



Pupil Premium Strategy

Ready, Respectful, Safe

Policy Owner	Headteacher
GB Review Date	October 2022
Ratified Date	October 2021
Review Frequency	Annually

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodlands Primary
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	71 Pupils (17.87%)
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Dean
Pupil premium lead	H Tunnacliffe
Governor / Trustee lead	M Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,104
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,894

Part A: Pupil premium strategy plan

Statement of intent

The school receives extra funding to support disadvantaged pupils and to ensure that they are given full access to all Woodlands can offer, this includes extra-curricular opportunities and specific, targeted support to close any academic gaps with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance- rates for some pupils eligible for PP are lower than expected. This reduces their school hours and causes them to fall behind on average.
2	Behaviour- incidents of behaviour resulting in less time in class and having an impact on exposure to learning time.
3	Progress- Both of the above have an impact on progress and attainment. In addition to this specific, identified pupils require targeted intervention.

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
Children arrive at school on time and are ready to learn	Additional adult to support higher need families as a Family Liaison Worker and help overcome barriers that cause school lateness 1:1 transition support on arrival
Reduce the number of absences throughout the school year	Family Liaison worker to make regular check ins with families and to support enabling PP pupil's attendance. 1:1 transition support on arrival
Reduce the number of repeated FTE or reflections	Additional adult support to enable pupils to access intervention and targeted support. This will focus on the specific barriers of the pupil and address their needs.

Make accelerated progress in Reading, Writing and maths	Additional adult intervention and targeted support
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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: £ 13,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and teaching support	Class cover enabling intervention needs to be addressed	

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

Budgeted cost: £ 14,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Sports coaching (Bristol Sport)	<p>Evidence suggests that sports is has a beneficial impact on behaviour by facilitating:</p> <ul style="list-style-type: none"> ● good work ethic ● confidence ● sportsmanship ● discipline and focus ● communication skills ● leadership and team playing <p>Additional sports coaching will support PPA cover and will enable cover staff to address additional needs of pupils in intervention</p>	

Strategic deployment of adults	Provide daily emotional and physical support through regular intervention and targeted support	
Support staff and teaching	Daily 1:1 reading for disadvantaged and bottom 20% of readers	
Quality first teaching	Adjusted and appropriate scaffolds to enable disadvantage to make progress	

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

Budgeted cost: £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaboration with external agencies	To support PP children that also have SEN needs through behaviour support, Ed Psych, inclusion support	
Pastoral support	Family Liaison Worker to support attendance of pupils through visits, phone calls and supporting families with action plans to aid attendance	
Family Liaison and welfare support	Regular communication with parents to ensure all barriers to learning have been removed	
Transitional support	Barriers to learning these priorities address Improving attendance and readiness to learn for the most disadvantaged pupils	

Total budgeted cost: £ 79,119

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 2020 to 2021 academic year.

Objective	Review
Children enter school with poor oral language skills and the result is that less children gain GLD in Foundation Stage.	Pupils identified from EYFS and all R/Y1/Y2 pupils received daily, targeted Phonics in focus groups. This resulted in an increase in the number of pupils developing a firmer understanding of phonics and reading.
In KS1 the retention of phonic knowledge and independent ability to blend and segment is a barrier to progress in reading and writing	Successful as a whole school expectation for all pupils in all year groups. Priority readers, including the disadvantaged, are receiving daily 1:1 reading and Phonics support. Evidence over time that pupils are achieving well in Phonics and reading.
Not enough PP pupils reach the expected standard in Reading, Writing and Maths at the end of KS2	Progress accelerating, particularly in readers across the school. Additional support used during school lockdowns and intervention targeting reading. Raise in attainment for KS2 PP

Externally provided programmes

Programme	Provider
PE Curriculum	Bristol Sport