

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Woore Primary and Nursery School
Number of pupils in school	16
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	20/10/22
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs M Ward
Pupil premium lead	Mrs M Ward
Governor lead	Dr Steven Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160.00
Recovery premium funding allocation this academic year	£2,592.00
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	£24,752.00

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 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 than their peers. This negatively impacts their development as readers. This has particularly affected pupils in year 2 and year 3.
2	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 early maths is an 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 a significant 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 for a variety of reasons.
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.

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 for those in KS1 and lower KS2.	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 lower KS2.	Disadvantaged and non-disadvantaged pupils in KS1 and lower 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 • Well-being questionnaire
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: £3,905.00

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. New members of school staff receive initial training prior to additional training. 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.</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>	<p>1</p>
<p>Purchase of additional decodable books and resources to support and add to the Little Wandle Letters and Sounds programme</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>	<p>1</p>
<p>Early Careers Teachers (ECTs) receive CPD from the MathsHub 'Mastering Number Programme'.</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>2</p>

Teaching assistants receive training in mathematics. This includes the release of staff to undertake the training.	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) 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 EEF Early Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths NCETM Early Years https://www.ncetm.org.uk/in-the-classroom/early-years/	
Teachers/teaching assistants receive CPD to support the effective teaching of writing. This includes the release of staff to undertake the training.	Evidence in the reports below suggest that high quality CPD in Literacy would support increased pupil progress. 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 EEF Literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF Literacy KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Purchase of materials such as work books for English and Maths to support children to make good progress	It is essential to have the necessary resources to support teaching and learning	2, 3, 6

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

Budgeted cost: £12,092.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Provide ELSA training for a new member of staff. Implement new ELSA programme to improve the quality of social and emotional (SEL) learning. SEL approaches such as ELSA – Attuned Play, Lego Therapy, Nurture/	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): EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Behaviour Groups are embedded into routines, educational practices and supported by on-going professional development and training for staff.		
<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 • Numberstacks • Handwriting • Spelling • Phonics • Reading • Speech and Language 	<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>EEF Guide to the Pupil Premium Autumn 2021</p> <p>2. Targeted Academic Support</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 2, 3, 6
Top up funding provided for School Led Tutoring for 1:1 and small group sessions	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited from this, this year.</p> <p>DFE School Led Tutoring Guidance</p>	1, 2, 3, 6

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

Budgeted cost: £8,755.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage pupils' musical interests and develop musical skills and confidence through the development of music CPD and curriculum support across the school through	<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>	5

Shropshire Music Service SLA.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Enhance the curriculum through educational visits, residential visits and visiting professionals.	https://www.gov.uk/government/publications/pupil-premium/pupil-premium EEF Guide to Pupil Premium https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	4, 5, 6
Provide PSHE well-being/ enrichment days	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): EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5, 6,
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
Begin the Artsmark journey by providing a rich arts curriculum which includes access to high quality enrichment opportunities, such as drama workshops, artists in residence, Arts Awards and competitions. Provide cpd for the art leader to undertake training in Arts Award.	'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'. https://www.artsmark.org.uk/blog/how-can-artsmark-support-creative-lives-young-people EEF Teaching & Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4, 5

Total budgeted cost: £24, 752.00

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 2021 to 2022 academic year.

All teachers and TAs have been trained in the Little Wandle SSP programme, this meant that the programme commenced in January 2022 and ran for the spring and summer terms. The initial data was positive and children were making progress.

As a result of new phonics books being purchased to match the new SSP, this has ensured that children have appropriate phonics books that match pupils' phonic ability and what they are being taught.

Following the initial and on-going Mastering Number Programme cpd, teachers have been trained in the approach and have successfully implemented this with EYFS and KS1 pupils. The impact of a regular timetabled session has increased the number fluency of the majority of children within the classes involved. Additional work with the Numberstacks interventions has supported individual pupil progress during interventions.

Unfortunately, the quality of the English CPD from the English Hub wasn't particularly high, therefore this didn't positively impact provision or pupil progress.

Peer to peer support across schools supported teacher knowledge and understanding of working within mixed-age classes, particularly those crossing a key stage.

Purchasing resource materials to support English and Maths helped pupils to catch up on the missed curriculum from the previous year.

Small group and 1:1 interventions with teachers and TAs had a positive effect on pupil progress with catch-up work.

The delivery of the ELSA groups has supported children's social and emotional needs well as they returned to a full school year.

The School-led tutoring approach was particularly successful for those children who were falling behind or needed that extra push to ensure they were making good progress. This benefitted other pupils within the school also that were not classed as disadvantaged.

After school clubs including homework club has continued to be available free of charge to disadvantaged pupils. Curriculum enrichment and financial support for school visits continued to support disadvantaged children throughout the year.

The Artsmark journey has begun and the impact of applying for the award will be apparent over the next school year as the arts programme is rolled out.

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	Edshed
MyMaths	MyMaths
1Decision	1Decision
Letter-join	Letter-join
Plan Bee	Plan Bee
Understanding Christianity	Understanding Christianity