

Pupil premium strategy statement

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	Woodmansey CE Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	13% (13 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Woodmansey FGB
Pupil premium lead	Sarah Mallison
Governor / Trustee lead	Sara Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£1885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£19,890

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that disadvantaged pupils at Woodmansey CE Primary School receive as close to the same opportunities and start in life as those who are classified as without disadvantage. We acknowledge that the label of disadvantaged and its link with pupil premium eligibility is not exclusive and we ensure that all children, no matter what their status, are supported in the most appropriate way for the individual child. Every intervention and strategy used is tailored specifically to the individual and their impact is assessed based on value to the child. We believe that children should see no barriers to being ambitious and having high aspirations, that every child has a unique task to do, as part of God's plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils not school ready upon entry
2	A language deficit inhibits curriculum access
3	Lack of exposure to high quality conversation
4	Access to books/educational resources in the home

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
Pupil Premium children are identified on entry and are supported in their early language skills through external SALT programmes and in house training. As a result PP children achieve the expected	Immediate identification of potential PP families to begin support prior to the census based on discussions with the family.

level at the end of EYFS in literacy and pass the phonic screener in Year 1.	
Pupil Premium Children to have access to social groups to develop language and vocabulary which in turn supports their curriculum outcomes.	Support from SALT to develop in house-training and resources to support PP children resulting in developed language skills and staff confidence.
Teachers use their expertise to target questions and discussion in class to develop oracy and comprehension within conversation, resulting in the use of rich vocabulary in both written and spoken English which is comparable to non-disadvantaged pupils.	Time is given to develop teaching staff in how to formulate careful questioning within lessons. The whole school will look at raising the expectations of vocabulary.
A regular opportunity for PP children to attend Breakfast/ASC to utilise the resources in school to support learning tasks. Providing specific resources to children to use at home as appropriate. As a result, children do not see barriers to learning and have high aspirations because all children have access to educational resources to support their out of classroom learning.	Individual needs for each PP family have been identified, enabling the bespoke provision of resources are available. Resources are used effectively in breakfast and ASC.

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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immediate identification of potential PP families through early communication with all families and nursery settings.	Early intervention is always shown to be successful.	1
Detailed discussions with nurseries to provide background to family needs. To be	Research carried out by the EEF suggests that the impact of high-quality early years provision is particularly positive for children from	

carried out by Nursery Nurse in the term prior to their September start.	low-income families where discussions have taken place to identify individual need.
Full program of targeted support in place for identified pupils ensuring they are included in whole class activities including 'ask first' and have targeted activities to develop language skills to support the EYFS curriculum. This is to be sustained further ensuring that across the school years intervention is given to PP children if/when needed by their class teacher, through the release of their time by an intervention teacher.	The EEF 'Preparing for Literacy' document highlights the importance of high quality interactions between adults and children to develop their communication and language skills. Another suggests using a range of different activities– like singing, storytelling and nursery rhymes–to develop children's early reading and ability to hear and manipulate sounds.

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

Budgeted cost: £780.78 + 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A daily social group implemented for identified pupils requiring language boost. To be held before lunch, led by a TA for 10 minutes.	The EEF indicate that Oral language interventions can have up to 6 months positive benefit for disadvantaged pupils. We intend to focus on explicitly extending pupils' spoken vocabulary within the classroom which is a recommended area of focus in this area.	2
Training for teachers in SALT	High quality training promotes positive outcomes and sustainability in intervention.	

<p>Building Oral language resources for use in school</p>	<p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Some examples of approaches that have been shown to be effective include:</p> <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes • implicit and explicit activities that extend pupils
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Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In house staff training carried out by BST/SALT also to include training led by staff from Molescroft Primary and Woodmansey Primary.</p>	<p>The EEF suggests that language provides the foundation of thinking and learning and should be prioritised and that staff should be trained in high quality adult-child interactions with a particular focus of noting the difference between talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication.</p>	<p>3</p>
<p>Stop and Chat activities in school for identified pupils. To</p>	<p>'Writing' as James Britton said, 'floats on a sea of talk.' highlighting Mary Myatt's view that talk is an</p>	

occur daily and promoted by all staff.	entitlement for every pupil. 'Having one's voice heard is at the heart of confidence, that an individual's ideas matter, that they can be respectfully challenged and affirmed.'
Developing the learning environment rich vocabulary	<p>A primary goal of Explicit Vocabulary Instruction is to model for students the depth of knowledge that is involved in mastering words: to own a word is to know not just its definition but its different forms, its multiple meanings, its connotations, and the situations in which its normally applied.' Lemov</p> <p>Further study suggests that children identified as disadvantaged have a much lower word count for spoken language than those who are identified as non-disadvantaged.</p>

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discussion with families to establish their current needs.	Establishing positive relationships with families allows for an open and honest dialogue where families can share their concerns or needs with the school.	4
Organise resources for use in school clubs		
Provide resources to be used at home		

Total budgeted cost: £7280.78

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.

1. To support pupil premium children to access high quality texts in guided reading, and developing their reading for pleasure.

Refreshed books for the KS2 reading scheme were purchased. Texts which were diverse, aspirational and provided a contrasting perspective have proven successful in broadening the horizons of all children. Continue to discuss texts with Pupil Premium children to find out their current interests and link to these.

2. Ensuring that the class teachers were fully responsible for the progress of pupil premium children, also understanding their prior attainment. 'Ask First' model is evident in all classes whereby Pupil Premium children are targeted/supported by the teacher.

All teachers are fully aware of the PP children in their classes, and with our smaller numbers, in the school. Pupil Premium children's work is always marked first and feedback is given. The teacher will often work directly with a group of children to include Pupil Premium children.

3. Giving dedicated time in every staff meeting to discuss the needs/barriers to learning for pupil premium children. Further support/guidance is given by the Disadvantaged Champion.

Having these frequent discussions, has allowed for concerns to be raised and barriers to be discussed and removed. We have also been able to share expertise and ideas across the teaching team.

4. Supporting families in the participation of extra-curricular activities, educational visits, uniform resulting in the Pupil Premium child fully accessing the opportunities within school.

Pupil Premium children feel valued, a valuable member of our school family. opportunities are offered to raise the aspirations of Pupil Premium families which were impacted on through financial worry.

5. Breakfast and After-School club places are offered as an opportunity for support for homework tasks in a quiet, supportive space. Resulting in a calm but productive start of the day.

For children who were habitually arriving late to school, this has provided a calm and focused start to the day. Pupil Premium families can also choose to stay later after school to complete homework, access good quality reading texts. This has resulted in children feeling confident in making the next steps in their learning journey.

Externally provided programmes

Programme	Provider
Floppy's Phonics Programme	Oxford University Press
Maths No Problem	Maths No Problem

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support was given to support in attachment
What was the impact of that spending on service pupil premium eligible pupils?	Behaviours were calmer and more regulated. Time spent was eventually reduced but always offered.

Further information (optional)

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