

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	13
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	3 rd October 2024
Date on which it will be reviewed	October 2025
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	£19,240.00
Recovery premium funding allocation this academic year	£620.00
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	£19,860.00

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 additional provision of speech and language and phonics support.

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	Recent internal assessments and national data show that attainment in maths is an area of weakness for both disadvantaged and non-disadvantaged pupils.
3	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	A large proportion of children with Special Educational Needs, find regulation and/or positive behaviour a challenge and therefore affects their progress and attainment
6	Recent observations and internal data shows that several pupils have 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	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.
For pupils to receive targeted support to improve their speech and language skills.	Pupils develop their communication skills through the implementation of the Talk Boost programme.

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: **£3,160.00**

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. 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-Effective professional development guide https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1727944886</p> <p>EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Purchase of additional resources to support and enhance 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Teachers and Maths Leader receive CPD from the Shaw Maths</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	2

<p>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-Effective professional development guide https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1727944886</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>	
<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>SENCO to deliver Managing Emotion training to staff 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>Staff training to support children with social and emotional needs, including those with autism and adhd</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1727892859</p>	5

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

Budgeted cost: £7,800.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Implement 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 ongoing professional development and training for staff.</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> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1727892859</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4</p>
<p>Targeted Interventions for disadvantaged pupils and their peers who are at risk of falling behind.</p> <ul style="list-style-type: none"> • Maths • Nesy Fingers • Handwriting • Spelling • Phonics • Reading 	<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> <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>1, 2, 3</p>

<ul style="list-style-type: none"> • Speech and Language-Talk Boost • Emotion coaching 	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing target based support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£8,900.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the curriculum through educational visits, residential visits and visiting professionals.	<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
Provide PSHE well-being/ enrichment days	<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, 5
Funded access to extra curricular clubs	<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>	2, 3, 4, 5

Total budgeted cost: £19,860.00

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 2023 to 2024 academic year.

Continued professional development for teachers and teaching assistants in the Little Wandle Letters and Sounds Programme through collaboration with the English Hub has had a very positive impact on pupil outcomes for 2023-24 with a 93% pass rate of the Phonics screening check.

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 has provided quality professional development for teachers which has had a positive impact on pupil outcomes.

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 enhancing 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. We have received the Artsmark Silver Award. 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
Literacy Shed	Edshed
Nessy	Nessy
Oddizzi Geography Curriculum	Oddizzi
Kapow Science Curriculum Kapow History Curriculum	Kapow