



Wood End Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wood End Primary School
Number of pupils in school	420 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	81 pupils (19.29%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Governing Body
Pupil premium lead	Warner Stainbank
Governor / Trustee lead	Bethanie Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,974
Recovery premium funding allocation this academic year	£11,340
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	£162,314



Wood End Primary School

Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

In making decisions about how we use Pupil Premium (PP) funding, we have considered the context of our school and the challenges we have faced as a community. We have also taken into account research conducted by the Education Endowment Fund (EEF), Sutton Trust and DfE reports to support the decision we have made around the usefulness of strategies and value for money.

Some common barriers to learning for disadvantaged pupils can be less support at home, weak language and communication skills, more frequent behaviour difficulties, complex family situations as well as attendance and or punctuality. All these challenges are varied from pupil to pupils and there is no 'one size fits all' approach.

School Context

Wood End Primary is a new primary school, which serves the Northolt and Greenford area in London Borough of Ealing. The school has reduced in size over the last few years from 4 form to 2 form, which has brought financial challenges. However this is an area that is currently undergoing rapid redevelopment with new housing developments all within walking distance of the school.

Our Principles

- We use Quality First Teaching to ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure the appropriate provision is made for all pupils who belong to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), therefore we reserve the right to allocate PP funding to support any pupil that the school has legitimately identified as being socially disadvantaged.

Our Curriculum

We provide a curriculum which is broad and balanced, offering a range of experiences which are relevant to the children's present and future interests and needs. Education is a life-long process and we aim to help the children to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast changing world. The curriculum is designed to achieve high standards through a relevant, challenging and imaginative programme which includes as much first-hand experience as possible. It is concerned with the development of children intellectually, emotionally, socially, physically, aesthetically and morally and enabling them to become as numerate and literate as possible, to reach their full potential and to experience full and useful lives both now and in the future. The children will be provided with active, enjoyable and stimulating learning experiences in a secure, happy and caring environment where each individual is valued and respected.

Our ultimate objectives:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all pupils (including those identified as PP) in school to make or exceed nationally expected progress rates



Wood End Primary School

Pupil premium strategy statement

3. To support our pupil’s health and wellbeing to enable them to access learning at an appropriate level

We aim to achieve this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils (Quality First Teaching).
- Targeted provision and smaller group settings to provide opportunities for pre-teaching and accelerated progress.
- Planned opportunities for small group support, specific interventions led by trained/experienced staff to overcome gaps in learning.
- Additional lessons/teaching for targeted pupils.
- All our work through the PP will be aimed at accelerating progress, moving pupils to at least age related expectations.
- PP resources will be used to target able children on FSM to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential;s, ensuring pupils have first-hand experiences to use in their learning.
- Supporting funding for specialist learning equipment, software and devices.
- Behaviour and wellbeing support.

Challenges

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

Challenge number	Detail of challenge
1	Pupils suffering from learning affecting communication and language.
2	Limited bespoke interventions taking place due to staff absence, where these would address learning gaps.
3	Some families, including pupils who qualify for PP, have been adversely impacted by employment and networks of support. Greater need for specialist services (SALT, CLIPS, OT, EP) as well as small group activities.
4	Low attainment on entry to EYFS across all areas of learning.

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
Progress in reading, writing and maths	Achieve national average progress scores in KS2 reading, writing and maths
Higher rates of progress across KS1 for PP pupils identified as expected and high attaining in Reception 2023/2024	Pupils eligible for PP identified as high achieving at the end of Reception make progress in line with ‘other’ pupils identified as high achieving.



Wood End Primary School

Pupil premium strategy statement

<p>Year 1 phonic scores for all pupils, including PP, are well above national average and progress rapidly from starting points.</p>	<p>91% of Year 1 children achieve 32+ in summer 2023 and 95% of Year 2 children.</p>
<p>Families feel supported during the lifting of restrictions in school. Parents are ready for potential school/class closures and when their child or family may be forced to quarantine. This extends further than academically but also economically and socially.</p>	<p>The school is used to both signpost and provide additional support during times of school closure, isolation or in other circumstances our families may need due to the pandemic.</p> <p>Pupil access to remote learning offer is supplemented by a school loan project.</p> <p>The school uses its extensive links with external agencies to support vulnerable families especially those with complex needs and SEND.</p>



Wood End Primary School

Pupil premium strategy statement

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: £52,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and phonics development training and support activities	We are continuing to develop and refine phonics teaching, including pre-teaching and catch-up teaching across phases. With requirements for a 'validated phonics programme' we are looking at an appropriate phonics programme that links in with our current programme.	2, 3
Parental engagement in teaching and learning - workshops and training led by experienced staff in phonics, reading, maths and writing	(EEF) Parental engagement with learning can have a positive impact of up to 4 months (on average) additional learning. An even higher impact for EYFS/Literacy based approaches.	1, 2, 3
Small group tuition and booster group support sessions (KS1 & KS2)	(EEF) Small group tuition (2-6 pupils) engaged in separate work areas to boost, motivate and support lost learning from COVID closures can provide up to 4 months gain in learning over a year. Homework and booster clubs provide pupils with opportunities to engage in learning with support from trained staff.	1, 2, 3
CPD (Sustaining Mastery, Mastery in Number, Inclusive Classroom, Talk for Writing)	EEF guide to pupil premium - tiered approach - teaching a high priority, including CPD.	1, 2

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

Budgeted cost: £88,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school tutoring by teachers, HLTAs & highly trained TAs	EEF evidence - small group tuition has up to 4 months gain over a 12 month period.	1, 2, 3, 4
Phonics booster sessions - Rec, Y1, Y2 & Y3	(EEF & DfE) Highly structured phonics programmes support rapid reading progress as the basis for most reading knowledge. Small	1, 2, 3, 4



Wood End Primary School

Pupil premium strategy statement

	group sessions such as phonics boosters can add up to 4 months learning in a year. Phonics Lead to oversee, review, support and team teach across all aspects of phonics.	
Small group reading support with teachers, HLTAs or highly trained TAs	EEF evidence - small group tuition has up to 4 months gain over a 12 month period.	1, 4

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

Budgeted cost: £21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils participate in enrichment activities, including residential, theatre, outdoor adventurous and learning related visits	EEF evidence - Arts and cultural participation has been shown to have a positive +3 months impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience.	1, 2, 3
Counselling available for vulnerable children and families. Targeted children identified half termly.	EEF evidence - Social and Emotional Learning: interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 3
Resources to support learning beyond the school	EEF evidence - research indicates the average impact of the Parental engagement approaches is about an additional 4 months progress over the course of a year. There are also higher impacts for pupils with low attainment.	1, 2, 3, 4

Total budgeted cost: £162,314



Wood End Primary School

Pupil premium strategy statement

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 2023 to 2024 academic year.

Wood End Primary Pupil Premium Action Plan 2023-24

Target: To provide additional interventions on a range of intervention programmes with targeted pupils.

Action	Cost	Monitoring	Impact	How often?	Evaluation
1. Identify all pupils who need to be targeted for interventions	72,240	1. Pupil Progress data and professional discussion and reasons for change details impact of achievement on pupils through pupil progress meetings.	1. All pupils on track to achieve target.	1. Half termly	Tutor groups to support those not on track
2. Offer additional intervention through the school day to targeted groups of pupils	£20,620	2. SENCO and Pupil Premium teacher to monitor progress of pupils	2. All pupils on track to achieve target at each progress meeting.	2. Half termly	Interventions carried to individuals
3. Visit outstanding schools in benchmark/ Pupil Premium Courses	£15,000	3. PS to visit Gifford school to report back on provision and accurate costings	3. School able to implement successful, proven strategies.	3. Start of the academic year	Review this next year, as some interventions were not carried out due to staffing
4. Reduced class sizes for Year 5 for Literacy and Numeracy		4. PS to monitor effect on Year 3 pupils	4. Greater impact on each child with better pupil/teacher ratio.	4. Termly	Additional support across the years group has supported pupil behaviour.
5. Tutiongroups for children		5. IG to assign boosters from Pupil progress meetings	5. Extra interventions offered for targeted groups of pupils	5. Half Termly	Teachers and TAs took interventions to support Y6 pupils

B. Target: Fund Access to after school clubs for pupils in receipt of pupil premium to accelerate learning and develop skills.

Action	Cost?	Monitoring	Impact	How often?	Evaluation
1. Encourage pupils to join as many after school activities as possible in order to	£200	1. CB to monitor targeted pupil participation in clubs and actively encourage pupils to join, or setup	1. Pupils gain skills and social interaction that will impact on their life experience and	1. Termly checks, when clubs change.	Children enjoy engaging in activities out of school and are looking forward to the graduation.



Wood End Primary School

Pupil premium strategy statement

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clubs to support them.

therefore their classroom learning.

B. Target: To support the Extended Schools Manager to work with vulnerable families throughout school provision.

Action:	Cost	Monitoring	Impact	How often?	Evaluation
1. Pupils given passports and access to out of school learning to encourage extra mural participation	£875	1. KC to promote clubs to targeted pupils.	1. More pupils to join clubs due to the added incentive of graduation.	1. Half Termly	Children excited about graduating at our activity passport graduation.

D. Target: To provide a counselling service to targeted pupils.

Action:	Cost	Monitoring	Impact	How often?	Evaluation
1. School councillor appointed. To work with targeted pupils on a weekly basis in order to promote wellbeing.	£8000	1. School councillor and SENCO/PSHE lead to meet regularly and assess the impact of the sessions.	1. Pupils to feel better and more comfortable at school, and therefore more ready to learn	1. Half termly	This is having a huge impact on pupils welfare, as well, as supporting families.

E. Target: To provide extra equipment at lunch and play times in order to promote safe and meaningful role-play.

Action:	Cost	Monitoring	Impact	How often?	Evaluation
1. Skipping ropes, activity book and games bought specifically for targeted pupils so that they may be involved in safe and meaningful play	£400	1. JD to monitor effectiveness of these and how much the pupils are using them	1. Pupils are actively and productively occupied during lunch and break, and feel ready to learn when they return to class.	1. Spring	This has not had the impacted we anticipated. Look into OPAL

E. Target: Ensure high attendance for all targeted children

Action:	Cost	Monitoring	Impact	How often?	Evaluation
1. Attendance officer actively monitors each absence and in particular those targeted pupils.	£200	1. PN reports weekly on attendance figures – PS to receive report on targeted pupils absences.	1. Pupils not able to miss days without reason.	1. Half termly	The 2 week meetings have ensured we are able to support families
2. Rewards are offered for pupils who attend school regularly and those who have 100% attendance	£800	2. Bicycles are raffled termly in order to encourage attendance, classes with best attendance win weekly trophy - WS.	2. Pupils questioned in school council about records / rewards for attendance.	2. Weekly, Monthly and termly.	We decided not to introduce this, this academic year, as we are looking at other methods to encourage attendance - Therapeutic Thinking
3. Breakfast club is a free breakfast, offered in the mornings in order to encourage healthy eating and attendance.	£4600	3. Pupils results are regularly checked and their progress is recorded by PS	3. Pupils offered choice of workbooks to work through in breakfast. Pupils' progress monitored.	3. Half termly	This continues to support some families and encourages children to come to school.

E. Target: Greater parental involvement

Action:	Cost	Monitoring	Impact	How often?	Evaluation
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Wood End Primary School

Pupil premium strategy statement

1. Termly parent workshops demonstrating the strategies and approaches the pupils learn in class. £1900

1. Parent questionnaire and parent evening feedback sheets

1. Parents feel empowered to assist pupils at home.

1. Termly

The workshops have been a big success in supporting families - next year we are looking at what other support we can offer.

2. Develop a parent booklet to show progression in number skills and reading at home £200

2. Parent questionnaire and parent evening feedback sheets

2. Further support at home will back up the learning in the classroom and help pupils to meet challenging targets.

2. To be handed out whenever possible.

We have not been able to implement this this academic year, however will include for next year.

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