



## Woodnewton a learning community

### Pupil Premium Strategy Statement and Recovery Curriculum 2021 to 2024 for Year 2022

#### **1.0 Our School Ethos for Pupil Premium and Recovery Curriculum**

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

Woodnewton - a learning community			
Academic Year	2021 to 2022	2022 to 2023	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	£275,615	£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	Chloe Robinson	Chloe Robinson
Governor Pupil Premium lead	Kate Holland	Adam Palmer	Adam Palmer

### 3.0 School Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (22-23)	275, 615
Recovery premium funding allocation this academic year (22-23)	£30, 111
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total Budget for this academic year (22-23)</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	305, 726

#### A summary of the main barriers faced by eligible pupils:

- Lower starting points and gaps within achievement compared to the Non-Pupil Premium pupils.
- Lack of life experiences impacting on pupils' knowledge and skills, understanding of the world, and cultural capital.
- Low confidence and self-esteem impacting on pupils' wellbeing.
- Low aspirations and valuing of education.

- Parental Engagement
- Attendance – Persistent Absence

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

Three Year Priorities 2021 - 2024:	End of three Year outcomes:	Link(s) to SSP:
<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> <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 2: Curriculum and Assessment</p> <p>School Priority 4: Pupil Support</p>

#### Planned Impact/ Targets Towards Long Term Outcomes 2022-2023

##### **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 **What is different for a Pupil Premium child at Woodnewton**). 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 2022. CPD will continue to extend to specific QFT strategies in practice. This is planned for 2022/2023 across the year. These QFT strategies are starting to enhance the learning experiences of all pupils, but specifically identified vulnerable groups, which include PP pupils.
- ★ As a result of monitoring, we have introduced a Vulnerable Groups QFT strategy of 'First Check Ins', 'First feedback and marking', and 'Ensuring knowledge of gaps in learning' for PP pupils. This will ensure that PP pupils are not only on task but also understand the learning taking place as well as their next steps that are needed in order to improve and succeed. 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 for September 2022.
- ★ 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.
- ★ This year, Woodnewton will continue to work 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. 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) has already had a positive impact on our PP pupils' attainment in 2021/2022. Our intention is to see this continue into 2022-2023 as even though the PP pupils are making progress, there are still gaps in attainment between the PP pupils and the Non-PP pupils.
- ★ Our intended impact is to see the percentage of PP pupils' attainment increase across the curriculum by another 10%.

**Year 5 2021/22 – children moving into Year 6 in 2022/23**

Reading	Autumn 2021	Summer 2022
	ARE+ PP: 46%	ARE+ PP: 69%
Writing	Autumn 2021	Summer 2022
	ARE+ PP: 0%	ARE+ PP: 25%
EGPS	Autumn 2021	Summer 2022
	ARE+ PP 50%	ARE+ PP 69%
Maths	Autumn 2021	Summer 2022
	ARE+ PP: 44%	ARE+ PP: 39%

- In 2021/22, PP pupils in Year 5 made progress at the expected level in both Reading, Writing and EGPS (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, with learning that is secure.

**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. The school will be setting up a Parents and Friends Association to help build community links. It is important that this group is well represented and includes PP families to help support parental engagement even further. (SSP School Priority 3)
- ★ The Forest School area of the school site has been enhanced. The outdoor learning provision has expanded to allow PP pupils the opportunity to participate in activities. The Forest School offer will continue to be further developed to include more off-site visits to local wooded areas.
- ★ The Forest School leader has completed CPD in order to develop an outdoor learning programme which is continually worked upon. 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 wellbeing of all pupils, including the PP pupils.
- ★ Focused CPD for staff is planned for 2022/2023, 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.
- ★ Links have been made with a local feeder secondary school where PP pupils attend clubs after school. These include, cooking, art and design, sports and drama.

**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	59%	68%	-9%			
		Greater Depth	6%	18%	-12	9%	15%	-6%			
	Writing	Expected	44%	70%	-26	47%	64%	-17%			



		Greater Depth	6%	5%	+1	6%	9%	-3%			
	Maths	Expected	39%	66%	-27	56%	61%	-5%			
		Greater Depth	6%	14%	-8	9%	11%	-2%			

Identified Pupil Group Performance Overview											
			2018/19 (Last year of reported Data)			2022			2023		
End of KS1			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Reading	Expected	58%	63%	-5	39%	66%	-27%			
		Greater Depth	17%	17%	0	7%	21%	-14%			
	Writing	Expected	46%	55%	-9	21%	47%	-26%			
		Greater Depth	0	1%	-1	0	0	0			
	Maths	Expected	54%	69%	-15	36%	63%	-27%			
		Greater Depth	4%	12%	-8	0	5%	-5%			
	Phonics Year 2		88%	73%	+15	6/9 67%	10/16 63%	+4%			
End of Year 1	Phonics Year 1		50%	77%	-27	58%	72%	-14%			
End of EYFS	GLD		56%	77%	-21%	50%	65%	-15%			

**5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2022 to 2023**

**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. Vulnerable Group QFT Strategy including First Check-Ins, First Feedback and Marking, Knowing gaps in knowledge and understanding.
- ★ 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 1 and 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 including mini-libraries in each classroom.
- ★ Flexible Groupings/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.
- ★ Vulnerable Group QFT Strategy including First Check-Ins, First Feedback and Marking, Knowing gaps in knowledge and understanding.
- ★ 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 KS1 and KS2 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 and settings supporting in wider enrichment activities.
- ★ A school Mini bus picking up PP pupils to ensure that they come to school every day and on time.

## 6.0 Strategy Approaches for disadvantaged pupils 2022 to 2023

### 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.	

			<p>Accurate formative assessment and AFL techniques.</p> <p>Accurate teacher assessments.</p> <p>Effective live feedback and effective marking.</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.</p> <p>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,</p>	

			<p>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 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</p>	

			ability/provide appropriate challenge.	
Subject Leader Training	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Ongoing training and support for the subject leaders.  Training in monitoring tasks, analysing data, identifying trends, next steps needed.	Staff surveys – staff will feel confident in their leadership roles and carry out monitoring effectively.  Gaps in knowledge and skills will close for the PP pupils.  Improved attainment for PP pupils in specific subjects. (Cornerstones, Phonics data). Attainment gaps will close between the PP pupils and the Non-PP pupils.	
Projected spending	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
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<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>Two Intervention teachers with targeted support for small groups of children across the school.</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 and SLT 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>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</p>	

			confident in reading. (Pupil voice)	
Support through the environment - literacy resources.	Cultural Capital opportunities/lack of resources at home.	Teachers ensure pupils have resources that match their ability/provide appropriate challenge.	Pupils have reading materials that match their ability/ provide appropriate challenge.  Pupil voice will show a love of reading.	
Subscriptions to enhance pupil experience and provide specific support: TT Rockstars Numbots White Rose Maths Hub Oak National Academy	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Fewer academic resources at home.	TTR/Numbots/White Rose Maths- online resource utilised as home learning opportunity.  Online engagement through competition in school and at home to improve maths attainment.	Pupils will engage at home and at school- tracked by subject leads using online tools.  Attainment for arithmetic in maths will improve.	
Pastoral support TAs will run The Hive and The Nest, providing targeted support for children and families.	The wellbeing of PP pupils and other vulnerable groups can be low.  Low self-esteem	Pastoral support across all areas of child development and learning.	PP pupils access pastoral support available.  Pupil voice will show happiness and	

	Relationship difficulties with peers and school adults.		confidence improving.  Parent/carer surveys and staff surveys evidence successful case studies.  Boxall Profile PASS Test SDQ	
Core subject additional funding; Maths, English and Science	Lower attainment than their peers and therefore low starting points with rapid progress targeted.  Gaps in knowledge and skills.	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: £ 198,781			

**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.  Low self-esteem  Relationship difficulties with peers and school adults.	Pastoral support across all areas of child development and learning.	Improvements in: Boxall Profile PASS Test SDQ Pupil voice Parent/carers voice and staff surveys will evident successful case studies.	
Picture News	Access and understanding of the wider world.	Weekly Picture news session.	Displayed in classroom with pupil participation evident.	

	Gaps in cultural awareness (cultural capital).	Pupils' talking points accessed independently throughout the week.	Pupil voice will evident that the pupils find the resource interesting and useful.	
Upkeep and extension of the onsite outdoor learning environment Out of the Enrichment allocation (Forest School) TA/Teachers to lead and run outdoor learning for the whole school.	Cultural capital and life experiences outside/ in the outdoors.  Confidence and wellbeing issues.	Weekly lessons for targeted pupils.	Pupils access weekly sessions evidenced via floor books.  Pupil Voice will evident the enjoyment from the pupils.  Learning walks will show the pupils engaged and involved in exciting activities that match their needs.	
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.	Improved attainment and progress for PP pupils across all subjects. (Cornerstones/Phonics	

		<p>Pupil Premium focus and drive in quality first teaching.</p> <p>Tracking of Pupil Premium achievement and funding.</p>	<p>Assessments/Times Tables Tests)</p> <p>Improved wellbeing and confidence for PP pupils – pupil voice.</p> <p>Boxall Profile</p> <p>SDQ</p>	
Individual Class Budgets	<p>Low attainment and starting points.</p> <p>Gaps in knowledge and skills</p>	Enhanced learning environments and resources to engage.	<p>Improved outcomes for PP pupils.</p> <p>Curriculum planning.</p> <p>Pupil voice</p>	
Pastoral support for families experiencing difficulties	<p>Wellbeing</p> <p>Mind-set</p> <p>Relationships with school and others.</p>	<p>EHA</p> <p>Targeted support</p>	<p>Parent/carers surveys/feedback.</p> <p>Successful case studies from staff.</p>	
<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?
<b>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.</b>	<p>PP pupils have made progress this year in both Reading and Writing. Maths continues to be an area to focus on so that pupils have a secure knowledge and understanding of the subject.</p> <p>Gaps in attainment between the PP pupils and the Non-PP pupils still exist across the core subjects.</p>	<p>The highest quality teaching and learning to enable PP pupils to succeed and narrow the attainment gap still needs to be a focus for the year 2022/23. The PP pupils are making progress, however, gaps still exist between the PP pupils and the Non-PP pupils.</p> <p>Our Vulnerable Groups QFT Strategy of - first check-ins, first feedback and marking, and ensuring gaps in knowledge are known will continue to take place in the year 2022/23. Pupil voice tells us that PP pupils find these classroom strategies extremely useful and help them with their understanding and learning.</p>
<b>2. Increase the opportunity for learning outside of the classroom.</b>	<p>The Forest School area of the school site has been enhanced. The outdoor learning provision has expanded to allow PP pupils the opportunity to participate in activities. The Forest School offer has further developed to include off-site visits to local wooded areas. Pupil Voice informs us that PP pupils love going to Forest School and it helps them to feel good about themselves and more confident about their abilities.</p>	<p>The Forest School needs to continue to take place in the Year 2022/23 as the impact of this provision is excellent for our PP pupils.</p> <p>Residential trips and school trips have launched again this year and the subsidised and discounted costs have supported our PP families, ensuring that all pupils have been included and have gained life-long skills and experiences. This needs to continue next year.</p>

	<p>The Forest School leader has completed CPD in order to develop an outdoor learning programme. This has enabled more pupils to access the outdoor provision and offer opportunities for pupils with SEMH to attend Forest Schools off site. Pupil voice informs us that the PP pupils thoroughly enjoy these trips and gain awe and wonder from their experiences.</p> <p>As a school, we have offered a wide range of residential opportunities locally and cross-curricular activities. These have been subsidised/discounted for our PP pupils. This has enabled PP pupils to be included and have these life-long, valuable experiences.</p>	<p>Further developing our Cross Curricular activities offer for pupils is one of our School Priorities for the year 2022/23 (SSP School Priority 3). The most disadvantaged pupils consistently benefit from these experiences.</p>
<p><b>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.</b></p>	<p>Some high quality enrichment activities have taken place across the school this year. Pupil voice shows that PP pupils feel more motivated after trips and experiences as they feel happier inside and more confident. This needs to continue next year.</p> <p>Staff have received CPD around ensuring the curriculum is appropriate for all pupils and fit for purpose. This needs to continue next year.</p> <p>Our whole-school approach to reading focuses on providing regular and consistently high quality access to texts and exploration of reading skills. Our PP pupils are less likely to encounter cultural capital outside of school,</p>	<p>Further developing our Cross Curricular activities offer for pupils is one of our School Priorities for the year 2022/23 (SSP School Priority 3). The most disadvantaged pupils consistently benefit from these experiences.</p> <p>For the Year 2022/23 the school will focus on ensuring the curriculum intent and implementation are embedded securely and consistently across all year groups, with examples of excellent practice across the wider curriculum. (SSP School Priority 2)</p> <p>Our whole-school approach to reading focuses on key texts that pupils love. This will continue</p>

	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.	next year as this has great impact on our PP pupils.
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