

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	Woodrow First School
Number of pupils in school	262 YR-Y4 (+ 28 in Nursery)
Proportion (%) of pupil premium eligible pupils	134/262 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15.12.2021
Date on which it will be reviewed	17.7.2022
Statement authorised by	Richard Kieran
Pupil premium lead	Richard Kieran
Governor / Trustee lead	Steve Rea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,005
Recovery premium funding allocation this academic year	£17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£86,520
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	£263,975

Part A: Pupil premium strategy plan

Statement of intent

- At Woodrow First School our aim is to ensure our school provides equity of opportunity. This means all children, regardless of background, can succeed during their time at this school. This might be for seven days, seven months or seven years.

The heart of our work is to build and sustain a nurturing environment in and out of class where high demand and high expectations pervade. Evidence tells us high quality teaching and learning has the greatest impact on all children. Our activities highlight how this is enshrined across our school.

We want the children at Woodrow to have no boundaries to their experience at First School. We want children all children to make progress, whatever their starting point so that the attainment gaps between all groups of learners diminish rapidly and over time.

- Our strategy includes broader plans for recuperation post-Covid, so that the gaps that have emerged can be addressed, and over time reduced so fewer and eventually no children are disadvantaged by lack of schooling during the pandemic

We will do this by ensuring all

- Children have high quality teaching
- Staff have high quality training
- Support is appropriately targeted for academic, social or emotional gain
- Strategies are well-chosen through appropriate evidence
- Funding considerations can take into account all children and not just CEPP
- Opportunities to widen cultural literacy are broad, well-chosen and appropriate

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy across school. Assessments and knowledge of children highlight poor vocabulary and low receptive comprehension
2	Assessment shows children do not convert phonological knowledge into comprehension of texts
3	Children arrive at school with very low levels of Mathematical understanding. For example no children are working at age expectations on entry to Reception class
4	In school observations and knowledge of children highlight children lost stamina for writing during lockdown. Teachers identified roughly one-third engaged every day, one third were partially engaged and one third did not engage with school led home learning
5	A large proportion of the community are vulnerable. The school needs to promote a positive attitude to learning and school life and emotional well-being
6	Larger than average number of children with school support for SEN (Nat 12.2% Woodrow 21%) This increases for children eligible for FSM (Nat 34.3% Woodrow 66%) Boys who are eligible for Pupil Premium and SEN Support increases to 76% at Woodrow
7	Environmental and financial pressures prevent children from experiencing visits away from the estate. Woodrow First School's catchment is in the lowest IDACI decile (1286/32844) Research from Durham University highlights that the most disadvantaged are much less likely to benefit from out of school cultural experiences.
8	School attendance data shows over the past three years CEPP are more likely to attend school but a larger proportion of persistent absentees are CEPP (15.6%)

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
<ul style="list-style-type: none"> CEPP make progress to meet age related expectations in Reading, Writing and Mathematics 	Larger proportions of disadvantaged children at Woodrow to meet and exceed age related expectations in reading, writing and Mathematics at transition points (EYFS, Y2, Y4)
<ul style="list-style-type: none"> Raise attendance of CEPP close to the National Average 	More children attend school more of the time and national averages are exceeded

<ul style="list-style-type: none"> Expand equity of opportunity in relation to building 'cultural capital/literacy' as well as exposure to a broader range of life experiences 	<p>Children have a wider knowledge of the 'world' beyond their immediate environs</p>
<ul style="list-style-type: none"> CEPP want to know and learn more; engage with and in an interesting and stimulating curriculum 	<p>Children enter the next stages of their learning able to describe in detail what they know</p>

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: £ 76396

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Classroom Practice	EEF Supporting Literacy KS1/2 Nine claims for great Pedagogy IoE (2018) Mastery Teaching (EEF toolkit) EEF Collaborative Learning Approaches	1,2,3,4,6
Relevant CPD		1,2,3,4,6

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

Budgeted cost: £ 31871

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	EEF Improving Literacy in KS1: Eight Recommendations to support literacy of 5-7 year olds	1,2,6
Nurture Group	Boxhall (2002) Dingwall and Sebba (2018)	5, 6,8
Structured academic Interventions	EEF Toolkit 1:1 tuition	1,2,3,4,6

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

Budgeted cost: £ 61921

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pastoral Support Lead	EEF Improving Behaviour in Schools	5,6,7,8
Attendance Officer	EEF Improving Behaviour in Schools	8
Educational Psychologist	EEF Improving Behaviour in Schools	4.5.6
Breakfast Club	EEF Magic Breakfast Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (ICF Consulting)	5,8
Cultural Literacy	Durham University; Homophily, networks and cultural capital.	7

Total budgeted cost: £ 170188

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.

In 2020-21 Woodrow First School continued to ensure five areas were prioritised across the school for pupil premium spending:

- Raising achievement in Reading, Writing and Mathematics
- Expanding equity of access to Cultural Literacy
- Encouraging a Healthy and Active lifestyle
- Raising levels of Attendance
- Fostering a Positive Attitude to School

During lockdown the school ensured the most vulnerable children were invited into school and places for them were prioritised. Staff would also contact homes daily from those not in school. School provided hampers of food (over and above FSM provision), access to IT support and Woodrow was a community focus via social media for many families.

Teaching and Learning in school was mirrored with online provision and year team teachers worked together. Children could access a learning platform to maintain contact, communication and support. School used Pupil Premium funding to ensure all children had access to Showbie.

From April 2021 onwards school produced a recuperation plan which was followed by staff, children and extended into the school community to ensure a physical, social and emotional return to school could work alongside the academic.

Children in Reception class had extended access to emotional and social well-being opportunities due to their truncated start to school.

School maintained weekly partnerships with external professionals (SALT/Ed Psych) to ensure there was no gap in provision for the most vulnerable.

High Quality CPD, often online was provided for staff throughout 2020-21 so a focus on pedagogical development and subject knowledge could be maximised.

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
Wellcom	GL Assessment
NELI	Elkhan
Evidence Me	2 Simple
Showbie	Showbie
White Rose Maths	White Rose

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.