



Woodnewton a learning community

Pupil Premium Strategy Statement and Recovery Curriculum 2021 to 2024
Year 2023/24

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 high quality and responsive adaptive 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 and possible multiple vulnerabilities (including our 'middle children') some of our pupils' experience and the need to ensure we are relentless in our drive to overcome any barriers for children and their families, so they achieve as well as they can and at least in line with their peers. There is a focus on the development of the child across all areas of the curriculum and all areas of their development, planning and meeting needs with whole school, group and bespoke provision, to widen their experiences, progress and ultimately raise outcomes. We believe in all pupils, including those who are disadvantaged/ pupil premium, accessing a rich, balanced and broad curriculum and having equitable opportunities across all areas of school life.

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	875	850
Number and Proportion of disadvantaged pupils	227 (23%)	217 (25%)	202 (24%)
Total Pupil premium allocation (£)	£220, 580	£293,989	£293,910
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	Kate Harle	Kate Harle
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)	£293,989
Recovery premium funding allocation this academic year (22-23)	£30,241
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year (22-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£324,230

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 and enrichment opportunities outside of school
- Attendance – Persistent Absence and attendance being in line with peers

3.0 Strategic Vision: Long Term Desired Priority and Outcomes		
Three Year Priorities 2021 – 2024: <ul style="list-style-type: none"> • Narrowing the attainment gap between the PP pupils and Non-PP pupils. • Improving the progress made by PP pupils. • Cultural Capital for PP pupils. • Narrow the attendance and PA gap between PP and their peers. 	End of three-Year outcomes: <ul style="list-style-type: none"> • To provide high quality and responsive adaptive 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. • To increase the opportunity for learning outside of the classroom and promotion of all areas of their development. • 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, SMSC and being ready for the next stage of their education. 	Link(s) to SSP 2023/24: <p>SSP 1: Quality of Education/High Quality Teaching.</p> <p>SSP 2. Wider Curriculum and Assessment</p> <p>SSP 3 Wider Curriculum and Assessment</p> <p>SSP 4: Pupil Support</p>

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

1. To provide the highest quality teaching and learning, including highly responsive adaptive teaching, 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 and the national gap between PP and non-PP pupils widening, we understand the need for all of our pupils to continue to receive High Quality Teaching across all areas of the curriculum. Research shows, for example EEF and Ofsted, that the biggest impact on raising outcomes and achievement is high quality and adaptive teaching. This is a key priority area in our School Strategic Plan (SSP 1). A whole-school approach to Pupil Premium is in place which focused on strategies to support HQT and adaptive teaching and is complimented by personalised and more bespoke group and individual strategies and interventions. (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 and embed at all levels of school life from academic to social and enrichment opportunities.

- ★ Initial Continuous Professional Development (CPD) was provided for all teaching staff (teachers and TAs) by SLT in September 2023. CPD will continue to extend to specific HQT and adaptive teaching strategies in practice. This is planned for 2023/2024 across the year. These high-quality teaching strategies are starting to enhance the learning experiences of all pupils, but specifically identified vulnerable groups, which include PP pupils.
- ★ Due to the positive feedback and previous success and evidenced research re the high impact of cognitive feedback and meta-cognition, we will continue our Vulnerable Groups Strategy of 'First Check Ins', 'First feedback and marking', and 'Ensuring knowledge of gaps in learning' are known for the 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 up- dated Feedback Policy for September 2023.
- ★ 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. Children arrive in EYFS often with low starting points and gaps which are particularly prominent for our youngest PP children. Our approach to close the gap and run short, sharp and targeted interventions from the onset of them joining our school is a key focus so that the difference is narrowed and eradicated as early as possible. This is particularly important for phonics and early reading.
- ★ 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. We will also continue to work with them for our PP children in year 6 to attend some of their extra-curricular activities in preparation for transition in addition to widening their extra-curricular offer.
- ★ Reading is a priority for us at Woodnewton. Our whole-school approach to reading is embedded with daily whole-class reading lessons and with a class novel text also shared each day. This 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 may be less likely to encounter the same opportunities as others supporting their enrichment and cultural capital outside of school and so these experiences are of paramount importance to ensure we support within school to ultimately improve attainment, but also in the overall development of our PP pupils.
- ★ The implementation of the reading approach has evidenced a positive impact on our PP pupils' attainment. Our intention is to see this continue into 2023-2024 as even though the PP pupils are making progress and evidenced improvements are occurring over time, there are still gaps in attainment between the PP pupils and the Non-PP pupils which we must close as quickly as possible.
- ★ Our intended impact is to see the percentage of PP pupils' attainment increase across the curriculum by at least an additional 10%.

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

- ★ Extra - Curricular Clubs, including gymnastics, Jam coding, football, dance, MMA and knitting club are part of our enrichment offer which we would like to continue to enhance and widen. Monitoring and expanding PP and middle children attendance is a focus including academic focused clubs e.g. Science, reading. Our attendance to the secondary school extra-curricular clubs prioritise PP children to support transition and widen opportunities. Our year 6 leadership programme will support our younger PP children for a range of areas including reading, art, music, sports etc. and promote self-esteem and positive attitudes including our year 6 PP children and those PP children supported by year 6 leaders.
- ★ 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 to ensure the inclusion of every child. **(SSP 4)**
- ★ The Forest School area of the school site has been enhanced. The outdoor learning provision has expanded to allow pupils, including 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.
- ★ Improving parental engagement needs to continue and monitoring attendance of our vulnerable group parent/ carers. 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 4)**

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.

- ★ Our sports coaches at lunch time – one for an hour at KS1, one for KS2 for an hour and then two for KS2 years 5 and 6 for an hour, promote participation in games and sports opportunities at lunchtime. Many of our PP children participate and 'encouraged' to attend. It also supports engagement and positive behaviour and attitudes including returning to the classroom ready to learn.
- ★ The year 6 leadership programme will build upon enrichment opportunities provided.

- ★ 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. This also assists with the Childhood Pledge offer for every child in school to ensure that they experience a wide range of life experiences and skills across their time at Woodnewton.
- ★ Focused CPD for staff is planned for 2023/2024, to ensure that planning is adapted effectively. Widening visitors and speakers to the school to widen aspirations will occur.
- ★ The reading 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. **(SSP 1, SSP 4)**

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

4.0 Pupil Outcomes

		Identified Pupil Group Progress Scores					
		2018/19 PP	Whole Cohort	2021/22 PP	Whole Cohort	2022/23 PP	Whole Cohort
End of KS2	Reading PP	-4.46	-4.2	-3.72	-3.16	-1.88	-1.13
	Writing PP	-5.55	-4.8	-2.40	-2.09	-1.88	-0.62
	Maths PP	-3.91	-4.7	-4.41	-3.50	-4.03	-2.63

This shows that our average PP progress is improving year on year but we accept that this must continue to improve to higher than national and demonstrating accelerated progress for all pupils.

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
		Greater Depth	6%	14%	-8	9%	11%	-2%	0%	0%	0%
	Combined	Expected	33%	50%	-17	34%	48%	-14%	46%	49%	-3%

End of KS2		Greater Depth	0	2%	-2	0%	6%	-6%	3%	17%	-14%
	Reading	Expected	44%	67%	-23	60%	68%	-8%	46%	56%	-10%
		Greater Depth	6%	18%	-12	3%	9%	-6%	0%	1%	-1%
	Writing	Expected	44%	70%	-26	46%	61%	-15%	57%	67%	-10%

		Greater Depth	6%	5%	+1	6%	9%	-3%	3%	17%	-14%
	Maths	Expected	39%	66%	-27	56%	61%	-5%	46%	56%	-10%

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
	Phonics Year 2	88%	73%	+15	6/9 67%	10/16 63%	+4%	54%	66%	-12%
End of Year 1	Phonics Year 1	50%	77%	-27	58%	72%	-14%	31%	74%	-43%
End of EYFS	GLD	56%	77%	-21%	50%	65%	-15%	62%	74%	-12%

Year One	Number and % Children who passed the baseline phonic check (32+)	Number and Percentage of Children passed the PSC	National 2022	Difference between actual 2022/23 and National 2022
WHOLE COHORT 96	(10/89) 11%	(71/96) 74%	75%	-1%

★ Progress from baseline of 11% in September 2022 to 74% in July 2023 (+63%)

Year Two	% Children who passed the baseline phonic check (32+)	% of children who have passed phonics screening (32+)	Progress percentage pass baseline to PSC	National 2022	Difference between actual 2022/23 and National 2022
WHOLE COHORT 116 (39)	2% (N)	64% (N) (14 did not pass)	+62% Whole cohort 89%	87%	+2%

- ★ Progress from baseline of 2% in September 2022 to 64% in July 2023 **(+61%)**
- ★ Targeted intervention from two qualified teachers (in addition to class teachers) to deliver high quality teaching and learning experiences to PP children across Year 2 resulted in excellent progress being made.

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2023 to 2024

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.
- ★ High quality teaching and adaptive teaching in practise, including CPD with targeted follow up support/mentoring.
Vulnerable Group HQT Strategy including First Check Ins, First Feedback and Marking, Knowing gaps in knowledge and understanding. Adaptive teaching strategies including additional practice, target support including groups and individuals within whole class teaching, scaffolding, breaking down into smaller content, using formative assessment swiftly and informatively, well-chosen resources etc.
- ★ Subject Leader training, mentoring and coaching
- ★ Training around Progress Teaching

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

- ★ Highly experienced Maths teacher (former Maths subject leader) leading targeted Maths interventions across Years 5 and 6
- ★ Small Phonics groupings lead by experienced staff
- ★ 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 embedded throughout the school.
- ★ Daily formative assessment.
- ★ High quality live feedback coupled with whole class feedback.
- ★ Vulnerable Group HQT 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 after school in Year 6 lead by qualified and experienced teachers.

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 with a focus on cultural capital
- ★ Sports coaches
- ★ Year 6 leadership programme.
- ★ Childhood Pledge offer
- ★ The KS1 and KS2 Hive/The Nest/The View (Pastoral and SEMH Provision)/The Burrow
- ★ Picture News – gaining knowledge of the wider world.
- ★ Restorative justice.
- ★ Positive learning behaviours.
- ★ Forest school & weekly outdoor learning.
- ★ A wide range of extra-curricular sports clubs including football, MMA, dance, gymnastics and basket ball.
- ★ Secondary school extra-curricular club offer.
- ★ 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 2023 to 2024

6.1 Research – led evidence and rationale for approaches

Approach A

High Quality Teaching

- ★ [1. High-quality teaching | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- ★ Strategies to support accelerating progress of vulnerable pupils [Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- ★ Teaching and learning toolkit [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- ★ [Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER](https://www.nfer.ac.uk/publications/2019/20190101-supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice)
- ★ [45 Pupil Premium Strategies for Best Impact in Schools \(2023\) \(thirdspacelearning.com\)](https://thirdspacelearning.com)
- ★ 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 6th November 2020, viewed 25/08/2023 <<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
- ★ Narrowing the gap [Closing the attainment gap | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Approach B

Early reading, phonics and Whole Class Reading

- ★ Quigley, A (2018). Closing the vocabulary gap. 1st Ed. London: Routledge
- ★ Education Endowment Foundation, Teaching and Learning Toolkit July 2021, Collaborative Learning, Social and Emotional Learning [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/)
- ★ Education Endowment Foundation , Peer tutoring Teaching and Learning Toolkit, June 2021 [Peer tutoring | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/peer-tutoring/)
- ★ 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>
- ★ 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>

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>

- Education Endowment Foundation, Outdoor Adventure Learning Toolkit 30th 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 10th 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	Mid Year Review
External and internal CPD: -High Quality Teaching -Adaptive Teaching -Curriculum Teaching and Learning -CPD for support staff -Progress Teaching	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Staff have the knowledge to address barriers.	High quality 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"> -Jane Considine -TT Rockstars -Numbots -White Rose Maths Hub -Oak National Academy 	<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 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>Progress teaching and cornerstones curriculum: 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.	<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>	
Projected spending	Total: £41,974			

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

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Mid-year review
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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 HQT.</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</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.	
Projected spending	Total: £ 246,531			

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)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Mid-year review
Enrichment activities through the curriculum/Individual class budgets to plan for activities linked to the curriculum and extra curricular 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/carer 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 High Quality 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>	
Projected spending	£35,725			

2022 to 2023 Total Projected spend:	£324,230
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7.0 Review of 2022 to 2023 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2023 to 2024?
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.	<p>PP pupils have made progress this year in Reading, Writing and Maths. (Y6 Reading +13% achieving GDS from October baseline, Y6 Writing +36% achieving ARE+ from October baseline and Y6 Maths +24% achieving ARE+ from October baseline.) Maths is improving from but is still the lowest and continues to be an area to focus on so that pupils have a secure knowledge and understanding of the subject. We have a highly experienced maths teacher to target this for 23 to 24.</p> <p>Gaps in attainment between the PP pupils and the Non-PP pupils still exist across the core subjects but the gap is narrowing. Pupil voice shows that PP children enjoy reading and talk enthusiastically about their class reading books and the books available to them in their classroom libraries.</p> <p>PP pupils have made good progress in their Phonics screening both at the end of Y1 and those who were reassessed at the end</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 2023/24. The PP pupils are making progress, however, although narrowing, gaps still exist between the PP pupils and the Non-PP pupils.</p> <p>Our Vulnerable Groups High Quality Teaching Strategy of - first check-ins, first feedback and marking, and ensuring gaps in knowledge are known will continue to take place in the year 2023/24. Pupil voice tells us that PP pupils find these classroom strategies extremely useful and help them with their understanding and learning.</p> <p>Adaptive teaching – is a focus for our school this academic year and CPD has been delivered to all staff during an inset day in September 2023. Strategies and expectations were shared and will continue to be a focus for further CPD and regular monitoring by leaders. Our monitoring tells us that adaptive teaching is imperative for the inclusivity and attainment</p>

	<p>of Y2. This is due to the addition of two qualified intervention teachers (30% of salary coming from PP funding) to the team to ensure that phonics interventions were delivered to a high quality in small groups. (Y1 Phonics +63% from baseline of which +31% were PP and Y2 Phonics +62% from baseline of which +54% were PP)</p> <p>In EYFS, 74% of pupils achieved GLD, with 62% being PP pupils. This was a significant increase of +40% for PP pupils from the September baseline. Experienced staff supported the children through targeted intervention to ensure that needs were met and are reflected in the outcomes of our pupils, especially our PP pupils.</p>	of all learners, including our PP learners.
2. Increase the opportunity for learning outside of the classroom.	<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.</p> <p>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 2023/24 as the impact of this provision is excellent for our PP pupils.</p> <p>Residential trips and school trips have been offered successfully 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 will 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 2023/24 (SSP School Priority 3). The most disadvantaged pupils consistently benefit from these experiences.</p>
<p>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.</p>	<p>Pupil voice shows that PP pupils feel more motivated after trips and experiences as they feel happier inside and more confident.</p> <p>Sports coaches (59% of salary coming from PP funding) have provided PP pupils with the opportunity to engage in sporting activities at lunchtime across a range of sports, but also to participate in after school activities. This has given them opportunities to experience sports and activities which are completely new to them and to experience the competitive element of sports too. Recent monitoring shows that at least 60% of PP pupils (across Y3 – Y6) engage with the sports coach led activities during their</p>	<p>Further developing our Cross Curricular activities offer for pupils is one of our School Priorities for the year 2023/24 (SSP School Priority 3). The most disadvantaged pupils consistently benefit from these experiences.</p> <p>All Y6 pupils will be given the opportunity to be a “Leader” within our school focusing on their strengths and ambitions. This is important for all our pupils but especially our PP pupils as it will provide them with the opportunity to utilize skills that they need to support and enable them to achieve in life. Our year 6 leadership programme will support our younger PP children for a range</p>

	<p>lunchtime with at least 35% engaging daily. PP pupils report that “They love the sports coaches, especially when they teach us how to play games we have never played before like Hockey.” Supporting the well being of PP pupils has been noticed by members of staff as well as encouraging their participation in active sporting opportunities.</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>of areas including reading, art, music, sports etc. and promote self-esteem and positive attitudes including our year 6 PP children and those PP children supported by year 6 leaders.</p> <p>For the Year 2023/24 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>
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	<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.</p> <p>Clubs with an academic focus e.g. coding, were provided by a recommended external provider where funded spaces were offered to PP pupils. Pupil feedback showed that 100% of PP pupils who participated in the opportunity enjoyed the sessions and subsequently, more than 50% of PP pupils registered for further sessions.</p>	<p>next year as this has great impact on our PP pupils.</p>
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