to inform school practices and policies.</p>	<p>1 and 2.</p>
<p>To ensure books are being used effectively to support wider</p>	<p>Children are given the opportunity to apply their reading fluency skills across the curriculum and are reading to learn.</p>	<p>1 and 2</p>

curriculum teaching. For example, children are given the opportunity to use books to 'read to learn', identifying key points around a topic and developing their own knowledge.		
To ensure teachers are confident in promoting and developing reading fluency, including having a sound understanding of what makes up fluent reading and how to develop this.	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability.	1

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

Budgeted cost: £54,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency training for teaching assistants to deliver interventions.	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability.	1
Phonics training for staff – Soundwrite.	The Soundwrite phonics programme is a highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. It can be used to teach whole class, groups of children or on a 1:1 basis as an intervention. £5,930 (cost of SW training)	2
Resources to deliver the intervention	Multi-sensory approach to teaching phonics is recommended by Soundwrite. Soundwrite books purchased. Additional reading books and resources for those children who require it. Additional manipulatives for teaching Maths.	2

Structured interventions	Use of proven, structured interventions such as Catch Up Literacy, Soundwrite, Reading Fluency. Use of baseline assessments to monitor impact.	1 and 2
Soundwrite 'Keep Up Programme'	Additional phonics sessions for children who need more support with learning a specific sound follows the recommended 'keep up not catch up' approach.	2
NELI	Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.	1

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

Budgeted cost: £10,273.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Pastoral Manager to support attendance, behaviour and wellbeing.	Trained member of staff to deliver pastoral interventions in school, monitor and address any attendance issues, develop positive relationships with pupils and parents to promote increased attendance and liaise with outside agencies to support families.	3
Trips / residentials	Cultural capital extending and enriching children's educational experiences.	3
Attendance	Importance of attending in school in order to develop relationships with school staff and to be able to access learning.	3
1:1 Counselling / 1:1 pastoral sessions	Multi-agency recommendations for identified children.	3

**Total budgeted cost: £ 75,599.50**

## 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 2021 academic year.

Review of the aims for the academic year 2020-21:

1. To plug gaps in Maths across school by introducing and developing the use of the White Rose Maths curriculum and securing the use of CPA approaches so that children have a firmer grasp of mathematical concepts.

White Rose curriculum implemented successfully and gaps plugged using reviews and recaps from previous year group curriculums. CPA approaches embedded provided children with a deeper understanding of concepts. 92% of Y6 children achieved expected standard in Maths.

2. High quality reading lessons and reading across the curriculum to take place.

High quality texts were purchased to ensure reading across the curriculum. Reading skills and strategies successfully taught within English sessions focusing on class texts. 92% of Y6 children achieved expected standard in Reading.

3. Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.

All Key Stage 1 staff were trained in Soundwrite. The focus for this academic year is for all Key Stage 2 TAs to receive the same training.

### 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*