

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	Woodhouse Primary Academy
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Oliver Wilson
Pupil premium lead	Cate Lavelle
TLAC lead	Helen Ratherham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,816.90
Recovery premium funding allocation this academic year	£27,115
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	£271,931.90

Part A: Pupil premium strategy plan

Statement of intent

- We have very clear aims at Woodhouse Primary Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life.
- The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally. At Woodhouse Primary Academy this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.
- We engage a range of strategies to support disadvantaged pupils in overcoming barriers to learning, which may be:
 - Academic
 - Social
 - Emotional
 - Behavioural
 - Familial
- At WHPA, we pride ourselves on our inclusive ethos where all staff understand who our disadvantaged pupils are and how best to challenge / support / develop them according to their individual needs
- SLT regularly meet with teachers and support staff to discuss and update individual pupil premium and inclusion portfolios, this information is used in pupil progress meetings where all information relating to pupils' strengths and areas for development are routinely analysed and understood. Interventions and support are carefully planned, delivered, monitored and evaluated.
- We recognise that our disadvantaged pupils are at further detriment following the pandemic, with gaps in many year groups having widened. Education and SEMH recovery is integral to our pupil premium strategy over the next academic year and beyond.

At WHPA our ultimate objectives are:

Accelerate progress to improve attainment

- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics (internal Academy and National comparisons).

Improve behaviours for learning

- The difference in between the attendance of disadvantaged children and that of other children to be sustained across the school (internal Academy and National comparisons).
- Improve behaviour and attitude to learning through ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning
- Improve engagement and strengthen working partnerships with families through online media

Developed learning experience, opportunity and access

- To offer a broad and balanced curriculum which meets the needs of all individuals and addresses their SEMH needs
- To ensure that disadvantaged pupils are attending school well and are able to fully access learning in all subjects and experience a range of enrichment activities both in and out of school.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between attainment and progress of disadvantaged / other pupils (Academy and National comparisons) exist across a range of year groups and subjects. These gaps have been widened by the pandemic and the differences in the levels of engagement of disadvantaged and other pupils in remote learning.
2	Low starting points in communication and language skills are evident on entry to Nursery and continue throughout the academy. This impacts on pupils' ability to be clearly understood, be confident in speaking and in articulating their learning or pastoral needs.
3	The attendance of disadvantaged pupils is below that of Academy and National levels and persistent absenteeism is high. Absenteeism is having a negative impact on the progress, attainment, personal development and wellbeing of disadvantaged pupils.
4	The inconsistent approaches to the teaching of synthetic phonics across EYFS/KS1 and KS2.
5	Limited capacity for the Strategic leadership and responsibility for Pupil Premium provision across school following the impact of the pandemic.
6	Learning behaviours and attitudes of a small number of disadvantaged pupils remains a challenge.
7	Some of our most vulnerable children and families present with significant safeguarding issues, including parent mental health, domestic abuse, family members in prison, etc. These issues can lead to complex and significant social and emotional difficulties for pupils
8	The engagement of disadvantaged pupils' parents/families has been impacted by school lockdown and the pandemic which has a negative impact on involvement with aspects of school life and participation in enrichment activities outside of school.

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
Accelerated progress to improve attainment Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.	Attainment in Reading, Writing and Maths will increase across all year groups.
Improved behaviours for learning The difference in between the attendance of disadvantaged children and that of other children to be sustained across the school	Attendance figures for disadvantaged pupils will be at least in line with National. (Attendance, punctuality, unauthorised absence, persistent absence)
Improve learning behaviours and attitudes by ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning	Attainment in Reading, Writing and Maths will increase across all year groups.

	Attendance figures for disadvantaged pupils will be at least in line with National.
Increased learning opportunities and enrichment opportunities: Improve engagement and strengthen working partnerships with families through online media	Parental engagement in their children’s education will increase. Families will be well supported by the academy when additional support is required.

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: £213,784.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> In EYFS an additional staff member (HLTA 1.0) support greater pupil interaction – building speaking and listening and modelling learning 0.6 Teaching assistant to support learners in Year 2. Interventions led to support EAL learners across school, but especially in Y2 and LKS2. Children to develop confidence and competence in English, including phonics. Improvement in reading and writing skills from baseline. 	<p>Pupils in EYFS rely heavily on high quality interactions with adults to develop their communication and language skills.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding, fluency and comprehension skills, including the effective teaching of phonics.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>Pupils across KS2 are consolidating the core knowledge, skills and application that is necessary by the end of KS2. Building their confidence and fluency as: mathematicians, speakers, writers and readers of language.</p>	1, 2, 4 and 8

<ul style="list-style-type: none"> • Additional teacher with smaller teaching groups for English and mathematics in Year 6. (Av class size 20) • Additional staff member (HLTA 0.6) to ensure pupils working in smaller groups benefit by receiving greater attention from support staff in Y6 	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
<p>0.2 AHT (non class based) to plan, develop, lead and evaluate the whole school Pupil Premium provision</p>	<p>A transparent and coordinated overview of the school's approach to raising the achievement of those children in receipt of pupil premium funding. To work alongside staff to support and address gaps in learning through well mapped out CPD for whole staff, identified groups or individuals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>All</p>

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

Budgeted cost: £46,203.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to carry out structured interventions to address specific gaps in knowledge and understanding and to support pupils who have been identified as having specific gaps in their learning.</p>	<p>TAs should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4 and 6</p>
<p>Targeted support for vulnerable children through mentoring and physical activity with additional learning mentor</p>	<p>This one to one and small group input will provide an outlet for those children to talk about their emotions, self-esteem and develop strategies to resolve conflicts and misunderstandings in a calm and appropriate manner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2,3,6 and 7</p>

Full time additional teacher employed across Y1 and Y2 for academic year 2021-22 All children accessing high quality phonics teaching and intervention	Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding, fluency and comprehension skills, including the effective teaching of phonics. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,2 and 4
School led tutor to work with PPL and PP champions in specific class groups	Tutors should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils	1,2, 5 and 6

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

Budgeted cost: £14,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to work in identified classes with groups and individual children so as to improve specific learning behaviours and improve attainment and progress in maths. Learning Mentor to support families in need through an open door approach and building upon established connections and relationships with families and outside partners.	Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,5,6,7 and 8
More children are involved in additional learning opportunities outside of the school day including Children's University	https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5,6,7 and 8
1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 6 and 7

Total budgeted cost: £274,013.15

(Shortfall to made up from school budget)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

See detailed action plan:

<https://www.woodhouse.priacademy.co.uk/admin/ckfinder/userfiles/files/WPA%20Pupil%20Premium%20Action%20Plan%202021-22%20Dec21.pdf>