

This statement details our school's use of the 2022 to 2023 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. The effect that last year's spending of pupil premium had within our school can be viewed in the document Pupil Premium Review 2021-2022 (available on the school website).

School overview

Detail	Data
School name	Woolton Hill Junior School (The Schools of Woolton Hill Federation)
Number of pupils in school	32/131
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	FGB
Pupil premium lead	Kathryn Knapp
Pupil Premium Strategy Group	Headteacher, Deputy Headteacher, English and Maths Leaders, Curriculum Project Leaders and Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,900 (based on October census)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 41,900



Part A: Pupil premium strategy plan Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning, including a whole school focus on the 'Six Strands Curriculum'.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Improving the quality of teaching is a key priority for the Federation and professional development is focused on securing strong subject knowledge, questioning, feedback and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Strategy Cards can be used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth. This includes emotional and social gaps in learning.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- A Strategy Group, which includes the EHT, DHT, Curriculum Leaders and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively



- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Deprivation adversely affects the emotional well-being and opportunities of some disadvantaged pupils. For some families, a lack of financial stability limits out of school opportunities; enrichment activities need to be offered and opportunities to enhance cultural capital need to be pursued.
4	Our attendance data indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Assessments, observations, and discussions with pupils indicate that many pupil premium children have lower resilience to face challenges, harder learning and to try new things.
7	Assessments and observations indicate that some parents of pupil premium children do not readily engage with the school and know how to support their child's learning at home.
8	Some children have social, emotional and mental health (SEMH) difficulties which are a barrier to engagement and learning. Teacher referrals for support have markedly increased. 44 pupils (22 of whom are disadvantaged) currently require additional support with social and emotional needs and will receive either 1:1 or small group intervention during 2022/23.



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
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Where children are working below ARE they make progress that is at least in line with their peers.</p>	<ul style="list-style-type: none"> • Specific assessment domains are strengthened. Pupils therefore make substantial progress. • Progress data for PP children demonstrates at least good; if not accelerated, progress. • Children with PP and SEND make measurable progress in their learning through quality first teaching in the classroom and a variety of approach and interventions. Progress is judged at an individual level and through review of Passports to Success and Annual Reviews for children with Education and Health Care Plans. • KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<p>Improved reading attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • Quality of education and teaching is judged as good or better in reading with no lessons judged as inadequate. • Subject knowledge and pedagogical skills of teachers and support staff are strengthened. • Specific assessment domains are strengthened in reading. Pupils therefore make substantial progress. • Progress data for PP children demonstrates at least good, if not accelerated, progress in phonics and reading. • KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils, who have been part of oral language interventions. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Personalised strategies improve attendance for PP children and parent partnerships are strengthened.</p>	<ul style="list-style-type: none"> • Attendance of PP pupils is maximised through personalised approaches. • Reduction in the gap between PP and non-PP attendance • Attendance of pupil premium children is over 96% • Improved attendance for those with persistent absence, reducing the number of persistent absentees (<90%) • Improved behaviour and reduced exclusion for PP children, measured in terms of number of significant incidents per term.



<p>All PP children benefit from enrichment activities; they are able to pursue interests and develop cultural capital.</p>	<ul style="list-style-type: none"> • All PP children are enabled to access the Y4 and Y6 residential visits. • PP children are actively encouraged to join school clubs and take an active part. Register of Clubs shows involvement of majority of PP children. • All PP children have a hobby/interest which is meaningful to them. • PP children are encouraged to take on leadership roles in school, increased numbers of PP children are represented in these roles. • Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> -qualitative data from student voice, student and parent surveys and teacher observations -a sustained reduction in behaviour incidents -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Personalised programmes reduce barriers for learning so that pupils can access the full curriculum and make progress in interventions.</p>	<ul style="list-style-type: none"> • Children accessing ELSA intervention demonstrate improved social and emotional understanding/skills, assessed through the 6 Strands and Impact Statements. PP children have priority access to ELSA support. • Children in Acorns make personal progress in their social and emotional learning within the group and back in the classroom, assessed through the 6 Strands. PP children have priority access to Acorns support. • Academic, behaviour and social/emotional barriers to learning are reduced enabling children with PP/SEND to fully participate in lessons and make progress in their SEND targets (as listed on EHC Plans and Passports to Success).

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teaching and Learning Responsibilities for the development of English and Maths. Providing CPD and subject improvement for staff.</p> <p><i>Key Priority 2 and 3 on Federation Improvement Plan.</i></p>	<p>Improvements to the quality of teaching and learning have the widest impact on all learners including those eligible for Pupil Premium.</p> <p>EEF - Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. For example: inferring meaning from context; summarising or identifying key points. Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on extensive research.</p> <p>Research from Marc Rowland (An Updated Practical Guide to The Pupil Premium, 2015) indicates high impact for longer term improvements to the quality of teaching for all children.</p>	<p>1, 4</p>
<p>Regular release time for subject leaders to develop English, Maths and 6 Strands curriculum across the school (development, monitoring, feedback and team planning/teaching).</p> <p><i>Key Priority 2 and 3 on Federation Improvement Plan.</i></p>	<p>Improvements to the quality of teaching and learning have the widest impact on all learners including those eligible for Pupil Premium.</p>	<p>1, 4</p>
<p>Reading training for key staff and improve reading book selection for lower attaining readers.</p> <p><i>Key Priority 2 and 3 on Federation Improvement Plan.</i></p>	<p>Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on very extensive evidence (+6 months impact on progress).</p>	<p>1, 4</p>
<p>Further CPD in Floppy Phonics and Project Code X phonics interventions for staff (teachers and TAs).</p> <p><i>Key Priority 2 and 3 on Federation Improvement Plan.</i></p>	<p>Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).</p> <p>The impact of Teaching Assistant led interventions is higher where staff are well trained and supervised by a SENCO (<i>Learning Without Labels, Marc Rowlands, 2017</i>).</p>	<p>1, 4</p>



Further CPD in behaviour, attachment/trauma for staff (teachers and TAs) offered by Primary Behaviour Support and the 6 Strands Curriculum. <i>Key Priority 4 on Federation Improvement Plan.</i>	Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).	6, 8
Curriculum evenings, training and support to encourage disadvantaged families to regularly listen to children at home. Invite parents in to listen to children.	Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.	1,7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fixed term teacher 3 afternoons weekly in Year 6. Teaching focus groups and intervention/teaching 1:1/small group for Reading, Writing and Maths.	Educational Endowment Fund (EEF) research states: Moderate to high impact for low cost (+4 to +5 months impact on progress). Internal school data suggests a higher impact from 2021 PP Strategy impact statements.	2, 6
Specific Literacy Difficulties (SpLd) Consultant to provide diagnostic assessment, staff training and in class coaching. PP children prioritised.	Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months impact on progress).	1, 2
Teaching Assistant led interventions focused on Phonics for reading and spelling.	Internal school data demonstrates the positive impact on progress for individual children. Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months impact on progress). The impact of Teaching Assistant led interventions is higher where staff are well trained and supervised by a SENCO (<i>Learning Without Labels, Marc Rowlands, 2017</i>).	1, 2
Annual subscriptions to online intervention programmes to support specific skills and	Internal school data demonstrates the positive impact on progress for individual children using online reading programmes.	1, 2, 6



fluency in reading, spelling and maths.		
Maths on the Move intervention for targeted children.	94% of pupils who participate in the programme demonstrate improvement in their Maths performance. https://www.aspire-sports.co.uk/programme/maths-move	2
Further develop oral language interventions (Reading Buddies, reading volunteers) and target at PP children.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Educational Endowment Fund (EEF) research states: High impact for very low cost based on extensive research.	1, 2, 5
Further develop language and communication interventions through specific training opportunities (speech sounds, Elklan Communication & Language, Word Aware training). Target PP children for intervention.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Educational Endowment Fund (EEF) research states: High impact for very low cost based on extensive research.	1, 2, 5

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

Budgeted cost: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the cost of trips and residential will be subsidised for disadvantaged children. % discount for disadvantaged children to access paid after	Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on progress (this is largely based on weak evidence/research base).	3



school sports clubs and music lessons.	Internal school data suggests a very positive impact of these interventions to support engagement and self-confidence.	
Personalised approaches to engage parents in improving attendance and how to support at home. Using Team Around the Child and Person Centred Planning meetings.	Internal school data suggests a positive impact from these approaches. Family-Centred Support for Children with Disabilities and Special Needs: A Collection of Essays, edited by Peter Limbrick and published by Interconnections in 2007.	4, 7
Personalised approaches to support all PP children to feel a sense of belonging and being ready to learn (breakfast, snacks at break time, support cost of uniform/equipment).	Internal school data suggests a very positive impact of these interventions to support a sense of belonging and readiness to learn. Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders by Becky Cohan-Vargas, 2021.	3, 7
ELSA time and resources, including half termly supervision.	Educational Endowment Fund (EEF) research states: Moderate impact for very low cost (+4 months impact on progress). Internal school data suggests a very positive impact of these interventions to support engagement and access to classroom learning and self-confidence.	2, 4, 5, 6, 7, 8
Ready to Learn (Acorns) staffing, CPD and resources.		

Total budgeted cost: £41,900



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 2021 to 2022 academic year.

This year, given the challenges of reduced learning time in a pandemic, the focus has been on achieving ARE. At the end of 2021/22 our end of Key Stage 2 data shows that the number of PP children (without additional SEND) achieving ARE in reading was above the national average, in maths is in line with national average and in writing was below the national average. A gap remains between the attainment and progress of our PP children and non PP children especially for those with additional SEND. Improving the attainment and progress of pupil premium pupils by offering quality first teaching, a rich curriculum and targeted additional support will be a key focus of school work in the 22/23 academic year.

Our PP children performed best in reading and maths, attainment was lower in writing. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all subject areas to varying degrees but had the biggest impact on writing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, to provide additional intervention and support to PP children through boosters and interventions.

Overall in 2021/22, attendance improved for all our children. The attendance of PP children has improved from 90.4% across the spring term of 2022, to 94.9% in the summer term of 2022. The gap in attendance of PP and non PP children has closed from 5.9% across the spring 2022 term and 1.6% in the summer term 2022. Improving the attendance of pupil premium pupils by offering direct support to families will be a key focus of school work in the 22/23 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted prior to 2021/22, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to improve the schools tracking of behaviour incidents, provide behaviour and wellbeing support for all pupils, and targeted interventions where required. Overall behaviour improved significantly at the school over 2021/22, as detailed through internal analysis. The number of behaviour incidents reduced during the year 2021/22 and tracking data was used effectively to identify patterns and provide general and targeted support for individuals. We are building on that approach with the activities detailed in this plan.

All our PP children have been enabled to access trips/residential – cost is therefore not a barrier to access/engagement. All PP families are offered a set discount on trips/residential – this cost has increased as our number of PP children has increased.