

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Woolenwick Infant and Nursery School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	39 (17.5%) FSM and Evers: 32 EYPP: 5 CLA: 2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Usha Dhorajiwala
Pupil premium lead	Laura Pezeshkpour
Governor / Trustee lead	Shirley Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year	£4,060
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£43,345

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Throughout our strategy, first quality teaching is central to our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Strategies implemented are based on research. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We provide a curriculum that has the wellbeing, development and understanding of every child at its core. At Woolenwick, new skills are learned, minds opened, imaginations sparked, discoveries made, potential nurtured and challenges are faced confidently. We provide every day, real experiences that inspire children's thinking, making learning memorable for every child regardless of their starting point or background. We provide a range of opportunities and experiences to enhance the cultural capital for all.

Our ultimate objectives for pupils in receipt of Pupil Premium Grant (PPG):

- ✓ Improve outcomes for pupils. Ensure pupils' knowledge gaps in reading, writing and mathematics are addressed. It is important to note that most pupils enter the school well-below the National expectation. (Lower Baseline on Entry)
- ✓ Improve oral language skills and increasing pupils' progress in reading. (Language Development)
- ✓ Ensure pupil premium pupils with SEND (multiple vulnerabilities) make good or better progress from their low starting points. (Additional Needs)
- ✓ Prioritise the social, emotional, mental health and wellbeing of all pupils and particularly pupils in receipt of PPG which will enable them to access and retain learning (poor working memory)
- ✓ Improve the attendance of pupils in receipt of PPG to 97%
- ✓ Improving academic attainment for pupils impacted by 2020 and 2021 lockdowns (Covid-19 Impact)

We aim to meet our objectives by:

- ✓ Planning and delivering a personalised, broad and balanced curriculum and wider learning opportunities which meets the needs of all learners
- ✓ Acting early to intervene with appropriate provision at the point needs are identified
- ✓ Adopting a whole school approach in which all educators take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ✓ Engaging with parents and carers by providing learning workshops and learning events

Challenges

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

Challenge number	Detail of challenge
1	Identifying and addressing the individual and specific needs of all pupils in receipt of PPG Pupils on entry have a lower baseline in reading, writing and mathematics than their peers. (Lower Baseline) 65% in receipt of PPG have multiple vulnerabilities including Special Educational Needs (including cognitive, social and emotional development). (Additional Needs)

2	<p>Speech and Language (early development and access to Speech and Language therapy service for families)</p> <p>Monitoring, assessments, observations indicate some of our pupils in receipt of PPG have poor oral language skills and a vocabulary gap due to missed learning during the Covid 19 pandemic. This is evident from EYFS and throughout to Key Stage 1. Language Assessments on entry indicate that at least 47% of pupils require communication and language targeted provision.</p>
3	<p>Phonics (phonetic awareness and progress towards reading and spelling) and Early Reading (development of early reading skills and comprehension)</p> <p>Monitoring, assessments, observations indicate some of our pupils in receipt of PPG have greater difficulty with phonics and achieve less well than their peers. This negatively impacts on their development as readers. Phonics teaching is a specific skill which some of our parents find more problematic than other subjects.</p>
4	<p>Social, Emotional, Mental Health and Wellbeing needs (including development of emotional literacy. Opportunities to learn and play outdoors, links with emotional well-being)</p> <p>Monitoring, assessments, observations using Leuven scales indicate some of our pupils in receipt of PPG when faced with high expectation and challenge demonstrate less resilience, low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success. Less established metacognitive habits and are less likely to self- regulate.</p> <p>Some children lack the social skills to interact and initiate play/ games with their peers.</p> <p>Overall low social, emotional and mental wellbeing needs impact on pupils' overall school attendance, learning and self-esteem.</p> <p>For some they continue to be affected by the impact of the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Parental engagement</p> <p>Monitoring indicates parents of some of our pupils in receipt of PPG are less likely to attend workshops and learning events. They lack confidence and engagement to support their children with learning at home.</p>
6	<p>Cultural Capital (including diverse and enriching experiences for all pupils that are purposeful in supporting the wider knowledge and curriculum intent)</p> <p>Monitoring indicates that some of our pupils in receipt of PPG have limited access to wider opportunities within the local area and a narrow range of first-hand experiences including cultural opportunities. This impacts on vocabulary and oracy. Longer term, low aspirations at home become a barrier to pupil outcomes and achievements. This is evident from EYFS and throughout Key Stage 1.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All educators have a detailed understanding of the needs of each pupil in receipt of the PPG and particularly those with SEND in their class and plan how to address their needs accordingly.</p>	<p>A range of assessments are used from on entry, including the Baseline Assessment, speech & language NELI and Wellcomm programmes and Leuven social emotional assessments.</p> <p>Teacher assessments identify gaps in reading, writing and maths and inform planning and teaching.</p>
<p>Pupils in receipt of the Early Years PPG will make good or better progress in Communication and Language</p>	<p>Pupils in receipt of the PPG will do as well (or better) than their peers. They will make at least Expected Progress or Better in Communication and Language.</p> <p><i>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments</i></p>
<p>All pupils including PPG will receive quality phonics and reading teaching with appropriate 'keep up sessions' when needed</p>	<p>Pupils in receipt of the PPG will do as well (or better) than their peers. They will make at least Expected Progress or Better in phonics and reading.</p> <p>Year 1 PPG pupils reach the expected standard in the Year 1 phonics screening check in 2023</p>
<p>Good social, emotional, mental health and wellbeing needs are prioritised through specific programmes and the provision of the indoor and outdoor learning environment as a result impacting on pupils' overall school attendance, learning and self-esteem.</p> <p>To ensure the attendance of pupils in receipt of PPG is above 96%</p>	<p>Pupils in receipt of PPG will attend school regularly and have made at least Expected Progress or Better in reading, writing and maths.</p> <p>Social and emotional needs are addressed in class and where required by additional 'Talking Time' sessions.</p> <p>Educators intervene where necessary to support families in ensuring children attend school regularly.</p> <p>Absence is closely monitored and followed up where required by the class teacher and then the SLT. They will have opportunities to discuss their wellbeing. Pupils voice will evidence they feel safe and happy in school.</p>
<p>Parents attend coffee mornings, learning workshops and events are involved in DEAR Time/ reading, workshops, outings and other wider aspects of school. They feel valued as part of the school community.</p>	<p>Activities have been strategically planned to encourage parental engagement. Pupils in receipt of PPG are involved in all aspects of school life wherever possible.</p>

<p>Pupils in receipt of PPG are appropriately represented in school enrichment experiences (clubs, trails, events, outings) to enable structured opportunities to develop knowledge, language and communication.</p>	<p>Personal invitations to parents/carers to raise attendance and numbers demonstrate sustained engagement.</p> <p>Pupils in receipt of PPG are specifically invited to join school extra-curricular clubs, trails, events, outings and other cultural learning opportunities. School will assist with financial support to ensure they are able to actively participate in at least one club of their choice from the range on offer.</p> <p>Pupil voice will evidence they are developing a range of skills through participating with others and experiencing learning they may otherwise not have had.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils. Ongoing CPD for teaching staff: Adaptive teaching, Differentiation and scaffolding Inclusion Curriculum subject focus to support pupils learning and attainment enabling them to make at least expected progress.</p>	<p>Ofsted-The Pupil Premium How schools are spending the funding successfully to maximise achievement. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The Education Endowment Fund guide to the pupil premium- https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>CPD including mentoring and coaching for all educators with a focus on phonics and early reading</p>	<p>High quality CPD is essential to follow EEF principles. Supporting high quality teaching is pivotal in improving children's outcomes and narrow the disadvantage gap. Research shows that it highly effective and the short-term investment will deliver long term impact at a low cost.</p> <p>Little Wandle Revised Letters and Sounds programme ongoing CPD alongside Staff Meetings, INSET and Twilight meetings will enable a consistent approach to the delivery of phonics and early reading is embedded across the school so that educators have the knowledge and the skills to deliver it successfully. Workshops will be provided to support all parents.</p>	<p>1, 2, 3,</p>

	<p>Home reading books, Ebook library and Book accessibility is imperative for developing positive reading habits and 1,2,3,4,5 6 shared reading books resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD focus on explicit teaching of language and vocabulary skills development for all pupils, particularly those in receipt of PPG</p> <p>Continue to develop oracy through storytelling. Improve listening, narrative, vocabulary, recall skills. Some pupils in receipt of PPG have relatively low spoken language skills</p>	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion across the school curriculum are inexpensive to implement. They can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Trauma Informed training</p>	<p>trauma-informed CPD to understand and mitigate the negative effects of trauma experienced by pupils. Strategies implemented to support pupils who suffer with trauma or mental health issues and whose behaviour acts as a barrier to learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 precision teaching for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this will be in receipt of PPG, including those who are high attainers.</p> <p>1:1 sessions led by skilled educators</p> <p>FFT reading intervention and Daily Read /Daily Write Programme</p>	<p>1:1 targeted provision at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide precise and effective small group interventions, pre-teaching and pre-learning to pupils who benefit from additional schemas in order to aid their retrieval practice in a whole class session and for their upcoming learning.</p> <p>Led by skilled educators (TAs) to accelerate pupil progress: Keep Up with Phonics,</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, Targeted 'Keep Up' phonics have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Provide precise and effective 1:1 Speech, Language, Communication interventions led by skilled educators.</p> <p>The Nuffield Early Language Intervention and Wellcomm.</p> <p>Educators to deliver weekly Speech, Language, Communication sessions following Consultant Speech and Language Therapist visits.</p>	<p>A communication and language approach that emphasises the importance of spoken language and verbal interaction or young children. Based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Research shows that children involved in language intervention can make approx. 6 months progress</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention (NELI)</p>	2
<p>Provide additional guided reading and one to one reading sessions to all children needing to make accelerated progress.</p>	<p>Accessibility to a wide range of reading books is imperative for developing positive reading habits and engagement in <i>reading for pleasure</i> (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. <i>OUP 2021 Research 'Word gap'</i> suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both children's literacy and numeracy attainment. Targeted reading and phonics interventions for children not meeting expected standard improves</p>	2, 3

	<p>progress of these children and closes the gap. Volunteers with planned training.</p> <p>www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.</p> <p>Research evidence on reading for pleasure - GOV.UK (www.gov.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Plan and deliver a wide range of enrichment opportunities that meet pupils' interests and engage all learners and particularly pupils in receipt of PPG.</p> <p>Continue to broker in services of external professional partners/visitors for engaging learning experiences</p> <p>Continue to offer educational subsidies.</p>	<p>Pupils are supported to develop and apply a range of life skills through enrichment and extra-curricular activities. Pupils experience high quality language interactions and have developed their communication and language skills as a result.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Cambridge Primary Review Trust 2016- https://cprtrust.org.uk/cprt-blog/the-power-of-the-arts-in-primary-schools/</p> <p>National Education Union January 2020- https://neu.org.uk/advice/educational-visits</p> <p>The School Journey Association 2015- https://www.sjatours.org/wp-content/uploads/2015/09/SJA-Supporting-Participation-In-Educational-Visits.pdf</p>	6
<p>Supporting parents to assist their children's learning or their self-regulation by as well as specific skills, such as reading.</p>	<p>Opportunities for parents to engage with the school within in a wider context is important. DEAR Time, workshops and 'Structured Conversations' provide us with the opportunity to target Early identification or when children are falling behind particularly in phonics and reading. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5

<p>One to one and group PSE interventions led by skilled Intervention Teaching Assistants to provide behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning: 'Bright Stars', 'Woodworking', 'Philosophy' and 'Let's Get Gardening.' Pupil behaviour and confidence shows happy, settled pupils whose needs are being met both cognitively and emotionally.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Department of Education October 2018- Mental health and wellbeing provision in schools</p> <p>Royal Society for Public Health October 2020- https://www.rsph.org.uk/about-us/news/breaking-new-ground-in-children-s-mental-healthcare-through-culture-and-the-arts.html</p>	<p>4</p>
<p>Provide 1:1 counselling for targeted children with identified emotional barriers to learning.</p>	<p>Department of Education October 2018- Mental health and wellbeing provision in schools</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Continue to offer 'nurturing provision,' Little Acorns breakfast/ Tea club subsidies which support attendance, punctuality and readiness to learn.</p>	<p>Department of Education July 2021- Improving School Attendance - Support for Schools and Local Authorities</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>A nurturing breakfast / Tea club enables children to engage in calm, positive social interactions with adults, with children from across the school and with their friends, giving them a calm and relaxed start to their school day. This impacts positively on mood, cognition, focus and concentration. A sensory room is a fun, educational tool that helps children to explore and learn. Outdoor garden can help to improve health, mood and cognition. Gardening and plant care help children develop gross and fine motor skills.</p>	<p>4, 5</p>
<p>Provide Yoga and mindfulness sessions for all classes led by specialist educators.</p>	<p>Yoga and mindfulness have been shown to improve both physical and mental health in school-age children (ages 6 to 12). Yoga improves <u>balance</u>, strength, endurance, and <u>aerobic capacity</u> in children. Yoga and <u>mindfulness</u> offer psychological benefits for children as well. A growing body of research has already shown that yoga can improve focus, <u>memory</u>, self-esteem, academic performance, and <u>classroom</u></p>	<p>4,5</p>

	<p>behaviour, and can even reduce anxiety and stress in children.</p> <p>More than just a game: Yoga for school-age children - Harvard Health</p>	
<p>Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Review procedures to improve attendance and in particular persistence absence</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Liaise with LA attendance officer/external agencies to target families. Improve attendance and punctuality. Raise the profile of attendance across the school through increased parental engagement & mentoring.</p> <p>www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4,5

Total budgeted cost: £43,345.000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

INTERNAL SCHOOL INFORMATION / DATA 2023

Early Years GLD 2023

41% of PPG children achieved a GLD, compared to 46% of PPG children within Hertfordshire. We are, therefore, roughly in line with LA figures.

KS1 Progress in Reading, Writing and Maths

67% of PPG children achieved EXS+ in RWM compared to 32.9% in Herts.

95% of non-PPG children achieved EXS+ in RWM compared to 60.6% in Herts.

Our school gap, between PPG children and non-PPG children, achieved EXS+ in RWM is -28%. We are therefore in line with Hertfordshire's gap of -27.9.

National figures show 40.4% of PPG children achieved EXS+ in RWM, compared to 60.6% of non-PPG children. A gap of -20.2%. Therefore, our gap, -28%, is slightly higher than national figures.

Phonics Screening Check Year 1 2023:

75% of PPG children passed, $\frac{3}{4}$ children, compared to 93% of non-PPG children, 51/55 children. Making a school gap of -18%.

Hertfordshire's data shows 59.1% of PPG children passed compared to 82.7% of non-PPG children. Making a gap of -23.6%.

National data shows 66.6% of PPG children passed compared to 82.3% of non-PPG children. Making a gap of -15.7%.

Therefore, our school gap between PPG and non-PPG children is smaller than the LA and roughly in line with National.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	