

Woodhall Primary School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium 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	105
Proportion (%) of pupil premium eligible pupils	42.8% (National average: 25%) Of the 45 PP pupils, 23 have SEND (51%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
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	£61 287
Early Years Pupil premium	£736
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 A</u></p> <p>A significant proportion of Woodhall PP pupils have multiple vulnerabilities. Evidenced through our ‘Levels of Need’ data: a further 7 other children in school (from Reception to Year 6) have an <i>intensive</i> level of need (multiple vulnerabilities requiring high levels of intensive support); 19 have a <i>personalised</i> level of need (additional meetings with a range of professionals, environmental adaptations/specialist resources) and 18 have a <i>targeted</i> need (where provision needs to be adapted) but none of these 44 children are in receipt of Pupil Premium funding. 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/vulnerable 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>Socio-economic Deprivation and Multiple-Vulnerabilities B (Development of Strategies to improve Pupil’s Oracy)</u></p> <p>Many disadvantaged children – white British children and white British boys in particular – follow a path from early language delays to reading problems which lead to a progressive disengagement from learning. National KS2 data: non-EAL white disadvantaged boys are of greatest concern in reading. Cannot close socio-economic gap without addressing children’s spoken language. Weaker language skills are a cause of low attainment across the age range. Age 5 (60 months) there is on average a 16-month gap between the vocabulary of disadvantaged children and that of ‘average’ children (this is much greater in the UK than other countries) Attainment at age 7 can be explained by children’s language skills at age 5. At age 11, children who had poorer language skills at age 5 are six times LESS likely to achieve Expected Standard in English and eleven times less likely to achieve Expected Standard in maths. Language also predicts other difficulties that can lead disadvantaged children to struggle in the school system e.g. behaviour. Lower language proficiency associated with increased risk of social/emotional/behavioural difficulties. It is possible to predict early on which children are at risk of literacy difficulties and take action to develop their phonological awareness and spoken language. Our provision must take support this in addition to the development of strategies to develop and improve oracy across the age range.</p>

3	<p><u>Poor Attendance</u></p> <p>In 2023/2024 65% (26 children) of PP children (of statutory school age) have attendance below 96%; 52.5% (21 children) were below 93% attendance and 35% (14 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 & Language, Reading, Writing and Maths (evidence: Hertfordshire Attainment on Entry). 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 assessment points – particularly Key Stage 2 - not all PP and other vulnerable pupils reach at least the Expected Standard in maths, reading and writing.</p>
5	<p><u>Parental Engagement</u></p> <p>Many PP and other highly vulnerable 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’s progress, attainment and chances of future success.</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 and a well-planned programme of enrichment.</p>
7	<p><u>SEND</u></p> <p>At Woodhall 22 of PP children also have SEND with primary presenting needs being ASD, Communication, Speech & Language, and Cognition & Learning. Many of our other vulnerable children also have significant SEND. These children may need highly specific and differentiated learning and focused support in class, additional (extra curricular) nurture/emotional/mental health support, support from external agencies, intimate and/or medical care and/or the support of a 1:1 adult on a part-time or full-time basis.</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>1. Socio-economic Deprivation and Multiple-Vulnerabilities A</p> <p>Through high-quality first teaching, well-targeted academic/SEMH intervention, partnership with outside agencies and Woodhall's nurturing ethos, PP children make good progress across the curriculum, meeting Expected levels at end-of-key-stage assessment points, know how to keep safe, develop resilience and a sense of agency, 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). Rigorous monitoring evidences good progress and reaching at least the Expected Standard for most PP children. For PP children with SEND impacting upon level of attainment, good progress can be clearly evidenced as appropriate.</p>
<p>2. Socio-economic Deprivation and Multiple-Vulnerabilities B</p> <p>Systems put in place to develop oracy improve end-of-key-stage progress and attainment data. Increase in number of children attaining EXS in RWM at the end of Key Stage 2.</p>	<p>Well established rules, responsibilities and routines so the children know what to do without adult intervention. Children have visual tools, equipment and frames to help work independently and with other children. Adults use careful questioning to facilitate questioning. Regular review of annual expectations + half-termly oracy focus (as on Woodhall Engine Plan) in combination with SLT classroom drop-ins, pupil/parent/staff/governor voice evidence improvements in oracy across the school. 'My Woodhall Voice' (pupil checklist) and supports this. Learning scrutiny begins to evidence the transfer of oracy skills into written work. Monitoring systems track individual pupils' performance.</p>
<p>2. Poor attendance</p> <p>For PP and other vulnerable children whose attendance in 23/24 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>3. Lower Attainment on Entry to EYFS</p> <p>By the end of Reception, PP and other vulnerable children have made good</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</p>

<p>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>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>4. Attainment in Reading/writing/maths</p> <p>Increase in number of children attaining EXS in RWM at the end of Key Stage 2.</p>	<p>The connection between good attendance and progress/attainment is consistently made clear to parents and monitored closely. Planning for mixed classes supports age-appropriate learning as well as flexible grouping to facilitate support and challenge on a bespoke basis. Long term planning is adapted, giving greater curriculum time for key skills to be taught and embedded – this is rigorously monitored against KPIs (Key Performance Indicators). Other supportive strategies (such as a January skills-focused Breakfast Club for Y6) are introduced.</p>
<p>5. Parental Engagement</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. Through this approach, parents are enabled to better support their children, which has an impact upon progress and attainment.</p>	<p>New approach in place with identified parents attending ‘Voice of Woodhall’ meetings that (a) Address any areas of concern (b) Serve to increase attendance at events which will help parents to better support their children (c) Increase parental understanding of the curriculum and ways of teaching.</p>
<p>6. Rich and Varied Cultural Capital</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. Success criteria: through collecting pupil voice, it is clear that pupils can articulate ‘deeper thinking’ about the enrichment experience and recognise themselves; their own potential/skill/talent - a sense of agency (action/impact) which has also been evidence to help close the socio-economic gap. Ongoing subject monitoring indicates that learning is enriching, expansive and provokes profound curiosity and enquiry.</p>
<p>7. SEND</p> <p>PP and other vulnerable children with SEND – including those whose funding does not cover need - are provided with well-targeted</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>

intervention and resources, including that recommended by outside agencies, that enables them to meet individual IEP targets as well as access the curriculum.	
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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: £ 25 000/ Budget Headings: E03/E09/E27

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"> • Phonics (embedding consistency using Twinkl programme) • The development of oracy with both annual/half-termly foci • The development of resilience/perseverance/sense of agency across the school • School priorities in Maths and English/Key Performance Indicators • Assessment for Learning • 'Mini' Pupil Progress Meetings half-termly (in addition to full termly PPM) to ensure rigorous tracking of individuals • Early Years priorities • Effective IEP-writing and tracking <p>CPD to be delivered by SLT, 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>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	<p>1-6</p>

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

Budgeted cost: £ 20 643/ Budget Headings: E03/E09/E20/E27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ROWAN (Reach Out Well-Being and Nurture) provision.</p>	<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> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	<p>1/4/7</p>
<p>Bespoke intervention: small group and 1:1.</p>	<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> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	<p>1/3/4/7</p>
<p>Purchase of resources to support high-quality first teaching in reading/writing/maths/develop oracy across the school</p>	<p>Phonics and reading comprehension strategies (EEF Toolkit)</p>	<p>1/3/4/5/7</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> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	
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

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

Budgeted cost: £15 644/Budget Headings: I05/E03/E19/E27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities: workshops/visits/other experiences.	<p>Multiple Intelligences; the theory in practice: Howard Gardner (Revised 2006)</p> <p>Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 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>Speaking Up for the Covid Generation (ICAN 2022)</p>	1/2/4/5/6/7
Extra-curricular clubs	The Impact of COVID-19 on Learning (EEF May 2022)	1/2/4/5/6/7

	Speaking Up for the Covid Generation (ICAN 2022)	
Materials to support parental engagement opportunities	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) Speaking Up for the Covid Generation (ICAN 2022) The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)	1/2/5/6
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

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 (*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 2023 to 2024 academic year.

FOCUS AREAS:

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.

By the end of Key Stage 2, PP and other vulnerable pupils attainment will be in-line with age-related expectations.

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.

IMPACT: END OF KEY STAGE ASSESSMENTS

EYFS GLD

100% of PPG pupils attained a GLD.

YEAR 1 PHONICS CHECK

60% of PPG pupils passed the phonics screening check. This cohort has less than 10 children.

Extensive support was in place throughout the year for the pupils who did not pass. This included and EHCP, 1:1 adults, advice from external professionals implemented and referrals to other appropriate professional bodies (where children remain on waiting lists).

YEAR 2 SATS

% OF PUPILS ATTAINING EXS +	READING		WRITING		MATHS	
	PP	NON PP	PP	NON PP	PP	NON PP
2023 (LESS THAN 10 PUPILS)	29%	41%	29%	29%	29%	47%
2024 (17 PUPILS)	33.3%	75%	33.3%	75%	33.3%	100%

YEAR 4 MULTIPLICATION CHECK 2024

In 2023, 12.5% of PPG pupils attained a score of 25/25.

2024 PP pupils scoring 25: 42.8%

2024 PP pupils scoring 20+: 88%

YEAR 6 SATS:

% pupils attaining at least EXS in RWM:

2023: 35%

2024: 27%

FOCUS AREA:

For PP and other vulnerable children whose attendance in 22/23 was poor, data shows that there is a marked term-by-term improvement.

PP Attendance Autumn Term 2024	Whole School Attendance Autumn Term 2024	PP Attendance Spring 1 2024	Whole School Attendance Spring 1 2024	PG September- June 2024	Whole School September- June 2024
87%	92.5%	89.2%	94.6%	89.3%	94.3%

Although attendance improved over the year for PP children, this remains a challenge and a focus area for 2024/25.

FOCUS AREAS:

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.

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.

Enrichment/Pupils' Development/Attitudes/Behaviour and Safety 2023-2024
13.9.23 Y5/6 skateboarding taster sessions
15.9.23 School Parliament 'oath' assembly (Chris Alley HCC)
20.9.23 National Fitness Day dress-up/events in school
26.9.23 Sharks' parent workshop (reading)
27.9.23 Starfish parent workshop (phonics)
5.10.23 'Magical Minds' assembly/workshops – exploring emotions
6.10.23 Sue's last day – dress-up/special assembly
10.10.23 EYFS parent workshop (EY curriculum)
10.10.23 Consultation evening
11.10.23 Consultation evening
12.10.23 School photos
13.10.23 Harvest Festival
31.10.23 Herts Police Officers – Halloween Safety assembly
31.10.23 Turtles' writing engagement day: Scooby Doo
2.11.23 Neon Disco
3.11.23 (weekly) Tag Rugby free sessions delivered by Superstar Sports (KS2)
7.11.23 Y5 Playleader Training (School Sports' Partnership)
10.11.23 'Woodhall Remembers' Remembrance assembly
13.11.23 Diwali Day Turtles & Dolphins
15.11.23 Woodhall Games Morning (working on turn-taking, winning/losing, team play etc)
16.11.23 Happy Puzzle Company workshops
20.11.23 Road Safety Week (assemblies/lessons)
21.11.23 EYFS Skills Session (Superstar Sports)
23.11.23 Herts Police Officers – Road Safety assembly
25.11.23 Christmas Fair
27.11.23 Dolphins' writing engagement: Circus Day
29.11.23 Y5/6 'Stay Active' session (School Sports' Partnership)
5.12.23 Y5/6 daily Bikeability Levels 1&2 (10 children taking part)
5.12.23 Rev. Tony – Christingles with Y3/4/5
6.12.23 Christmas dinner/jumper day
7.12.23 EYFS Christmas play 'Mary's Knitting'
12.12.23 Woodhall Christmas Extravaganza (2pm/6pm)
13.12.23 Y2-Y6 panto at The Watersmeet (Rickmansworth); EYFS/Y1 'Mr. Marvel' (at school)
14.12.23 Woodhall Christmas Extravaganza (6pm)
15.12.23 Y6 Steel Drums Performance
18.12.23 KS2 Violins Performance
19.12.23 'The X-mas Factor' talent show
20.12.23 End-of-term assembly
10.1.24 (weekly) Football Sessions with Tottenham Hotspur coaches
11.1.24 'Ninja Warrior' sessions for Years 1 & 2
15.1.24 Yoga workshops (every class)
15.1.24 Year 6 Health questionnaire
16.1.24 KS2 trip to Hazard Alley
16.1.24 (weekly) Class visits to Oxhey Library
18.1.24 Year 6 Indoor athletics festival
19.1.24 Violins performance for parents
23.1.24 (weekly) 'Magical Minds' sessions for KS2
5.2.24 'Healthy Heroes' workshop Year 2
6.2.24 'Stay Active' session Years 3 & 4
6/7.2.24 Parents' consultations
9.2.24 Chinese New Year art & crat (whole school)

12.2.24 Vicar Deborah – Lent assembly
1.3.24 Weekly class assemblies start (every Friday)
6.3.24 Years 4 & 5 Teams mtng with Officer Marc Arnold (Florida State Police Dept)
6.3.24 Year 6 SATS mtng
7.3.24 World Book Day (theme: 101 Dalmatians)
8.3.24 Girls' football festival at St. Joan of Arc School
11.3.24 Ambulance Day (KS1 & 2)
13.3.24 Years 3/4/5 trip to Verulamium
16.3.24 Easter Fair
18.3.24 Vicar Deborah – Easter assembly
26.3.24 Easter bonnet craft day
27.3.24 The Eggs Factor talent show
27.3.24 End-of-term disco
28.3.24 End-of-term assembly/Easter bonnet parade
17.4.24 EYFS/Starfish trip to Welwyn Hatfield Museum
18.4.24 Start of Mini Police weekly programme for Y5
23.4.24 Junior Games Maker training for 5 Year 5 pupils
30.4.24 Year 5 visit to OAP Lunch Club
2.5.24 Year 3 Athletics Festival
2.5.24 Watford Schools' Trust visit to Starfish
7.5.24 Herts Police Officers visit to EYFS
10.5.24 Woodhall's May Day
20.5.24 Visit from 'Electric Umbrella' charity
4.6.24 Year 6 cricket festival (at Bushey Cricket Club)
5.6.24 Year 5 Mini Police 'Graduation' assembly
8.6.24 South Oxhey/Carpenders Park Community Gala (at Woodhall)
10.6.24 Year 1/2 session with Watford Schools' Trust (Noah's Ark)
17.6.24 National School Sports' Week
Children took part in an a different activity each day: Frisbee/Archery/Hula-hoopin/Tennis (run by external coaches) and dodgeball/dance (run by teachers)
17.6.24 Year 6 Activity Week
Year 6 had a trip to Hollywood Bowl, played cricket, made pizzas and went on a one-night residential trip to Gulliver's Land in Milton Keynes.
24.6.24 Year 1-Year 6 trip to Neasden Temple
26.6.24 Year 5/6 football tournament
28.6.24 Sports' Day
Summer 2: 'Tell Us A Story' assemblies for parents (So far; Turtles: 'Matilda, who Told Lies and was Burned to Death' by Hillaire Belloc And Dolphins: 'The Tunnel' by Anthony Browne)
Ongoing visits to Year 6 children from Chessbrook Outreach (transition)
2.7.24 Year 6 rounders tournament (at Woodhall)
2.7.24 Watford Schools' Trust working with Y6 'It's Your Move' (transition)
5.7.24 Woodhall Euros Tournament
6.7.24 Summer Fair
9.6.24 'Lives not Knives' Y6 workshop (run by Herts Police)
12.7.24 Annual reports sent home
16.6.24 KS2 production 'Ali Baba and the Bongo Bandits'
17.7.24 Parent Consultations
18.7.24 Y6 leavers' do/disco
19.7.24 Y6 parents' breakfast/end-of-term assembly (Y6 leavers' assembly)/prize-giving

FOCUS AREA:

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. 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.

- Termly IEP reviews to monitor progress against personalised SMART targets.
- Termly PPMs involving detailed discussions about the impact of specific interventions.
- EHCP annual reviews to monitor progress towards long and short term outcomes, evaluate provision and to capture pupil voice and parental views.

- Outside agency visits to review targets and actions and discuss the impact of e.g. Speech and Language Therapy programmes or Colnbrook Outreach targeted interventions.
- External Professionals working with school staff/individual children in 2023-2024 have included: Occupational Therapist/SaLT/HCC Steps 2 Skills/ Colnbrook Outreach/Physical & Neurological Impairment Team/Educational Psychologist/Early Years Behavioural Specialist/Secondary Transition Officer/Intensive Family Support Team/Herts. Police/Chessbrook Behavioural Outreach/ SEND Officer/Inclusion Officer/HCC Director, Inclusion & Skills/Specialist Advisory Teacher for Autism/Speech Therapist/ Herts. Attendance Officer/ EHCP Officer/ EYFS Advisory Teacher/PALMS/Continance Team.

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
Bug Club	Active Learn Primary
Purple Mash	2Simple