



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodley CofE Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	13% (39 children)
Academic year/years that our current pupil premium strategy plan covers 3 Years	2024/2024 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L Gurney
Pupil premium lead	L Gurney
Governor / Trustee lead	S McMahon
Pupil Premium TA Champion	A Benham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£69120

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent is that all pupils make good progress and achieve high attainment across all subjects but particularly in Reading, Writing and maths. As our vision states, we for all children to achieve this irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal by reducing barriers they may face.

What are your ultimate objectives for your disadvantaged pupils?

- *For all disadvantaged pupils to make good progress against their targets in school and to meet or exceed age related expectations in Year 6 to ensure they are secondary school ready.*
- *To continue to try to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.*
- *To improve the attendance of all disadvantaged children through continued close monitoring and work to address barriers.*
- *To raise the expectations and aspirations of these children and their families through promoting cultural capital*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*

How does your current pupil premium strategy plan work towards achieving those objectives?

- *Good quality wave 1 teaching to support the needs of the children and leads to good progress*
- *A curriculum that addresses cultural capital*
- *Staff CPD*
- *Interventions to support progress in key areas such as reading and maths.*
- *Subsidise trips and resources*
- *Mental health and pastoral support work*

'At Woodley C of E, each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create lifelong learners, who have the knowledge, skills and understanding to shine brightly in the world.'

Challenges

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

Challenge number	Detail of challenge
1.	PPG children have poor starting points, and many have a low baseline on entry to EYFS
2.	PPG children are failing to achieve the rapid progress in reading, writing and maths, they need to make, to enable them to close the gap with their non-PPG peers.
3.	Attendance of our PPG children as a group is lower than that of the whole school.
4.	Limited parental engagement to support learning which impacts children's attitude to learning.
5.	Many PPG children are experiencing social/ emotional and mental health problems.

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
1. Disadvantaged children make more progress in EYFS	EYFS Profile shows improved progress from starting points and this continues throughout KS1.
2. Disadvantaged children to improve attainment and progress in reading, writing and maths.	KS2 outcomes show that children in the cohort are closing the gap with their peers and are making good progress.
3. To achieve and sustain improved attendance for our disadvantaged pupils; to close the absence gap between them and their non-disadvantaged peers.	<ul style="list-style-type: none"> • Attendance will be in line with school attendance target (95% or above.) • The absence gap between disadvantaged children and their non-disadvantaged peers is closed.
4. Greater parental engagement at school events and higher aspirations. Focused and tailored support for each disadvantaged family improves access to enrichment experiences resulting in children having a sense of belonging leading to greater engagement with their learning.	<ul style="list-style-type: none"> • Attendance at parent's evening for PPG families is aligned with their peers. • All children attend school trips, including the Year 6 residential trip. • 100% of disadvantaged complete their home learning.
5. Disadvantaged children receive support for social/ emotional issues which leads to better outcomes.	<p>Outcomes to show improved 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>Improving Social and Emotional Learning in Primary Schools EEF</p>

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils (flexible grouping; increased awareness of PPG barriers and gaps in prior learning; lessons tilted; feedback and marking at point of learning; pupil progress meetings)</p> <ul style="list-style-type: none"> • Red Pathway. • Programme for reading. • Targeted support as 1:1 or small groups. 	<p>Data, assessments and observations show that disadvantaged children make the expected progress every year and that by Yr 6, 70-80% of children make ARE. https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> 1. Teaching 2. Targeted academic support 3. Wider approaches. <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>1, 2, 3</p>
<p>Embedding metacognitive strategies across the school curriculum</p>	<p>Evidence suggests that metacognition strategies and modelling of these in the classroom show that disadvantaged pupils are more likely to use these skills and will begin to manage their own learning and overcome their challenges.</p> <p>CPD programme of Walk throughs across the school</p> <p>Establishment of Woodley CofE Core 10</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,2</p>
<p>Improving cultural capital of Disadvantaged children</p>	<p>Evidence indicates that, in addition to academic and social outcomes, cultural capital contributes to a child's overall well-being. Children who are encouraged to explore various cultures, ideas, and experiences often develop a strong sense of identity and self-worth.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation.</p>	<p>1,2,3 4,</p>

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> 1:1 and small group intervention in Read, Write Inc. Accelerated reader programme Voice 21. Lunchtime Reading Club Master readers. 	<p>For all PPGs to have access to books at home to support learning and other resources to support teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2
<p>Web-based programmes to be used in school:</p> <ul style="list-style-type: none"> Reading Plus. Nessy. Freckle. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils and is also effective to support those falling behind.</p>	1,2,3

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

Budgeted cost: £5020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • 20/20/20 during lunchtime. • Part-time timetable • Soft start. • Zones of regulation. • Daily scaling. • Nurture support. • Active movement. 	<p>Less unstructured time on the playground benefits disadvantaged children who are unable to self-regulate. Once lunchtime has ended, they are ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 5
<p>Additional family funding to support:</p> <ul style="list-style-type: none"> • Part fund trips • Fund/part fund Year 6. Residential trip. • 1 Free PPG space for each after-school club. • Provide printed materials and resources for home learning if online access is not available. • Laptop loan. • Lunchtime reading. 	<p>PPG children benefit from increased enrichment opportunities.</p> <p>Children can access home/ online learning and any resources required.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	4,5
Tailored and focussed support to families provided by PP TA Champion.	Parental engagement enhances children's learning through positive interactions, providing opportunities for parents to participate. All parents attended the consultations.	4, 5

<ul style="list-style-type: none"> • Make parent consultation appointments. • Break barriers to learning. • Support to gain charity funding for the Year 6 residential trip. • Establish a good relationship with the family to support and improve attendance. • Signpost to out of school supports 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Total budgeted cost: £69120

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2024

2023-2024

Number of Disadvantaged Pupils:

Autumn 2023- 45 Disadvantaged pupils

Spring 2024- 45 Disadvantaged pupils

Summer 2024- 45 Disadvantaged pupils

Disadvantaged Outcomes:

<u>Achieved Expected Standard</u> Woodley Disadvantaged			Wokingham	National	Woodley non-Disadvantaged
Phonics Screening		75%	63.5%	68%	91.7%
End of KS1	Reading	50%	-	-	85%
Teacher Assessment	Writing	40%	-	-	86%
	Maths	60%	-	-	95%
End of KS2	Reading	60%	60%	62%	84%
SATs Scaled score	Writing	20%	50%	58%	81%
	Maths	40%	52%	52%	86%

EYFS outcomes for Disadvantaged

EYFS	Woodley CofE Primary	Wokingham	National
GLD	67%	54.6%	51.9%
Reading	67%	58%	54%
Maths	77%	65%	63%

Analysis

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our internal assessments.

EYFS

2023/24 saw a smaller group of disadvantaged children (3) with high starting points and we were pleased that 67% met the GLD.

Phonics

Eight of our disadvantaged children achieved the expected standard.

Two children who did not achieve the expected standard had low starting points in EYFS and had much support with phonics.

KS1

Children who did not achieve the expected standard did not get GLD in FS2. They made progress throughout KS1 but it will take much longer to close the gaps.

KS2

The majority of children in KS2 made good progress. One child did not take the KS2 SATS

Attendance

Attendance was at 91.3% but one child was subject to EBSA and this lowered the attendance.

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
Freckle	Renaissance
Reading Solutions	Dream box Learning
Nessy	ILT Education