

Pupil premium strategy statement



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Woore Primary and Nursery School
Number of pupils in school	15
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	6 th October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs M Ward
Pupil premium lead	Mrs M Ward
Governor lead	Mr Peter Goringe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825.00
Recovery premium funding allocation this academic year	£2,972.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£24,797.50

Part A: Pupil premium strategy plan

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 pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support the needs of other pupils in school, regardless of whether they are disadvantaged or not.

High-quality teaching is a key aim, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to identified challenges and individual needs. The approaches we have adopted complement each other to help pupils make the best progress they can. Pupil progress will be monitored regularly, and early interventions will be put in place where the needs are identified. We will endeavor to raise the expectations and outcomes of those pupils disadvantaged whilst also supporting those non-disadvantaged pupils who are at risk of falling behind.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.
2	The pandemic and post pandemic data has shown that this period has greatly impacted the progress and attainment of pupils. Recent internal assessments and national data show that attainment in maths is a significant area of weakness for both disadvantaged and non-disadvantaged pupils.
3	The pandemic and post pandemic data has shown that this period has greatly impacted the progress and attainment of pupils. Internal assessments, national

	data and classroom observations show that attainment in writing is an area of weakness for both disadvantaged and non-disadvantaged pupils.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils.
5	Curriculum music has been identified as a subject under development within the school. The pupils therefore require additional support through professional interventions and staff cpd to ensure that pupil progress and attainment in music improves.
6	Post Pandemic, pupils have increased Speech and Language difficulties which impacts their learning.

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 reading attainment among disadvantaged/non-disadvantaged pupils particularly in the early stages of reading	Pupils in KS1 and lower KS2 make good progress from their starting points at the beginning of the year.
Improved maths attainment for disadvantaged/non-disadvantaged pupils in KS1 and KS2.	Disadvantaged and non-disadvantaged pupils in KS1 and KS2 make good progress from their starting points at the beginning of the year.
Improved writing attainment for disadvantaged pupils across the school.	Disadvantaged and non-disadvantaged pupils across the school make good progress from their starting points at the beginning of the year.
To achieve and sustain improved social and emotional well-being for all pupils in our school, particularly our disadvantaged pupils.	Improvements in social interactions and emotional well-being of the pupils. Seen through: <ul style="list-style-type: none"> • Positive play and interactions with other children-evidence noted through pupil observations • Improved self-esteem • Children are happy and eager to learn
To provide curriculum enrichment opportunities across the curriculum but with a particular focus on the arts.	Disadvantaged and non-disadvantaged pupils make good progress within a broad curriculum. Curriculum content is enhanced through wider learning opportunities, subsequently, pupils know more and remember more. Attendance of disadvantaged pupils in extra-curricular clubs is high. Disadvantaged pupils develop positive social and emotional skills.

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: £5660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and Teaching assistants receive additional and on-going CPD for the Little Wandle Letters and Sounds programme. New members of school staff receive initial training prior to additional training. This includes the release of staff to undertake the training.</p> <p>Working with the English Hub for the next two years to improve and enhance phonics provision</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Guide to the Pupil Premium-1. High Quality teaching https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Purchase of additional decodable books and resources to support and add to the Little Wandle Letters and Sounds programme and beyond</p>	<p>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.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Early Years Toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>EEF Phonics Toolkit</p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<p>Teachers and Maths Leader receive CPD from the Shaw Maths Hub: 'Leading Mathematics', 'Developing Maths Mastery' and 'ECT Support Programme'.</p> <p>This includes the release of staff to undertake the training.</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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-Guide to PP)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. (EEF Early Maths report)</p> <p>EEF Guide to the Pupil Premium-1. High Quality teaching https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF Early Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>NCETM Early Years https://www.ncetm.org.uk/in-the-classroom/early-years/</p>	2
<p>Early Literacy Support Assistant (ELSA) trained to support disadvantaged pupils (and others) with social and emotional needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Additional training for SENCO to support Managing Emotions through 'Emotion Coaching' and 'Future in Mind Training'</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Speech and Language training for staff in KS1 and KS2</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>EEF Guide to Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	6
<p>Purchase of materials such as work books for English and Maths to support</p>	<p>It is essential to have the necessary resources to support teaching and learning</p>	2, 3

children to make good progress		
--------------------------------	--	--

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

Budgeted cost: £9, 359.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Implement new ELSA programme to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches such as ELSA – Attuned Play, Lego Therapy, Nurture/ Behaviour Groups are embedded into routines, educational practices and supported by on-going professional development and training for staff.</p> <p>Future in Mind Training Shropshire</p> <ul style="list-style-type: none"> • Understanding and supporting children with Emotionally Based School Avoidance (EBSA) • Cognitive Behaviour Therapy (CBT). • Working With Anxiety 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Targeted Interventions for disadvantaged pupils and their peers who are at risk of falling behind.</p> <ul style="list-style-type: none"> • Precision Teach • Nessy • Handwriting 	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. 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</p>	1, 2, 3

<ul style="list-style-type: none"> • Spelling • Phonics • Reading • Speech and Language 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Top up funding provided for School Led Tutoring for 1:1 and small group sessions</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3

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

Budgeted cost: £9,778.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage pupils' musical interests and develop musical skills and confidence through the development of music CPD and curriculum support across the school through Shropshire Music Service SLA.</p>	<p>In terms of the value of music education, young people, parents and teachers alike cited a wide range of benefits, including improvements to pupils' wellbeing and confidence and the positive impact it has on wider studies, including improving literacy, language and communication skills. Many young people said that they valued music for the enjoyment of the subject itself and around half said they studied it due to a desire to pursue a career in music.</p> <p>Gov.uk-Music Education. Report on the call for Evidence (updated 2021)</p> <p>Additional Arts Participation supports moderate impact for very low cost.</p> <p>EEF Teaching & Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	5
<p>Enhance the curriculum through educational visits, residential visits and visiting professionals.</p>	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>EEF Guide to Pupil Premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	4, 5
<p>Provide PSHE well-being/enrichment days</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4, 5

	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Funded access to extra curricular clubs	EEF Guide to Pupil Premium https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	2, 3, 4, 5
Artsmark enhancements provide a rich arts curriculum which includes access to high quality enrichment opportunities, such as drama workshops, artists in residence, Arts Awards and competitions.	<p>'Here at the Arts Council, we think children and young people's engagement with arts, culture and creativity is essential to help build their confidence, character and resilience that will help them succeed in life'.</p> https://www.artsmark.org.uk/blog/how-can-artsmark-support-creative-lives-young-people	4, 5
	EEF Teaching & Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	

Total budgeted cost: £24, 797.50

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 2022 to 2023 academic year.

Continued professional development for teachers and teaching assistants in the Little Wandle Letters and Sounds Programme has had a very positive impact on pupil outcomes for 2022-23.

To support the delivery of the Little Wandle Letters and Sounds programme, the books and resources purchased have been essential to deliver the programme effectively. As a result, pupils have benefitted.

Engagement with the Maths Hub 'Mastering Number' programme for Reception, Y1 and Y2 has improved the understanding of number for the majority of pupils in these year groups. Releasing Teaching Assistants to attend training in mathematics has ensured that their knowledge and skills in mathematics have been updated.

Teachers in KS1 and KS2 attended training in writing in preparation for the SATS. This supported teachers well in their approach to teaching writing.

As part of the SATs booster clubs, workbooks purchased have supported pupils towards their national tests.

ELSA support groups have supported pupils well where they have an identified emotional need. This has enabled pupils to be more settled in lessons and therefore have a more positive impact on their learning.

Targeted interventions have made a huge difference to many pupils in reading, maths, spelling, handwriting and phonics.

Through the engagement of a music specialist, the school has made a positive step forward in music lessons to ensure that teachers are confident and proficient in teaching music lessons. Pupils enjoy music lessons and many have joined in with instrumental lessons and the school choir.

Supporting pupils to attend educational visits (including residential visits) and enhance the curriculum by inviting in visiting professionals and having enrichment days has allowed the curriculum to be fully inclusive to all and enable them to have hands-on and practical experiences.

After school clubs, including homework club has continued to be available free of charge to disadvantaged pupils.

We have been able to provide a rich curriculum in the arts through our Artsmark journey. All actions have now been completed towards the accreditation. This has raised the profile of 'The Arts' in school and has inspired creativity amongst the pupils.

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
Spelling Shed Maths Shed	Edshed
Nessy	Nessy
Letter-join	Letter-join