

# Woodhall Primary School Pupil Premium Strategy Statement 2023-2024

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	Woodhall Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	44.6% (National average: 25%)  Of the 54 PP pupils, 29 have SEND (53.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Lake/Headteacher
Pupil premium lead	Michelle Lake/Senior Leadership Team
Governor lead	Finance Working Party/Graham Denman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69 840
Early Years Pupil premium	£707
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodhall, we are ambitious for our PP and other vulnerable learners. We recognise that a significant proportion of these children have multiple vulnerabilities which can create barriers to learning. We have consistent and rigorous systems and procedures in place to ensure that our vulnerable learners are happy, safe, successful and thrive at Woodhall.

Our curriculum has been designed with PP/vulnerable learners in mind. We are acutely aware of pupils' barriers to learning and we have identified specific curriculum content - knowledge, skills and experiences – to enable pupils to overcome these barriers. We aim to broaden horizons and foster aspiration so that our pupils understand that they have the potential to be ready for the next stage of their learning journey and to achieve their goals.

Our pupil premium funding is carefully apportioned to meet the needs of learners and based upon a wide range of relevant educational research. Through investment in high-quality first teaching and targeted academic support, continuing professional development training, high-quality resources and funding of wider strategies such as extra-curricular provision, enrichment opportunities and addressing personal needs to support social, emotional and mental health, we support pupils' development and progression through the school.

We work in partnership with other agencies to ensure that the academic needs of our PPG and vulnerable pupils are met and their social, emotional and mental well-being is promoted at all times.

Our Woodhall Values – Family, Aspiration, Responsibility, Resilience, Inclusivity and Passion – underpin our approach to and ambition for our PPG and other vulnerable learners.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Socio-economic Deprivation and Multiple-Vulnerabilities</u></p> <p>A significant proportion (54/121) of Woodhall PP pupils have multiple vulnerabilities. 61 other children have multiple-vulnerabilities but are not in receipt of PP funding (evidenced through Levels of Need data). South Oxhey sits in the 20% most income-deprived neighbourhoods in England (Office of National Statistics 2021) Local issues include high levels of family trauma, domestic violence, addiction and related activity and mental health needs. For many of our PP children, school is a sanctuary. Provision must therefore include academic support and pastoral care for children to be 'learning ready'. A highly-considered, bespoke approach is necessary to enable our children to thrive.</p>
2	<p><u>Poor Attendance</u></p> <p>In 2022/2023 74% (40 children) of PP children (of statutory school age) have attendance below 96%; 54% (29 children) were below 93% attendance and 42.5% (23 children) of PP children had attendance below 90% (persistent absence).</p>
3	<p><u>Lower Attainment on Entry to EYFS</u></p> <p>On entry to Woodhall, the attainment of PP children is significantly lower than that of other children in the local district (Three Rivers) and the local authority (Hertfordshire) in Communication &amp; Language, Reading, Writing and Maths (evidence: Hertfordshire Attainment on Entry Autumn 2021). High-quality first teaching through a well-planned and delivered EYFS curriculum as well as early external agency advice where appropriate, is fundamental for these children to have the same opportunities as their peers.</p>
4	<p><u>End of Key Stage Attainment</u></p> <p>At the end of Key Stage 2, analysis shows that not all PP and other vulnerable pupils' attainment is in-line with age related expectations in maths, reading and writing.</p>
5	<p><u>Parental Engagement</u></p> <p>Many PP children have families who are unable to support them academically. School must continue to foster parental engagement in academic activities to help place a higher value on learning, which will then impact upon children.</p>
6	<p><u>Rich and Varied Cultural Capital</u></p>

	<p>Many PP and other vulnerable children at Woodhall do not have access to a wide variety of cultural opportunities and experiences. As a result, the aspirations of these children can be limited. School must seek to foster aspiration and broaden the horizons of PP children through (but not exclusively) high-quality curriculum provision, a well-planned programme of enrichment.</p>
7	<p><u>SEND</u></p> <p>At Woodhall 53.7% (29 children) of PP children also have SEND with primary presenting needs being ASD, Communication, Speech &amp; Language, and Cognition &amp; Learning. Many of our other vulnerable children also have significant SEND. These children need high-quality bespoke provision (based on a multi-professional approach pursued by the school) to enable them to access the curriculum, achieve their potential and be ready for the next stage of their learning journey.</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><b>1. Socio-economic Deprivation and Multiple-Vulnerabilities</b></p> <p>Through high-quality first teaching, well-targeted academic/SEMH intervention, partnership with outside agencies and Woodhall's all-pervasive nurturing ethos, PP children make good progress across the curriculum, know how to keep safe, be emotionally literate and maintain good physical and mental health.</p>	<p>Through close tracking of every PP pupil and those with other vulnerabilities, safeguarding work, discussion with parents and knowledge of child; needs are assessed and suitable provision is in place. SEMH provision is tracked through identified target areas bespoke to each pupil. (with the understanding that this might not be a consistently improving picture) Some pupils receiving ROWAN intervention can articulate how this helps them.</p>
<p><b>2. Poor attendance</b></p> <p>For PP and other vulnerable children whose attendance in 22/23 was poor, data shows that there is a marked term-by-term improvement.</p>	<p>Parents are reminded of Woodhall attendance expectations, with new awards system in place for children. Attendance data for individual PP/other vulnerable children indicates improvement. This is shared with parent and pupil. Pupil articulates sense of pride having achieved attendance award.</p>
<p><b>3. Lower Attainment on Entry to EYFS</b></p> <p>By the end of Reception, PP and other vulnerable children have made good progress across the EYFS and achieve a Good Level of Development (GLD) or, where a child has SEND that might prevent the attainment of a GLD, have met individual targets.</p>	<p>Baseline data is collected and submitted during the first half-term. Termly tracking indicates good progress for PP/other vulnerable children. Monitoring shows that our most able PP/other vulnerable learners are challenged across the curriculum to enable them to achieve at this standard. Where a child has (or is identified as potentially having) SEND, early intervention is activated by SEND Team. Phonics, reading and vocabulary development continues to be prioritised throughout the school, underpinned by high-quality CPD and robust monitoring, evaluation and feedback processes.</p>
<p><b>4. Attainment in Reading/writing/maths</b></p> <p>By the end of Key Stage 2, PP and other vulnerable pupils attainment will be in-line with age-related expectations.</p>	<p>Formative/summative assessment is of high-quality, timely, accurate and impactful. Termly Pupil Progress Meetings indicate that PP/other vulnerable pupils are making good progress. Well-targeted intervention in place as appropriate – to close gaps or ensure a higher standard of learning.</p>

<p><b>5. Parental Engagement</b></p> <p>Woodhall offers a range of opportunities for parents to engage with school, knows families well and targets parents who might be hard-to-reach. Parents of PP and other vulnerable children attend such opportunities and can articulate the impact of taking part.</p>	<p>Attendance of parents of PP/other vulnerable children at workshops/other opportunities offered or recommended by school increases. Parental voice is gathered and acted on as appropriate.</p>
<p><b>6. Rich and Varied Cultural Capital</b></p> <p>Over the academic year, PP and other vulnerable Woodhall children have taken part in a wide variety of enrichment activities that have served to raise aspiration.</p>	<p>Enrichment annual plan in place. Pupil voice gathered by subject leaders/SLT. Pupils can articulate 'deeper thinking' about the enrichment experience and recognise themselves; their own potential/skill/talent. Ongoing subject monitoring indicates that learning is enriching, expansive and provokes profound curiosity and enquiry.</p>
<p><b>7. SEND</b></p> <p>PP and other vulnerable children with SEND are provided with well-targeted intervention, including that recommended by outside agencies, that enables them to meet individual IEP targets as well as access the curriculum.</p>	<p>Monitoring indicates that provision is well-targeted to meet child's individual needs. Parents are fully involved in target review. Pupil voice indicates that engagement in and enjoyment of subjects across the curriculum.</p>

## 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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD annual plan includes the following key areas on a regular basis to support the achievement of PP/other vulnerable pupils:</p> <ul style="list-style-type: none"> <li>• Phonics (embedding consistency using Twinkl programme)</li> <li>• Development of oracy</li> <li>• Maths (focus areas to follow analysis of data)</li> <li>• SEND (focus on communication and accessing curriculum)</li> <li>• Local issues- including those of a safeguarding nature - and their impact upon pupils at Woodhall</li> <li>• A separate plan for our EYFS team</li> <li>• Governor training plan to include comprehensive CPD for PPG governor (who will be new in post). Training delivered in-school and through HfL governors' training package.</li> </ul> <p>CPD to be delivered by HfL advisory team, SEND professionals, other external professionals or through sharing of good/outstanding practice in school.</p>	<p>Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 2021)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>The Impact of COVID-19 on Learning (EEF May 2022)</p> <p>The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)</p> <p>Early Years: Improving Outcomes for our Disadvantaged Children (Education Development Trust 2022)</p> <p>Early Language Development: Needs, provision and intervention for pre-school children from socio-economically disadvantaged backgrounds (EEF 2017)</p> <p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p>	<p>1-6</p>

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ROWAN (Reach Out Well-Being and Nurture) provision.	<p>The Impact of COVID-19 on Learning (EEF 2022)</p> <p>Metacognition and self-regulation: evidence review (EEF 2020)</p> <p>Speaking Up for the Covid Generation (ICAN 2022)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p>	1/4/7
Bespoke intervention: small group and 1:1.	<p>The Impact of COVID-19 on Learning (EEF 2022)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>Metacognition and self-regulation: evidence review (EEF 2020)</p> <p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Speaking Up for the Covid Generation (ICAN 2022)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p>	1/3/4/7
Purchase of resources to support high-quality first teaching in reading/writing/maths.	<p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p>	1/3/4/5/7



Purchase of bespoke resources to support SEND pupils and enable access to learning.	Multiple Intelligences; the theory in practice: Howard Gardner (Revised 2006)	3/4/7
Implementation		

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

Budgeted cost: £ 5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities: workshops/visits/other experiences.	Multiple Intelligences; the theory in practice: Howard Gardner (Revised 2006)  Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 2021)  The Impact of COVID-19 on Learning (EEF May 2022)  The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)  Speaking Up for the Covid Generation (ICAN 2022)	1/2/4/5/6/7
After-school clubs/lunchtime clubs	The Impact of COVID-19 on Learning (EEF May 2022)  Speaking Up for the Covid Generation (ICAN 2022)	1/2/4/5/6/7
Materials to support parental engagement opportunities: academically, life-skills e.g. cooking and to support good attendance.	Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 2021)	1/2/4/5/6
Subsidy of clubs and trips for PP/other vulnerable pupils as appropriate.	The Impact of COVID-19 on Learning (EEF May 2022)	1/2/5/6

	Speaking Up for the Covid Generation (ICAN 2022)  The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)	
Subsidy of other bespoke materials for PP/other vulnerable pupils e.g. school uniform, bedding as appropriate.	Speaking Up for the Covid Generation (ICAN 2022)  The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)	1/2

**Total budgeted cost: £ 70 000**

*Covid Recovery Premium spend – see separate statement*

**Additional Sources of Evidence/Rationale (used to inform statement)**

Office for National Statistics (*Mapping income deprivation at a local authority level/Exploring local income deprivation*)

English Indices of Deprivation 2019 (*Index of Multiple Deprivation/Domains of Deprivation*)

[www.threerivers.gov.uk](http://www.threerivers.gov.uk) (*Ward boundaries*)

## 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 2021 to 2022 academic year.

#### **FOCUS AREAS:**

*Pupils' attainment is in-line with age-related expectations in reading and writing.*

*Pupils' attainment is in-line with age-related expectations in maths.*

*Language skills improve and pupils are working at age-related expectations.*

*Pupils' attainment is in-line with age-related expectations in reading and writing.*

#### **IMPACT: END OF KEY STAGE ASSESSMENTS**

##### **EYFS GLD**

28.5% of PPG pupils attained a GLD.

Pupils not attaining a GLD received significant 1:1 support in school and are outlined on school provision map. External professionals involved include: Speech & Language Therapist, Early Years Behaviour Specialist, Colnbrook Outreach, Continence Team, Disability Team, Autism Specialists.

##### **YEAR 1 PHONICS CHECK**

80% of PPG pupils passed the phonics screening check.

Pupils not passing phonics screening check have significant Speech & Language intervention, outlined on school provision map.

**YEAR 2 SATS: READING**

	2021		2022	
	Disadvantaged (3)	Non- disadvantaged (12)	Disadvantaged (5)	Non- disadvantaged (18)
<b>School</b>	0	58	80 (test)	83.3

**YEAR 2 SATS: WRITING**

	2021		2022	
	Disadvantaged	Non- disadvantaged	Disadvantaged (5)	Non- disadvantaged (18)
<b>School</b>	0	42	20	77.7

**YEAR 2 SATS: MATHS**

	2021		2022	
	Disadvantaged	Non- disadvantaged	Disadvantaged	Non- disadvantaged
<b>School</b>	0	58	80	83.3

**YEAR 4 MULTIPLICATION CHECK**

12.5% of PPG pupils attained a score of 25/25.

**YEAR 6 SATS: READING**

	2021		2022	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
<b>School</b>	60	77.7	40	82.3

**YEAR 6 SATS: WRITING**

	2021		2022	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
<b>School</b>	20	66.6	50	82.3

**YEAR 6 SATS: MATHS**

	2021		2022	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
<b>School</b>	40	66.6	30	70.5

## **IN-SCHOOL ASSESSMENT**

<b>% of PPG attaining in line with age-related expectations</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Year 1	80	60	80
Year 2	80	0	80
Year 3	33	33	33
Year 4	63	13	38
Year 5	92	67	67
Year 6	60	40	50

<b>% of PPG making 3+ steps of progress across year</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Year 2	80	0	40
Year 3	67	67	67
Year 4	88	75	75
Year 5	75	58	83
Year 6	91	82	73

### **FOCUS AREAS:**

*The attendance of PP pupils continues to improve and persistent absence decreases.*

This remains a challenge and a focus area for 2022/23. In the 21/22 academic year, the attendance of PP children continued to be impacted by Covid and other childhood illnesses such as chicken pox and scarlet fever.

### **FOCUS AREAS:**

*PP pupils SEMH/safeguarding needs are met, enabling them to access learning.*

*The learning behaviours, self-esteem and resilience of PP pupils continues to improve.*

**PP review carried out by Linda Hardman, HfL Improvement Partner (March 2022):**

'This is a school that knows its pupils extremely well and there is rigour and consistency in tracking systems to ensure that no child goes under the radar. The school has extended the analysis of the "Levels of Need" tool across the whole school to identify those children with universal, targeted, personalised and Intensive needs. This forensic approach ensures that individual needs are well known amongst the team who work collaboratively sharing expertise to address these needs. Regular half termly meetings focusing on the needs of the pupil premium learners assess the impact of strategies used and determine what provision needs to be reshaped going forward to build upon progression in learning.'

'All teachers take responsibility for the vulnerable learners in their care. They know that high quality teaching will impact most significantly on outcomes and future life chances for PPG learners. This has been proactively supported by staff training in, for example, phonics, attachment and autism, regular feedback and review of progress for individual children. All staff are trained in the impact of attachment and trauma. Two staff are trained to a higher standard under the original Nurture Network training provision.'

'The school engages constructively with various professionals to ensure the best possible provision for all children in its care, particularly the more vulnerable and disadvantaged pupils. The school values the input and expertise of HfL educational advisers and uses their recommended resources such as 'Back on Track' unit planning for English and Essential Maths. Extensive work takes place with SEND professionals including educational psychologists, autism advisors, Colnbrook Outreach, the Disability Team, the Continence Team, Chessbrook Extended Education Centre, amongst others.'

'There are frequent pupil progress meetings to ensure vigilance in teachers adjusting their techniques constantly to address presenting needs. This forensic approach is a strength of the school's strategy to progressing the learning for the pupils. To ensure accountability is kept tightly on this important focus, the progress of vulnerable groups is included as part of teachers' performance management targets.'

'The school makes high quality provision for enrichment, development of cultural capital and personal development of their disadvantaged and vulnerable learners. They achieve this by knowing each individual child's needs and individual circumstances and assessing any deficits that may exist in terms of wants and needs. The school values of passion, resilience, responsibility, inclusivity, aspiration and family underpins the strategy. The school is outward looking and embraces engagement with many community groups.'

**Safeguarding review carried out by Linda Hardman, HfL Improvement Partner (May 2022):**

'The school takes a proactive and preventative approach to safeguarding. There determination is that all children will be protected from harm. Staff are empowered to know, understand and act to prevent harm. Children are enabled to be open and confident to speak about any concerns they have. There is a close professional working relationship with all agencies working with the children and their families. This is clearly demonstrated in the Safeguarding rationale posters which can be observed around the school.'

‘At Woodhall there is an unequivocal commitment to supporting emotional health, wellbeing and high-quality pastoral care, which is underpinned by respectful, supportive and enabling relationships within and around the school community.’

‘Woodhall School’s approach to supporting emotional health and wellbeing is to support the needs of the whole family where they can, as well as the child. The school has an exemplary approach to the holistic development of the child educationally, emotionally, spiritually, morally and physically. The school strategy is to support emotional health and wellbeing and provide children with information to enable them to make life long, well informed decisions about their health and wellbeing. This is excellent practice and demonstrates the school’s commitment to ensuring safe, happy, confident achieving learners. Children need emotional needs to be met to secure their learning.’

‘The most recent governor day in May 2022 enable governors to gather first hand information from pupil voice on safeguarding in relation to on site safety, bullying and online safety. Pupil response is informative and demonstrates their knowledge and understanding effectively.’

‘(Pupils) discussed how safe they feel at school. They explained that adults are everywhere and keep them safe. They are happy at school because they say they are safe, make friends, they like to learn, and they have good teachers who care for them. They discussed the warm and welcoming ethos at Woodhall and how they feel part of a family. They explained the school rules and how important it is for these to be in place to communicate the high expectations of behaviour within and around the school. They know that rules are in place to keep them safe, to help them learn self-control and protect others.’

‘Training in safeguarding related matters is prioritised at Woodhall. The staff team explained that they had received training to support them in their knowledge of safeguarding in the school setting. They discussed the annual safeguarding refresher training and PREVENT anti-radicalisation. This is a trauma informed school and school have received training related to attachment and know about the impact of adverse childhood experiences. They have also received recent training in Consent.’

‘Staff know the lines of communication within the school regarding safeguarding issues and feel they are very well supported by the Designated Safeguarding Leads to uphold the strongly embedded culture of safeguarding that is established at Woodhall School. They talked about never being complacent and that it is important to be mindful in terms of all areas of safeguarding risk that “it could happen here.” The focus is continually on the wide range of safeguarding considerations to keep the children safe in the school setting. Corporate responsibility is taken very seriously.’



## 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*

<b>Programme</b>	<b>Provider</b>
Essential Spelling	Herts for Learning
Essential Maths	Herts for Learning
Bug Club	Active Learn Primary
Purple Mash	2Simple