



Cheshire Academies Trust

*Inspiring hearts and minds*



# Woodfall Primary and Nursery School

## Pupil Premium Strategy Statement

At Woodfall Primary and Nursery School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and we do this by ensuring our learning is inspiring, challenging and fun.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils' achievement.

1. Summary information					
<b>School</b>	Woodfall Primary and Nursery School				
<b>Academic Year</b>	2023-2024	<b>Total PP budget</b>	£79,265	<b>Date of most recent PP Review</b>	July 2024
<b>Total number of pupils</b>	403	<b>Number of pupils eligible for PP</b>	53 FSM 3 Forces	<b>Date for next internal review of this strategy</b>	July 2025

2. 2023-2024			
	<i>12 Pupils eligible for PP at Woodfall 2023-2024</i>	<i>Woodfall Pupils not eligible for PP 2023 - 2024</i>	<i>Pupils not eligible for PP (national benchmark) 2023- 2024</i>
<b>% achieving in Reading, Writing and Maths</b>	55% Three children with EHCP were not eligible to take the SATs and not including this data: 67%	75%	59%
<b>% making progress in Reading</b>	66% Three children with EHCP were not eligible to take the SATs and not including this data: 88%	79%	74%
<b>% making progress in Writing</b>	55% Three children with EHCP were not eligible to take the SATs and not including this data: 67%	79%	69%
<b>% making progress in Maths</b>	66% Three children with EHCP were not eligible to take the SATs and not including this data: 88%	85%	71%

3. Current attainment	
	<i>9 Pupils eligible for PP at Woodfall 2023-2024</i>
<b>% achieving in Reading, Writing and Maths</b>	67%
<b>% making progress in Reading</b>	67%
<b>% making progress in Writing</b>	67%
<b>% making progress in Maths</b>	78%

#### 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

##### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Some children eligible for pupil premium are affected by social, emotional and mental health issues which manifest as lack of resilience and poor retention skills/fluency in basic skills leading to low progress & attainment
<b>B.</b>	Lower attainment in Maths and English for some pupils compared to peers, including those who should be working at greater depth.

##### External barriers (issues which also require action outside school, such as low attendance rates)

<b>C.</b>	Financial assistance required for extra-curricular activities including residentials, visits and clubs
<b>D.</b>	Persistent absence or poor punctuality for some pupils
<b>E.</b>	A number of children eligible for pupil premium are or have been impacted by Emotional difficulties/family issues having a detrimental effect on their academic progress and attainment and requiring support from Social Care Teams or TAF
<b>F.</b>	Pupils entering school in reception with low speech and language skills (Due to lack of Speech and language services) and not being school ready ie toilet trained

#### 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Pupils know that they have someone in school that they can speak to, if and when needed.	All classroom environments to be calm and mutually respectful with opportunities for reflection and the building of relationships via whole class RISE/Resilience input, P4C, Circle Time and access to the school Learning Mentor and 2 x ELSA trained staff and access to DOVE Bereavement Counselling (Learning Mentors are trained in Lego therapy, Next Steps, ELSA, bereavement, anger, relationships). All staff are trained to support children and adolescents experiencing loss. Additional tailored therapy approaches to increase the wellbeing and engagement of all children and to create purposeful learning environments via Mental Health Training and CWAC 'Our Ways of Working' training
<b>B.</b>	Pupils make at least expected progress in Reading, Writing and Maths Increasing the number of PP pupils reaching a greater depth across the curriculum	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress/or on track for greater depth will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans in conjunction with the SENCO if necessary and access to NTP 121 Tuition will be offered
<b>C.</b>	Improve attendance of PP pupils	Improve attendance of PP pupils. High attendance at parent workshops. Evaluations and parent questionnaires show that parents welcome support with their child's learning. Reduce the persistent absence (PA) of PP pupils from 2021-2022 data. Consider the use of soft approaches, TAF process, individual approach as well as the rigour of the legal route via our EWO.
<b>D.</b>	Equal access for educational trips and residential visits & extra-curricular and enrichment activities, including musical tuition - monitored by Pupil Premium Lead in liaison with class teachers and the school office.	All pupil premium pupils access all educational trips, residential visits and the opportunity to learn a musical instrument from Year 3. All pupil premium pupils have access to G & T courses outside of school if relevant to their skill set. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided
<b>E.</b>	Early identification and support via RISE Assessments, observation and training for staff	Children supported early (individually/group/class) so they are emotionally ready to learn to enable them to make progress academically. Understanding the components of Resilience and building up resilience in our pupils will enable them to make progress academically and emotionally.

<b>F.</b>	All pupils to be assessed on entry into FS1 and 2 with Wellcomm by ELKLAN trained TA; Pupils referred into SALT; Programmes devised, and intervention delivered throughout the week.	During 2023-24 34% of the Reception cohort required additional speech and language intervention. During lockdown, the current reception, current Year 1 and current Year 2 and 3 cohorts were unable to access SALT intervention and therefore started school at a disadvantage

## 6. Planned expenditure: Please see Pupil Premium Three Year Strategy 2024 to 2027

Academic year	2023 - 2024			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action and rationale	Success Criteria	Staff Lead	Approx. Cost
A Pupils make at least expected progress in Reading, Writing and Maths	<p>Data is tracked termly during Pupil Progress meetings and pupils who are at risk of not achieving ARE are targeted with specific interventions which are included on our Vulnerable Children Action plans. SEND pupils are closely monitored by the SENCO and support is tailored to their individual needs and is aimed at overcoming any barriers they have to learning.</p> <p>First Quality teaching (Teaching and Learning SIP): pupils' individual needs are met and pupils are encouraged and supported to reach their full potential.</p> <p>Extra, small, specific Maths groups, where learning takes place in smaller, defined steps, to promote and reinforce success.</p>	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans in conjunction with the SENCO if necessary, including 121 tuition from school or via NTP route.	HH and SMT: JB, KM, VH, TG	<p>Cost for 3 x 3 days supply 3 x £750 =£2250</p> <p>Extra trained TA to assist with Maths Groups 6 hours per week x 4 TA =£22110 1:1 support, two x mornings £6030</p> <p>Sp &amp; Lang Input = £3515</p>
B Increasing the number of PP pupils reaching a greater depth across the curriculum	<p>Data is tracked termly during Pupil Progress meetings and pupils who have the potential to be working at greater depth but are at risk of not achieving it are targeted with specific interventions which are included on our Vulnerable Children Action plans</p> <p>Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not on track for greater depth will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned and included on our Vulnerable Children Action plans.</p>	<p>Pupils individual needs are met and pupils are encouraged and supported to reach their full potential</p> <p>Writing Ambassadors implementation support PP (and other) children as ambassadors (metacognition) and recipients (peer learning)</p>	HH and English Leader and Maths Leader	<p>121 Tuition 25 x £135 = £3375 5 x Pupil Writing Conferences: 5 x £100 £500</p>

<p>C All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Pupils know that they have someone in school that they can speak to if and when needed</p>	<p>Trained and experienced Learning Mentors across the school, trained in Mental Health First Aid and Bereavement Counselling, Lego Therapy, Mental Health Next Steps, Anger Management, Social Skills/Friendships to offer tailored therapy approaches. TA 'ELSA' Training</p> <p>123 Magic Parenting Programme</p> <p>Whole School Rest Easy Method training (Resilience and Positive Mental Health)</p> <p>Whole school Mental Health Training</p> <p>Rest Easy Ambassadors Staff and Pupils</p>	<p>A calm, purposeful learning environment to increase the well-being and engagement of all children. Tailored therapeutic approaches for any pupil in need, in order to protect and increase the well-being of pupils and enhance the purposeful and calm learning environment.</p> <p>Elsa Training supports TA with specific tailoring for mental health support for pupils</p> <p>Rest Easy Training includes all staff and (Year 5 Peer Counsellors)</p> <p>Mental Health Training for all staff and RISE resources to support whole class, groups and individuals</p>		<p>Learning Mentor 32.5 hours = £25016</p> <p>Elsa training = £500</p> <p>Rest Easy Training and resources £1000</p> <p>Mental Health Training (£2500)</p>
<p>D Improve attendance of PP pupils</p>	<p>Pupils identified as cause for concern with attendance and punctuality will be monitored monthly with letters sent to parents reporting current %. - pupils need good attendance in order to access quality first teaching and any interventions that have been put in place to support progress. EWO additional support for specific families</p>	<p>Improve attendance of PP pupils. High attendance at parent workshops. Evaluations and parent questionnaires show that parents welcome support with their child's learning. Reduce the persistent absence (PA) of PP pupils from 2023 data</p>		<p>EWO £500</p> <p>Access to transport £500</p>
<p>E Equal access for educational trips and residential visits &amp; extra-curricular and enrichment activities - monitored by Pupil Premium Lead in liaison with class teachers and the school office.</p>	<p>Pupils are supported financially in all educational trips and residential visits.</p> <p>If extra-curricular clubs require payment this will be provided by the PP funding.</p>	<p>All pupil premium pupils access all educational trips and residential visits. All pupil premium pupils have access to G &amp; T courses outside of school if relevant to their skill set. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided.</p>		<p>£2500</p>

<p>OTHER</p> <p>SENCo time to oversee progress and well-being of PP pupils with additional need</p>	<p>In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken through pupil profiles</p> <p>Data is tracked and monitored on a termly basis and following specific interventions.</p> <p>Reports to governors termly through the Head's report at full governors and through Teaching and Learning sub-committee meetings.</p> <p>Meet with governor responsible for Pupil Premium annually.</p> <p>SENCo report to governors termly through Head's report and at Teaching and Learning sub-committee.</p> <p>SENCo to meet with SEND governor annually.</p>	<p>Strategy is communicated to relevant stakeholders. Actions are facilitated and monitored closely. Impact is evaluated and changes made as required Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice</p>		<p>£2500</p>
<b>Total budgeted cost</b>				<p>£70296</p>



## 7. Review of expenditure 2023 to 2024

Previous Academic Year		
Desired outcome	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach) <b>Cost</b>
To provide interventions and support to help children reach their full potential in English and Maths	<p>67% of our PP children are working at ARE or better in RWM combined; 88% of our PP children are working at ARE or better in Reading and Maths and 67% in Writing.</p> <p>25% are working deeper in Reading, 33% in Maths and whilst no PP child was assessed at Greater Depth in Writing; internal data shows that 14% of all PP children across the school are</p> <p>All our pupils have made good or better progress this year and Pupil Premium children with SEN have excellent attendance and have made good and better progress relative to the nature of the additional needs.</p>	<p>Interventions and support will continue for our PP children who require it and this will be tailored to individual need</p> <p>Look closely at early experiences/opportunities for Mark Making/Writing in EYFS and revise Handwriting Policy</p> <p>Look closely at the sequencing of the Writing Curriculum at KS1 and embed the strong features of The Write Stuff to ensure consistency</p>
To overcome any barriers to learning by supporting pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school; and by working closely with parents of vulnerable pupils.	<p>Both Learning Mentors have accessed training in Mental Health First Aid and our SENCO Assistant has accessed Lego Therapy training. This has benefited several pupils who have had external intervention such as CAMHS. The Learning Mentors are very experienced and have been able to tailor their approach to each individual pupil.</p> <p>123 Magic Parenting has helped support parents of PP and non PP pupils and has supported good behaviour choices in school. TAFs to continue</p>	Will continue with this approach as it is so successful and so necessary
To ensure that the barriers for attending educational day/ residential visits and	All pupils and Pupil Premium Pupils have been included on all our Residential Trips	Will continue with this approach and encourage more PP children to take up the offer of learning a musical instrument

<p>external extra-curricular sports clubs are lifted, so that the children have the opportunity to participate in enhancement activities and feel fully included.</p>	<p>and currently 17% of our PP children embark on Musical Tuition</p>	
<p>To have responsibility for overseeing the progress and well-being of pupils entitled to additional support through Pupil Premium</p>	<p>In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken through pupil profiles has meant all children have received the support required to make progress</p>	<p>Will continue; thorough monitoring of the pupils has ensured that all pupils have had the support appropriate to their needs. This has ensured good progress.</p>
<p>To have responsibility for overseeing the progress and well-being of pupils entitled to additional support through pupil premium who also have special educational needs.</p>	<p>Data is tracked and monitored on a termly basis and following specific interventions.</p> <p>Reports to governors termly through the Head's report at Local Governing Body Meetings</p> <p>Meet with governor responsible for Pupil Premium annually.</p> <p>SENCo report to LGB termly through Head's report</p> <p>SENCo to meet with SEND governor annually.</p>	

