



Woodewton a learning community

Pupil Premium Strategy Statement 2021 to 2024

### **1.0 Our School Ethos for Pupil Premium**

We believe that all pupils should thrive and flourish at Woodnewton, through high expectations, excellent quality first teaching, and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure that all pupils' needs are met, and that they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision, to widen their experiences.

## 2.0 School Contextual Overview

<b>Woodnewton - a learning community</b>			
Academic Year	2021 to 2022	2022 to 2023 Estimated	2023 to 2024 Estimated
Number of Pupils in school	977	980	990
Number and Proportion of disadvantaged pupils	227 (23%)	217 (22%)	225 (23%)
Total Pupil premium allocation (£)	£220,580	£291,865	£302,625
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by	Kim Kemp	Kim Kemp	Kim Kemp
Pupil Premium lead	Rachel Ward	Rachel Ward	Rachel Ward
Governor Pupil Premium lead	Kate Holland	Kate Holland	Kate Holland

## 3.0 Strategic Vision: Long Term Desired Priority and Outcomes

<b>Three Year Priorities 2021 - 2024:</b>	<b>End of three Year outcomes:</b>	<b>Link(s) to SSP:</b>
<ul style="list-style-type: none"> <li>Narrowing the attainment gap between the PP pupils and Non-PP pupils.</li> <li>Improving the progress made by PP pupils.</li> <li>Cultural Capital for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>To provide the highest quality teaching and learning to enable PP pupils to succeed, and narrow the attainment gap.</li> </ul>	School Priority 2: Curriculum and Assessment

	<ul style="list-style-type: none"> <li>• To ensure all pupils achieve their potential. For PP pupils to make accelerated progress across the curriculum.</li> <li>• To increase the opportunity for learning outside of the classroom.</li> <li>• To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips pupils with the knowledge and cultural capital they need to succeed in life. This also supports pupils' well-being.</li> </ul>	<p>School Priority 3: Reading</p> <p>School Priority 4: Pupil Support</p>
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**Planned Impact/ Targets Towards Long Term Outcomes 2021-2022**

**1. To provide the highest quality teaching and learning to enable PP pupils to succeed, and narrow the attainment gap. To ensure all pupils achieve their potential. For PP pupils to make accelerated progress across the curriculum.**

- ★ Following reduced attendance to school in 2020/2021 due to the COVID-19 pandemic, we recognise the need for all of our pupils to receive Quality First Teaching (QFT) across the curriculum. This is a key priority area in our School Strategic Plan. A whole-school approach to Pupil Premium continues to be worked on. (See Woodnewton's approach to Pupil Premium). The school continues to work hard at raising the profile of the PP pupils by putting them at the forefront of everything we do.
- ★ Initial Continuous Professional Development (CPD) was provided for all teaching staff by SLT in September 2021. CPD will continue to extend to specific QFT strategies in practice. This is planned for 2021/2022. These QFT strategies are starting to enhance the learning experiences of all pupils, but specifically identified groups, which include PP pupils.
- ★ As a result of monitoring, we have introduced the QFT strategy of 'First Check Ins' for PP pupils. This will ensure that PP pupils are not only on task but also understand the learning taking place. Class teachers will provide 'live feedback' to PP pupils in every lesson, to ensure they are making progress towards, or within the intended learning outcomes. This has resulted in an updated Feedback Policy.
- ★ Woodnewton continues to develop a Lesson Study Approach to help to improve the achievement of all pupils across the school.
- ★ EYFS continues to improve for all groups of children. However, there are still gaps between the Pupil Premium children on track to achieve GLD and the non-Pupil Premium children.
- ★ Starting in January 2022, Woodnewton will be working with a local feeder Secondary school in supporting pupils' academic achievement. Sixth formers will be supporting targeted pupils at Woodnewton in a range of academic activities, including Science, Reading

and Maths. The students will also support in lessons with a particular focus on reading. They will be carrying out wider enrichment activities with targeted pupils from the TYOP up to Year 6.

- ★ Reading is a focus within education and even more so because of school closures due to the COVID-19 pandemic. Reading is a key priority in our School Strategic Plan. Our whole-school approach to reading has developed into daily whole-class reading lessons with a class novel text also shared each day. This new approach focuses on providing regular and consistently high quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age appropriate cultural capital learning experiences. We know that our PP pupils are less likely to encounter cultural capital outside of school and so these experiences are of paramount importance in supporting improved attainment, but also in the overall development of our PP pupils.
- ★ The implementation of the Whole-Class Reading approach (WCR), from Easter 2021, has already had a positive impact on our PP pupils' attainment 2020/2021. Our intention is to see this continue into 2021-2022.
- ★ Our intended impact is to see the percentage of PP pupils' attainment increase across the curriculum by another 10%.

**Current Year 6's data from Year 5 2020/21 (ARE= AT1 and AT2)**

Reading	Spring 2021 14/35 (40%) PP at ARE	Summer 2021 23/36 (64%) PP at ARE
Writing	Spring 2021 4/35 (12%) PP at ARE	Summer 2021 8/36 (22%) PP at ARE
Maths	Spring 2021 18/35 (51%) PP at ARE	Summer 2021 18/36 (50%) PP at ARE

- In 2020/21, PP pupils in Year 5 made progress at the expected level in both Reading and Writing (See table above). The teaching and learning in Maths needs to continue to be a focus in order for PP pupils' gaps in knowledge to diminish, and for them to make accelerated progress.

## **2. Increase the opportunity for learning outside of the classroom.**

- ★ Improving parental engagement needs to continue. It is important that for every event that we hold, we know the amount of pupil premium parents/carers who are taking part, so that we can monitor this effectively.
- ★ Following the return to school after COVID-19 school closures, the Forest School area of the school site has been enhanced. Throughout 2021/2022, the outdoor learning provision will expand to allow PP pupils the opportunity to participate in activities. The Forest School offer will be developed further to include off-site visits to local wooded areas.
- ★ The Forest School leader has completed CPD in order to develop an outdoor learning programme. This will allow more pupils to access the outdoor provision and offer opportunities for pupils with SEMH to attend Forest Schools off site.
- ★ As a school, we are offering a wider range of residential opportunities locally and cross-curricular activities. These will be subsidised/discounted for our PP pupils.

## **3. To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips children with the knowledge and cultural capital they need to succeed in life. This also supports pupil premium pupils' well-being.**

- ★ The allocation of an allowance to each class to support in planning and delivering enrichment and cultural capital activities has helped to develop a whole-school approach to including enrichment into the wider curriculum. Offering such opportunities will motivate some reluctant learners who are within the Pupil Premium identified group. This will also contribute to supporting the well-being of all pupils, including the PP pupils.
- ★ Focused CPD for staff is planned for 2021/2022, to ensure that planning is adapted effectively without the need to pay for external enrichment opportunities (where possible).
- ★ The new WCR approach focuses on providing regular and consistently high quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age appropriate cultural capital learning experiences. We know that our PP pupils are less likely to encounter cultural capital outside of school, and so these experiences are of paramount importance in supporting improved attainment, but also in the overall development of our PP pupils and their well-being.

**Planned Impact/ Targets Towards Long Term Outcomes 2022-2023** (Leave blank)

**Planned Impact/ Targets Towards Long Term Outcomes 2023-2024** (Leave blank)

#### 4.0 Pupil Outcomes

Identified Pupil Group Progress Scores				
		2018/19 (Last year of reported Data)	2022	2023
End of KS2	Reading PP	-4.46		
	Writing PP	-5.55		
	Maths PP	-3.91		

Identified Pupil Group Performance Overview											
			2018/19 (Last year of reported Data)			2022			2023		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS2	Combined	Expected	33%	50%	-17						
		Greater Depth	0	2%	-2						
	Reading	Expected	44%	67%	-23						
		Greater Depth	6%	18%	-12						
	Writing	Expected	44%	70%	-26						
		Greater Depth	6%	5%	+1						

	Maths	Expected	39%	66%	-27						
		Greater Depth	6%	14%	-8						

Identified Pupil Group Performance Overview											
			2018/19 (Last year of reported Data)			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
<b>End of KS1</b>	Reading	Expected	58%	63%	-5						
		Greater Depth	17%	17%	0						
	Writing	Expected	46%	55%	-9						
		Greater Depth	0	1%	-1						
	Maths	Expected	54%	69%	-15						
		Greater Depth	4%	12%	-8						
		Phonics Year 2		88%	73%	+15					
<b>End of Year 1</b>	Phonics Year 1		50%	77%	-27						
<b>End of EYFS</b>	GLD		56%	77%	-21%						



**2021 to 2022:**

### **5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022**

#### **Approach A: Teaching and professional development for teachers (To support and improve teaching and learning)**

- ★ Weekly staff CPD sessions focusing on quality of education for all. (Professional Learning Sessions)
- ★ Training for support staff.
- ★ Quality First Teaching in practise, including CPD with targeted follow up support/mentoring.
- ★ Talk Less Teaching.
- ★ Subject Leader training

#### **Approach B: Academic support (Targeted academic support – whole school, group and personalised.)**

- ★ Small Phonics groupings where pupils are set into ability groupings.
- ★ Literacy specialist support in Year 2, to support and enhance in Phonics.
- ★ Master classes for more able pupils.
- ★ 1:1 reading with targeted pupils.
- ★ Literature rich environments across the school.
- ★ Pre-teach groups for closing gaps in knowledge and/or to stretch more- able pupils. (Including PP pupils).
- ★ Secondary school students planning targeted small group activities in Reading, Maths and Science.
- ★ Secondary school students supporting in lessons and targeted small group work/1:1 reading.
- ★ Whole Class Reading approach (WCR) embedded throughout the school.
- ★ Daily formative assessment.
- ★ High quality live feedback coupled with whole class feedback.
- ★ Metacognitive strategies within lessons to improve learning.
- ★ National Tutoring programme.
- ★ Homework clubs/Booster sessions afterschool in Year 6.

**Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, behaviour for learning, parental/ carer engagement and extended school provision).**

- ★ Enrichment opportunities throughout the curriculum.
- ★ The Hive/The Nest/The View (Pastoral and SEMH Provision).
- ★ Picture News – gaining knowledge of the wider world.
- ★ Restorative justice.
- ★ Positive learning behaviours.
- ★ Forest school & weekly outdoor learning.
- ★ Subsidised educational visits to support cultural capital.
- ★ Pastoral support for families experiencing difficulties.
- ★ EHA.
- ★ Secondary school students supporting in wider enrichment activities.

**6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022**

**6.1 Research – led evidence and rationale for approaches**

**Approach A**

**Quality First Teaching & Talk Less Teaching**

- ★ Department for Children, Schools and Families (DCSF), corp creator. (2008) *Personalised learning : a practical guide*
- ★ Claire Sealy, Third Space Learning; Learning and memory in the classroom: what teachers should know 6<sup>th</sup> November 2020, viewed 19/06/2021 <<https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/> >
- ★ Education Endowment Foundation, Practical Tools; Metacognition and self-regulated learning, 27 April 2018, viewed 22/08/-2021 <<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1>>
- ★ Sobel, D (2018) *Narrowing the attainment gap: A handbook for schools*. London: Bloomsbury Education
- ★ Rowland, M (2015) *An updated practical guide to Pupil Premium*, London: John Catt Education Ltd

## **Approach B**

### **Early reading, phonics and Whole Class Reading**

- ★ Quigley, A (2018). Closing the vocabulary gap. 1<sup>st</sup> Ed. London: Routledge
- ★ Education Endowment Foundation, Teaching and Learning Toolkit 10<sup>th</sup> October 2018, Collaborative Learning, Social and Emotional Learning, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>
- ★ Education Endowment Foundation , Peer tutoring Teaching and Learning Toolkit, 13<sup>th</sup> November 2018, viewed 18/07/2021<<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=140&t=Teaching%20and%20Learning%20Toolkit&e=140&s=>>
- ★ Department for Education, The reading framework Teaching the foundations of literacy, July 2021, viewed 31 July 2021 <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000986/Reading\\_framework\\_Teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)>

### **Live Feedback coupled with whole class feedback**

- ★ Oxford University, Department for education and Education Endowment Foundation, A marked improvement? A review of the evidence on written marking, April 2016, viewed 03/06/2021 <[https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF_Marking_Review_April_2016.pdf)>
- ★ Myatt, M (2020) Back on track: Fewer things, greater depth. London: John Catt Educational Ltd
- ★ Department for Education, Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016, viewed 15/04/2020 <[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)>

## **Approach C**

### **Educational visits, residential and outdoor learning**

- Education Endowment Foundation, Evidence Summaries: Outdoor Adventure Learning, viewed 27/08/2021 <[https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm\\_source=site&utm\\_medium=search](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search)>
- Education Endowment Foundation, Outdoor Adventure Learning Toolkit 30<sup>th</sup> August 2018, viewed 17/08/2021 <<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&t=Teaching%20and%20Learning%20Toolkit&e=157&s=>>

- Education Endowment Foundation, Teaching and Learning Toolkit 10<sup>th</sup> October 2018, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>

## 6.2 Approaches to Achieve Outcomes

### Approach A – Teaching and Professional Development for Teachers (To support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
External and internal CPD: -Quality First Teaching -Curriculum Teaching and Learning -CPD for support staff	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Staff have the knowledge to address barriers.	Quality First Teaching  Broad and balanced curriculum  Teaching and learning CPD sessions. (PLS sessions)  Targeted and personalised support for staff.	Staff surveys evidencing usefulness of Professional Learning Sessions.  Evidence of improved teaching and learning (specific strategies that have been taught in training): in lessons/ recorded in planning/book scrutiny and/or learning walks.  Accurate formative assessment and AFL techniques.	

			<p>Accurate teacher assessments.</p> <p>Effective live feedback.</p> <p>Improved attainment and progress across the curriculum.</p> <p>Gaps in knowledge and skills closing between the PP pupils and the non-PP pupils.</p>	
<p>CPD linked with ongoing subscriptions to enhance teaching and learning. Subscriptions include:</p> <ul style="list-style-type: none"> <li>-Jane Considine</li> <li>-TT Rockstars</li> <li>-Numbots</li> <li>-White Rose Maths Hub</li> <li>-Oak National Academy</li> </ul>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Use of the Jane Considine approach and planning to enhance reading and writing across the curriculum.</p> <p>Use of wider maths resources to improve maths attainment.</p>	<p>Effective use of material in subscriptions seen during monitoring, including book/planning scrutiny, lesson visits and learning walks.</p> <p>Attainment and progress in reading, writing and Maths will improve.</p>	

			<p>Cornerstones data will improve for PP pupils. Gaps will close between the PP pupil and the non-PP pupils.</p> <p>Staff will understand schemes of work and find them useful. Staff surveys will show this.</p>	
<p>Cornerstones Subscription: Used to plan an enriched curriculum and support accurate assessment.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Quality topics taught across the curriculum.</p> <p>Formative and summative assessment taking place across the school in all subjects.</p>	<p>Subject Leaders to observe positive learning behaviours on learning walks/lesson visits/deep dives.</p> <p>Interesting tasks evident in planning/book scrutiny.</p> <p>Pupil voice/staff voice will evidence that the topics are interesting.</p> <p>Accurate formative and summative assessments taking</p>	

			<p>place and used effectively to plan next steps – seen in planning/lessons visits.</p> <p>Gaps in knowledge and skills will close for the PP pupils.</p>	
<p>Whole Class Reading in-house CPD training delivered.</p> <p>Wide range of texts available and utilised.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Cultural Capital opportunities/lack of resources at home.</p>	<p>Daily WCR lessons for all pupils.</p> <p>Access to quality texts to enjoy, learn and inspire.</p>	<p>Increased reading at home.</p> <p>Pupil voice will show a love of reading.</p> <p>Wider range of texts explored.</p> <p>Improved attainment and progress in reading – Cornerstones and Phonics assessments.</p> <p>Pupils have resources that match their ability/provide appropriate challenge.</p>	

Subject Leader Training	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	<p>Ongoing training and support for the subject leaders.</p> <p>Training in monitoring tasks, analysing data, identifying trends, next steps needed.</p>	<p>Staff surveys – staff will feel confident in their leadership roles and carry out monitoring effectively.</p> <p>Gaps in knowledge and skills will close for the PP pupils.</p> <p>Improved attainment for PP pupils in specific subjects. (Cornerstones, Phonics data). Attainment gaps will close between the PP pupils and the Non-PP pupils.</p>	
<b>Projected spending</b>	Total: £40,936			



## Approach B – Academic support (Targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
<p>Literacy Specialist in Year 2 enhancing achievement in Phonics.</p> <p>Adult support in small groups including Master Classes for more- able pupils.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Gaps in knowledge and understanding.</p>	<p>Small group and individual support to enhance the achievement of Year 2 pupils in Phonics.</p> <p>Targeted small group interventions to support attainment across the curriculum as directed by teachers providing QFT.</p>	<p>Improved attainment and progress for Early reading outcomes and phonics screening assessments.</p> <p>Ongoing formative assessment will show that pupils are gaining confidence and achieving well/gaps in knowledge are closing.</p> <p>Pupils have learning activities that match their level of ability and provide appropriate challenge.</p>	

<p>1:1 Reading with targeted pupils</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Targeted support in reading with small groups and/or individuals.</p>	<p>Improved Cornerstones data. Improved Phonics data.</p> <p>A love of reading will be evident – pupils will feel more confident in reading. (Pupil voice)</p>	
<p>Support through the environment - literacy resources.</p>	<p>Cultural Capital opportunities/lack of resources at home.</p>	<p>Teachers ensure pupils have resources that match their ability/provide appropriate challenge.</p>	<p>Pupils have reading materials that match their ability/ provide appropriate challenge.</p> <p>Pupil voice will show a love of reading.</p>	
<p>Subscriptions to enhance pupil experience and provide specific support: TT Rockstars Numbots White Rose Maths Hub Oak National Academy</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Fewer academic resources at home.</p>	<p>TTR/Numbots/White Rose Maths- online resource utilised as home learning opportunity.</p> <p>Online engagement through competition in school and at</p>	<p>Pupils will engage at home and at school- tracked by subject leads using online tools.</p>	

		home to improve maths attainment.	Attainment for arithmetic in maths will improve.	
Pastoral support TAs will run The Hive and The Nest, providing targeted support for children and families.	<p>The wellbeing of PP pupils and other vulnerable groups can be low.</p> <p>Low self-esteem</p> <p>Relationship difficulties with peers and school adults.</p>	Pastoral support across all areas of child development and learning.	<p>PP pupils access pastoral support available.</p> <p>Pupil voice will show happiness and confidence improving.</p> <p>Parent/carer surveys and staff surveys evidence successful case studies.</p> <p>Boxall Profile PASS Test SDQ</p>	
Core subject additional funding; Maths, English and Science	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Gaps in knowledge and skills.</p>	Enhanced learning environments and resources to engage.	Improved outcomes for PP children.	

Year 6 Booster classes/Homework Clubs	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Lack of working environment at home/resources.	To deliver extra lessons in the core subjects after school in Year 6.  Targeted support to close gaps in learning.	Gaps in knowledge will close.  Improved Year 6 outcomes for the core subjects.	
<b>Projected spending</b>	Total: £ 143,746			

**Approach C - Wider strategies (Support to overcome non-academic barriers including attendance, social and emotional support, behaviour, behaviour for learning, parental/ carer engagement and extended school provision)**

<b>Wider strategies</b>	<b>Pupil Premium barrier addressing</b>	<b>Activities/ Actions</b>	<b>Success Criteria/ Measure</b>	<b>Challenge to implementation and Mitigation action</b>
Enrichment activities through the curriculum/Individual class budgets to plan for activities linked to the curriculum and extracurricular activities.	Cultural capital and life experiences away from the classroom.	For pupils to experience a range of interesting activities both in school and after school.	Pupil surveys will evidence that the pupils enjoy the activities.  Curriculum planning shows an exciting range of activities for all.	
Pastoral and SEMH Provision The Hive/The Nest/The View	The wellbeing of PP pupils and other vulnerable groups can be low.	Pastoral support across all areas of child development and learning.	Improvements in: Boxall Profile PASS Test SDQ	

	<p>Low self-esteem</p> <p>Relationship difficulties with peers and school adults.</p>		<p>Pupil voice</p> <p>Parent/carer voice and staff surveys will evident successful case studies.</p>	
Picture News	<p>Access and understanding of the wider world.</p> <p>Gaps in cultural awareness (cultural capital).</p>	<p>Weekly Picture news session.</p> <p>Pupils' talking points accessed independently throughout the week.</p>	<p>Displayed in classroom with pupil participation evident.</p> <p>Pupil voice will evident that the pupils find the resource interesting and useful.</p>	
<p>Upkeep and extension of the onsite outdoor learning environment</p> <p>Out of the Enrichment allocation (Forest School)</p> <p>TA/Teachers to lead and run outdoor learning for the whole school.</p>	<p>Cultural capital and life experiences outside/ in the outdoors.</p> <p>Confidence and wellbeing issues.</p>	<p>Weekly lessons for targeted pupils.</p>	<p>Pupils access weekly sessions evidenced via floor books.</p> <p>Pupil Voice will evident the enjoyment from the pupils.</p> <p>Learning walks will show the pupils engaged and involved in exciting activities that match their needs.</p>	

Residential trips out of the enrichment allocation Subsidised educational visits to support cultural capital.	Income barriers to wider school / external opportunities.	Outdoor learning opportunities.  Living away from home experiences.	Uptake support by subsidising.  Pupil/Parent/carer surveys.	
Dedicated PP Lead	PP being an identified vulnerable group.	Implementing the Pupil Premium Strategy and the Woodnewton Approach to Pupil Premium.  Pupil Premium focus and drive in quality first teaching.  Tracking of Pupil Premium achievement and funding.	Improved attainment and progress for PP pupils across all subjects. (Cornerstones/Phonics Assessments/Times Tables Tests)  Improved wellbeing and confidence for PP pupils – pupil voice. Boxall Profile SDQ	
Individual Class Budgets	Low attainment and starting points.  Gaps in knowledge and skills	Enhanced learning environments and resources to engage.	Improved outcomes for PP pupils.  Curriculum planning.  Pupil voice	
Pastoral support for families experiencing difficulties	Wellbeing Mind-set	EHA Targeted support	Parent/carer surveys/feedback.	

	Relationships with school and others.		Successful case studies from staff.	
<b>Projected spending</b>	£35,898			

<b>2021 to 2022 Total Projected spend:</b>	£291.865
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**7.0 Review of 2021 to 2022 aims and outcomes**

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?