

Pupil Premium Strategy Statement

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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	Woodhill School
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Aimi Vdovin
Pupil premium lead	Owen Phillips
Governor / Trustee lead	Moses Zikusoka

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,425
Recovery premium funding allocation this academic year	£38,425
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	£394,850

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, engaged and confident learners.

Our main aims are to ensure that the attendance of our Pupil Premium children is at least in line with national figures and that persistent absentee groups are reduced by at least 8%. Our children in receipt of pupil premium funding will all be able to read and will be well taught through a systematic, synthetic phonics programme. They will then develop good age-related comprehension skills and a love of reading and books.

Our children's communication, language and oracy are key foci of our strategic plan. Speech and language development including acquisition and application of vocabulary acquisition improves and our pupils have the confidence and ability to articulate their learning to a range of audiences.

We aim for all of our Pupil Premium children and their families to have access to a range of enrichment experiences during their time at Woodhill and it is vitally important to us that our pupils and families feel happy and supported in school, and that we place their well-being at the heart of everything we do.

Challenges:

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

Challenge number	Detail of challenge
1	Children with SEND are often PP need careful thought and targeting to maintain progress throughout school.
2	PP children have lower starting points with communication and language thus impacting on their verbal skills.
3	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	Attendance and punctuality of pupil premium children is lower than that of non PP.
5	Social issues such as housing, unemployment, poor experiences of education, poverty, parental anxiety and mental health, domestic violence and the impact of other health issues.

6	Pupil premium children often have fewer experiential opportunities outside school and less experiences of further/higher education which then impacts on their aspirations.
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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
Children with SEND and PP have appropriate interventions to reduce the gap between non-disadvantaged peers allowing them to make progress from their starting points.	<p>Targeted interventions are in place for PP children with SEND which supports children to access the curriculum and make good progress</p> <p>The additional learning barrier of PP children with SEND is minimised by high quality bespoke planned learning journeys which address their individualised needs and removes barriers to their continued progress.</p> <p>The progress of PP children with SEND from their individualised starting points matches or exceeds other pupils.</p>
Children's communication and language skills are improved impacting their capacity to engage with reading and writing.	<p>Early assessment and identification of language difficulties informs appropriate intervention ensures they receive high quality targeted quality provision resulting in outcomes in the early years % of PP children achieving the GLD is broadly in line with their non PP peers.</p> <p>Pupils throughout the school read widely and often and with an increasing vocabulary are able to develop their writing so that by the end of each key stage there is no significant gap in reading between PP and their peers.</p> <p>By 2023, the number of PP children that pass the phonics test in Y1 matches or exceeds national.</p>
Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and wellbeing.	<p>Swift identification of pupils and parents with emotional and mental health needs ensures that they receive a program of effective support and strategies</p> <p>PP Children and parents are confident when applying appropriate strategies they have learned in interventions which reduces the</p>

	impact in their daily lives so that learning can continue
Pupil premium children's attendance and punctuality is improved and in line with national expectations.	<p>PP children's attendance is in line with national/in line with the rest of the cohort with 96-97% by 2023</p> <p>PP persistent absence matches that or is lower than the rest of the cohort from 17.3 % so that it is broadly in line with national</p>
Families have the confidence to seek out advice and support in order to improve their life.	<p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school.</p> <p>Attendance advisory support, food bank support, early help, school counsellor etc are embedded for PP families and support them to make positive contributions to the school and community.</p> <p>Parents of PP pupils engage more fully in whole school activities</p>
Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.	<p>Children are able to talk confidently about their learning and the global curriculum</p> <p>PP children have clear high aspirations for their future education and lifestyle.</p> <p>PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at Woodhill</p>

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: £XXXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Professional development meetings ensure that teachers and support staff develop pedagogy and impact	Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes (Education policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students,2020)	1,2

<p>positively on pupil progress</p> <p>29.9</p> <p>Precision teaching</p> <p>20.10 Metacognition and retrieval</p>	<p>During the pandemic and closure periods, alternative CPD was required e.g. for remote learning/technology based rather than on T&L/subject knowledge. Research shows that highly skilled staff are able to adapt their planning and practice more effectively in order to meet the needs of the children</p> <p>Education Endowment Foundation (EEF) recognise that metacognition and self-regulation approaches have consistently high</p>	
<p>High quality SEND training</p> <ul style="list-style-type: none"> -Dyslexia -ASD -SEMH 	<p>Past experiences have shown that staff in their early careers do not always have the skills and information of how to meet the needs of pupils with some different SEND barriers</p>	<p>1</p>
<p>An intense, well-structured approach to reading led by the Lead practitioner in Phonics and early reading across KS1 develops the children's phonetic knowledge and word reading</p> <p>Implementation of introduction of a new Systematic Synthetic Phonics programme 'Little Wondel' –</p>	<p>Research shows that the systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF T&L toolkit 2018)</p> <p>School Data shows that phonics and early reading is a priority for all pupils, especially pupil premium. In 2020 the gap between PP and non PP outcomes were significant.</p>	<p>1, 2</p>
<p>Curriculum</p> <ul style="list-style-type: none"> -high expectations -aspiration -global approach 	<p>The curriculum enables the children to grow their cultural capital, develops them socially and makes them increasingly aware of their role in the world.</p> <p>Research cited by Jonathan Sharples for York University suggests that such strategies may be promising in improving outcomes for children living in poverty.</p> <p>The external links will help to widen the horizons for PP to help set aspirations of achievement beyond those experienced in their domestic lives.</p>	<p>1,3,5,6</p>

<p>Pastoral Teaching Assistant to attend ELSA training to further build the provision supporting the emotional needs.</p>	<p>The pandemic has had a significant impact on all of our pupils, particularly our pupil premium children.</p> <p>Research shows that interventions which target social and emotional learning improve pupils interaction with others and self management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>1,2,3</p>
<p>Ensure that language development skills are consistently promoting language development through speaking and listening</p>	<p>Bucket and Speechlink both provide a highly effective structure to improving language development and listening skills</p>	<p>1,2</p>

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

Budgeted cost: £XXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring</p> <p>From extensive analysis of data, children have been identified who have not made the expected progress or are at risk of not making the expected progress. These children will form the flexible focus groups for school tutoring, these groups are fluid in approach once the intervention has closed the gap for the learner.</p>	<p>Evidence shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE 'School-led tutoring' handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps</p>	<p>1,2 ,3,4</p>
<p>Small group tuition</p> <p>From extensive analysis of data (including the trust's vulnerability index), PP children have</p>	<p>Research shows that intensive individual or small group tuition is effective in improving pupil progress from their starting points</p>	<p>2</p>

<p>been identified who have not made the expected progress or are at risk of not making the expected progress. These children will form the flexible focus groups for school led tutoring and will be carried out in line with the guidance.</p>	<p>Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often provided to support lower attaining learners. (EEF, Teaching and Learning toolkit, 2018)</p>	
<p>Social and emotional learning through pastoral interventions</p>	<p>Historical evidence within Woodhill School shows that PP children with social and emotional needs who work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning</p>	<p>1, 3, 5</p>
<p>SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier. -SEND surgeries</p>	<p>Previous work within school shows that early interventions increases the opportunity for the child's needs to be met and to make appropriate progress.</p>	<p>1,2,3,6</p>
<p>Assistant Psychologist- Targeted support and intervention for children on caseload who are PP and SEND</p>	<p>Individualised instruction and support has a positive effect on the progress of learners. Personal, tailored learning plans have proved to be effective (EEF, Teaching and Learning toolkit 2018)</p>	<p>1,2,3</p>

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

Budgeted cost: £XXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home school liaison officer and senior leadership team to identify and meet PP families whose attendance is at risk of falling below the national early and to create bespoke plans to support improving attendance</p>	<p>Children with high attendance perform well in school. There is less scope for gaps to appear in their learning and they are able to easier maintain positive social circles and friendships.</p>	<p>4, 5</p>
<p>A strategic plan for pastoral support including well being and therapeutic interventions</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of</p>	<p>5</p>

<p>focus on social skills, developing positive friendships and creating positive attitudes to learning</p>	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF notes that when well planned, such interventions can equate to on average 4+ months progress in pupil attainment.</p> <p>Short and frequent sessions of approximately 30 minutes around 4 times a week appear to be the most successful interventions</p>	
<p>School Counsellor sessions with PP children and parents</p>	<p>Historical work undertaken within Woodhill School has seen an improved focus and mental health for children who have received this level of therapeutic support</p>	
<p>Parental engagement schedule to include a variety of sessions and themes linked to academics, behaviour and mental and emotional health</p>	<p>The association between parental engagement and a child’s academic success is well established (EEF 2018) and supporting parents with their first child will have benefits for their siblings.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF parental engagement)</p> <p>Historically, a fair proportion of our PP parents have requested support in parenting skills to support their children at home to modify their behaviour and set boundaries. We have also had well-attended mental health sessions as we have moved slowly out of lockdowns in 2020 and 2021. Previous work with parents has shown that working with the school, parents can be effective in implementing strategies to improve the behaviour and attitudes of their child at home.</p>	<p>3,5, 6</p>
<p>Parent workshops with a reading and phonics focus</p>	<p>Research has shown that parental engagement with the school has a positive impact on pupils’ attitude and success at school.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>2,4</p>
<p>A programme of enrichment activities</p>	<p>Enrichment experiences provide children with positive benefits on academic</p>	<p>6, 3, 4</p>

including sport, the arts and languages	<p>learning and the impact on more vulnerable pupils is even higher (EEF, T&L toolkit, 2018)</p> <p>Previous evidence for this strategy shows that pupils develop teambuilding, resilience and problem-solving skills through a range of extracurricular activities, and this has a positive impact on resilience and motivation towards learning.</p>	
Implementation of a club for service children to support with their sense of belonging to the community	<p>Research from the Ministry of Defence: PP examples of best practice 2021: Service children will thrive, build self-esteem and resilience, achieve and progress without any disadvantage</p>	6

Total budgeted cost: £ XXXXXX

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.

Quality of Teaching for all

-Oracy framework launched across the school, this has created many opportunities for children to develop their oracy skills, through scaffolds and support children's oracy development has really been established. Based on the notion, if they can't say it they can't write it, it is important for us to develop these skills further. We firmly believe in learning to talk and learning through talk as drivers to support pupil progress.

-Language link firmly embedded in EYFS. PP children made good progress against their starting points. This will be further developed by continuous development. moving language link to KS1.

-Early identification of communication and language delay within the EYFS was established and timely interventions put in place. As a result children's needs were met at their starting points and strategies in place to support progression. Children who were identified with communication and language delay made accelerated progress closing the gap between them and their peers.

- in 2020/21 XXXXX PP children passed the phonics screening in Year 1 and 2 at the end of Summer 2.

- The Inspire SEND assessment and associated tools have ensured that teachers across are now able to recall the small steps of progress the children are making and teachers are able to accurately plan from pupil's starting points.

- Sensory circuits and sensory spaces including timetabled sessions in the hall has aided development, particularly through the sensory room and calm down kits. This has provided children with sensory needs wider

- Personalised intervention timetables established, reviewed and refocused in a timely manner

- The school's limitless minds approach has shifted the focus to providing the necessary scaffolds for all children to support them in making good progress from their starting points.
- This has had a significant difference to teacher's perception of progress and in turn the progress of some children. Teachers have shared success stories within their classes of the difference this approach has made. Considering teacher focus groups as a scaffold also has been beneficial.
- Children are making excellent progress from their starting points, this has been particularly evident in phonics and the phonics screening.
- We hope through embedding this approach next year we will begin to see a difference in data.
- Each classroom has growth mindset embedded and teachers teach through a growth perspective with a multi dimensional approach, resilience has been an area which has suffered through the remote learning period, this continues to be an important approach in the classroom for all children, PP and non PP.

Targeted Support

- At the end of the year 2020/21 37.2% of PP children were being monitored for their attendance as under 90% with 24.5% of these PP children under 85%.
- The school's home school liaison officer, JS, has well established relationships with the community, which enabled the school to identify families where support can be offered and their openness to share if support is needed, this is particularly true for those harder to reach families.
- Targeted support and challenge to families to improve attendance and lateness was in place, with support from the senior leadership team. This was supplemented by a consistent waved approach to getting children who were PP back into school to reduce the risk of further poor attendance and stalling progress.
- Meetings with JO, Attendance Officer has helped ensure clear monitoring and communications are in place. Additional support from attendance officer at the borough

Other approaches

- Through visible leadership and continuous communication we have been able to gauge a good understanding of the lived experiences of our school community during the pandemic. Parents are more likely to now speak and share their challenges, seeking advice and support. It is important that this continues. More parents are now checking for PP eligibility and this is supplemented by regular checks from the school's admin team.
- Identifying the support needed by our families and doing so in a sensitive but timely manner, virtually and in house where possible, this has been a success, particularly with support from CAMHS and the school's counselling service.
- Sign posting parents and families to known agencies has been really successful, this year particularly supporting parents with mental health and/ or domestic violence support. Partnership wide CCC initiative has also worked on a regional hub model of a directory of known agencies to further build our scope of support. As a result, parents are further being supported through specialised services.
- Through support from the DFE we were able to provide all families that needed a device to support online learning, with some families with multiple siblings receiving more than one device. We further supported with IT knowledge over the phone and face to face. This allowed great success in children engaging with learning at home, engagement tracker can be seen as evidence.
- Visible and relational leadership has been key, more than ever throughout 20/21, as a result we were able to support families with their needs and continue to support them through the wider school opening, tailoring our approach as necessary

- Implementation of ZOR across the school to support children's wellbeing has been imperative, this was successful also through periods of partial school closures through parent workshops, online assemblies and through discrete ZOR activities. Where there was a greater need for this to be enhanced, interventions were set up and run by experienced members of staff. As a result children felt supported in regulating their emotions, beginning with understanding how they were feeling before exploring strategies for regulation. This had a positive impact on children's and parents emotional wellbeing.
- Parental engagement planned to support the emotional wellbeing of our children and their families, support from JG school counsellor were very successful, especially during the lockdown period and assisting with pandemic related challenges.
- The support helped parents understand how to support their children with anxieties, support social and emotional wellbeing and assist with parenting support, helping parents support their children dealing with the trauma of living through an adverse childhood experience.
- Parental engagement workshops addressing the gaps in learning due to COVID lockdown, focus on English, maths and reading were held virtually. This encouraged support for PP and non PP children at home, these were attended – next step to ensure a broader audience is attending to engage parents in education to further support their children at home.
- Parents were targeted for engagement sessions through designated leaders/ SENCO/ home school liaison officer. Parent voice to be collected in 21/22 to help the school understand how we can enhance engagement in sessions.
- All children had opportunities to engage in an after-school club across 2020/21 however unfortunately the wide menu usually on offer had to be narrowed and allocated to school bubbles, even so, 25% of PP children engaged in an after-school club in the summer term. As a result, children were engaging in activities that they would not normally have available to them.

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
CAMHS MHST allocations to children who are in need of extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further supports them support their children	Children and Adolescents Mental Health Team

<p>Educational Psychologist targeted support for pupils with SEND, behaviour and mental health needs. Impact is that children seen are now accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.</p>	<p>Ed Psychs Ltd</p>
<p>Sports coaching for afterschool clubs to provide a range of sports experiences (gymnastics, Irish dancing, football and multi sports)</p> <p>No impact to date as all after school clubs were stopped during the COVID pandemic, limited programmes were offered – this programme will resume in 2021-22</p>	<p>Joe O'Regan</p>

Service pupil premium funding (optional):

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Emotional support was provided through small groups focussing on emotional wellbeing sessions (individual draw and talk and group therapy sessions) with opportunities to speak /discuss concerns, regulate emotions and understand about their family life. This support is provided by a trained learning mentor.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All service children have remained settled throughout an unsettled year and met their individual aspirational targets and are prepared for learning in the next year group.</p>

Further information (optional):

Intensive swimming lessons after initial sessions were stopped due to the Covid pandemic – this intervention was chosen as PP pupils have less access to swimming in their free time due to the cost and family availability.

These sessions will now resume in 21/22 albeit with a reduced offer due to the increased demand. The school continues to seek increased provision for its swimming curriculum.