

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 2021 – 2022 Year 2 of 3

Detail	Data
School name	Woodfield Primary School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	137 (42%)
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Hope
Pupil premium lead	Lily Allison
Governor / Trustee lead	David Longley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,265
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> The amount available to your school this academic year	<b>£204,130</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Woodfield Primary school, we passionately believe that education plays a powerful and transformative role in improving life chances. As a highly inclusive school, we strive to remove any barriers that stand in the way of pupils' education. Our main objective is on diminishing the difference between disadvantaged children and their peers and allowing all children to succeed.

Given the high levels of deprivation in the locality (Indices of Multiple Deprivation is 44 and most pupils live in the top 10% most deprived areas in Doncaster), we recognise that not all socially disadvantaged pupils qualify or are registered for FSM and we therefore strive to remove educational inequality for all children. Therefore, our plan aims to diminish the difference by focusing on quality first teaching for all pupils. We provide targeted support in phonics and reading to improve vocabulary, language and oracy skills which impact upon all other areas of the curriculum. We also provide targeted support in SEMH and strive to provide a range of wider opportunities to give children the very best start in life and promote cultural capital for all.

### Challenges

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

Challenge number	Detail of challenge
1	<i>Language, vocabulary and oracy skills which impact upon reading and writing</i>
2	<i>Social, emotional and mental health</i>
3	<i>Wider and extra-curricular opportunities</i>
4	<i>Attendance</i>
5	<i>Partnerships with parents and carers</i>

## 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
Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups	<ul style="list-style-type: none"> <li>Increased % of pupils meeting the standard of the Phonics Screening Test. Aspirational target of 95%</li> <li>Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3.</li> <li>Quality of teaching improves</li> <li>Assessments of key intervention groups</li> <li>Numbers of children requiring additional phonics reducing over time/in different year groups</li> </ul>
For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes	<ul style="list-style-type: none"> <li>Pupils have engaged in a wide variety of activities and opportunities in each year group</li> <li>Photos evidence the wide variety of experiences</li> <li>Outdoor learning is accessed regularly and supports all subjects</li> <li>School is proactive in engaging with external providers and seeking out opportunities where possible</li> <li>Pupils work with greater resilience and independence in lessons as evidenced through teacher observations</li> <li>Thrive assessment tool shows children are making progress with independent learning skills</li> </ul>
To address the social, emotional and mental health needs of pupils who are most at risk of underachieving or exclusion	<ul style="list-style-type: none"> <li>Increased % on the Thrive assessment tool each term for all children. As a result more children are settled to learn</li> <li>The school offers the right support at the right time to pupils who require support in the development of their social and emotional skills. As a result, they are more settled and ready to learn and make progress on the Thrive assessment tool</li> <li>Pupils who require a 1:1 Thrive plan make progress on the assessment tool and with key-adult support are able to settle to learn in class</li> <li>Fewer pupils exhibit discharge behaviours in school</li> </ul>
To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence	<ul style="list-style-type: none"> <li>Decrease in pupil absence year on year</li> <li>Decrease in PA year on year</li> <li>Poor attendance does not impact on pupil progress and attainment</li> <li>Families are supported in resolving any issues which impact on a pupil's attendance</li> </ul>
To improve the engagement of all pupils in remote learning	<ul style="list-style-type: none"> <li>Parents and carers feel confident in supporting pupils' progress at home</li> <li>Hard to reach/vulnerable families are interacting with the VLE</li> <li>A consistent approach to promoting reading at home has raised the profile of reading and as a result, more pupils now read at home</li> </ul>

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: £47,522.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-Phonics lead LSA working throughout KS1/LKS2 school in small intervention groups providing targeted support for all children who are below in reading</li> <li>-Refresher training CPD for all staff teaching phonics</li> <li>-Daily timetabled teaching of RWInc in EYFS/KS1</li> <li>-Regular timetabled teaching of RWInc in LKS2 to address gaps in phonic knowledge and allow all children to be readers</li> </ul>	<ul style="list-style-type: none"> <li>-EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils</li> <li>-EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training</li> </ul>	<p>1</p> <p><i>Language, vocabulary and oracy skills which impact upon reading and writing</i></p>
<ul style="list-style-type: none"> <li>-Once phonic knowledge is secure, KS2 to have a balanced focus on vocabulary development, fluency and comprehension skills</li> <li>-CPD from English lead for all teachers</li> <li>-Teachers are to model fluency using the vocabulary of fluency (intonation, stress, phrasing, rhythm etc) following CPD</li> <li>-Pre-teaching of vocabulary to be focussed on - definition, synonym, antonym, root-word during comprehension sessions</li> </ul>	<ul style="list-style-type: none"> <li>-Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2</li> <li>-High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</li> <li>-Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2</li> <li>-This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</li> </ul>	<p>1</p> <p><i>Language, vocabulary and oracy skills which impact upon reading and writing</i></p>

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

Budgeted cost: £63,616.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-All children to be assessed on the Thrive assessment tool on entry to school in September 2021.</li> <li>- Thrive Lead Practitioners in school to lead on implementing and developing the Thrive approach in school to ensure class, group and 1:1 provision is effective</li> <li>-Thrive Lead Practitioners continue to provide coaching and CPD where applicable. Children who are not making progress on the assessment tool to be identified and additional plans to be implemented to support them</li> <li>-Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENCo</li> <li>-LSA to complete further training in Lego Therapy and Play for Purpose</li> <li>-Mental Health practitioner CPD</li> </ul>	<ul style="list-style-type: none"> <li>- EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</li> <li>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the Thrive action plans for each year group. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school</li> </ul>	<p>2</p> <p><i>Social, emotional and mental health</i></p>
<ul style="list-style-type: none"> <li>-Active Fusion additional sporting opportunities within all year groups from experienced practitioner who has good relationships with all children</li> <li>-PSHCE leads CPD in Jigsaw to enable teachers to model resilience and positive learner behaviours; thinking out loud, modelling and class discussions</li> <li>-Rainbow connection choir sessions for all children</li> </ul>	<p><b>Sutton Trust: Parent Power</b></p> <p>'Parents from all socioeconomic backgrounds want to do the best for their children. However, it is clear that parents from higher socioeconomic groups have considerably greater financial and cultural resources with which to do</p>	<p>3</p> <p><i>Wider and extra-curricular opportunities</i></p>

-Music lessons for Year 3	so. Findings in this report demonstrate that the decisions, advice and support parents can give their children are heavily stratified along socioeconomic lines; limiting the ability of parents without money, networks or knowledge to give their children the best possible chance of succeeding in the educational system through access to extra-curricular activities and cultural visits.'	
---------------------------	---	--

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

Budgeted cost: £95,221.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead. Clear system for monitoring attendance (Arbor)</li> <li>-Escalation procedures initiated proactively e.g meetings with Pupil Premium Lead and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.)</li> <li>-Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner with family support worker</li> <li>-All parents feel that their children are safe. Very effective attendance officer continuing with proactive approaches</li> </ul>	<ul style="list-style-type: none"> <li>-Following guidance from 'Improving School Attendance: Support for Schools and Local Authorities' DFE, 2021</li> </ul>	<p>4 <i>Attendance</i></p>
<ul style="list-style-type: none"> <li>-Experienced member of SLT as the VLE lead throughout school</li> <li>-VLE team set up to support the VLE lead in promoting the VLE with families</li> <li>-Teachers to monitor which families are engaging in the VLE in their classes. Strive to ensure even hard to reach families are engaging.</li> <li>-Weekly registers of non-attendees. All teachers regularly phoned parents to offer support if children aren't regularly logging on</li> <li>-Arranging parent assemblies and workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Research from the EEF Guidance Report: Parental Engagement explains that a successful school communication tool can have a myriad of benefits. It can improve attendance (another area of improvement). It can also help engage the most hard to reach families.</li> </ul>	<p>5 <i>Partnerships with Parents and Carers</i></p>

Total budgeted cost: £ £204,130

Total spend 2021 - 2022: £206,360.72

## Part B: Review of outcomes in the previous academic year (2020-2021)

### Language, Vocab and Phonics: Milestone Year 1 (Review Y1)

- Phonics data for 20-21 academic year shows increased % of pupils meeting the standard of the test

Increased % of pupils passing phonics check in Year 1 and cumulative data for Y2 improved

Greater emphasis on phonics catch-up after lockdowns

- Children in LKS2 make clear progress in phonics as evidenced through phonics tracking sheet and book band progression grid

All children in LKS2 have made progress in phonics, as evidenced through moving up in RWI book levels as well as regular RWI assessments.

Phonics lead has overview of phonics assessment throughout school to monitor

### SEMH: Milestone Year 1 (Review Y1)

- Focus on a responsive curriculum for the first half term

Responsive curriculum focusing on relationships, mental health and routines very positive in the first half term. All children were settled and happy to be back in school. Most vulnerable children were in school throughout lockdown so made an excellent transition back into 'normal' school life

- Thrive baseline to assess all children following on from Covid-19 lockdown

All children regularly assessed on Thrive tool throughout the year. Thrive leaders supporting staff on any children who need 1:1 plans. RAG system in place over lockdown to support most vulnerable children

- Thrive assessments completed each half term. Children making progress as evidenced on the Thrive tracker  
Children continuing to make progress on thrive tracker

- Individual Thrive plans are created for the most vulnerable children

Thrive Lead Practitioners worked with teachers to create these plans

- All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff

Staff voice and learning walks demonstrated that all children were settled and learning. Children are happy in school and want to be here.

### Resilience: Milestone Year 1 (Review Y1)

- Teacher voice shows that children are more resilient in their learning
- Teacher voice and general observations demonstrate that children can work with more independence
- Thrive assessment tool shows increased % throughout the year for all children

### Attendance: Milestone Year 1 (Review Y1)

- PA reduced from start of year to end of year due to parents reduced anxieties of the pandemic
- Attendance still a huge focus for next year due to Covid

### Parents and Carers: Milestone Year 1 (Review Y1)

- Baseline data captured over lockdown to monitor engagement of disadvantaged children

Very effective monitoring of engagement over lockdown 3. Weekly registers completed and any non-attenders passed onto Assistant Head. All teachers regularly phoned parents to offer support if children weren't regularly logging on. Those who could not engage at home offered a place within school. RAG system in place to ensure that the most disadvantaged children and families were contacted regularly and offered places in school

- Blended learning approach embedded in Autumn term 2020
- VLE set up and data shows more parents/children logging on as the year goes on than at the start of the year

As a result of lockdown 3, all children now know how to use the VLE. We regularly had almost 90% of the school engaging in some form of learning throughout lockdown 3, whether that be on zoom or on the VLE. Parents also had a better understanding of how to use the VLE

- Teachers to monitor logins for all children. By the end of the year, all children should be regularly logging on and completing VLE work

All children now much more confident with VLE

- Teachers are regularly responding to pupils work

Work regularly responded to by all teachers

## Pupil premium strategy outcomes 2021 – 2022 Year 2 of 3

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year

### Year 2 Milestone Indicators (Review)

#### Language, Vocab and Phonics: Milestone Year 1 (Review of Y2)

- Phonics data for 21-22 academic year shows increased % of pupils meeting the standard of the test
- Fewer children are needing to resit the phonics test in Y2 due to high quality phonics teaching in Y1

Phonics Data - 2022

Y1 –76% national – 76%

Y2 – 83% Retakes – 44% PP= 53%

All school 2021 (

- Fewer children need discrete phonic support within LKS2 due to high-quality phonics teaching within KS1

10 pupils at the start of the year required phonics support. Currently 4 pupils require this support (3 of which are on the last phonics level)

- Children in LKS2 make clear progress in phonics as evidenced through TC's phonics tracking sheet and book band progression

Phonics lead has overview of phonics assessment throughout school to monitor. Experienced phonics LSA continuing to support children very well in LKS2

- Improved outcomes across all year groups in reading and writing at summer data capture point than previous year

ARE children making good progress throughout school. GDS needs to be a focus moving into next year. Writing to remain a focus next year for all year groups. Boys and Pupil Premium Pupils have a gap to cohort so will be the focus of support and intervention.

#### Additional

- All 3 members of staff who will/are taking the National Tutoring Programme have successfully completed the 2hr/11hr training
- SLT room now a room for focused intervention work. This is well used and supports all children who access the room
- Verbalisation of multiplication facts to also be a focus next year to increase multiplication fluency

Attainment Outcomes at Y6							
Figures for pupils eligible for PP	2020-2021	2021 - 2022	2022-2023	Nat. figures for pupils not eligible for PP	2020- 2021	2021 - 2022	2022-2023
% achieving expectation in reading	-	50%		% achieving expectation in reading	-	74%	
% achieving expectation in writing	-	46%		% achieving expectation in writing	-	69%	
% achieving expectation in maths	-	46%		% achieving expectation in maths	-	71%	
% achieving Combined	-	42%		% achieving Combined	-	59%	
Attainment Outcomes at Y2							
Figures for pupils eligible for PP	2020- 2021	2021 - 2022	2022 - 2023	Nat. figures for pupils not eligible for PP	2020-2021	2021-2022	2022-2023
% achieving expectation in reading	-	52%		% achieving expectation in reading	-	67%	
% achieving expectation in writing	-	48%		% achieving expectation in writing	-	58%	
% achieving expectation in maths	-	61%		% achieving expectation in maths	-	68%	
% achieving Combined	-	48%		% achieving Combined	-	55% (TBC)_	

### **Gender Attainment: Milestone Year 2 (Review Y2)**

- Gap between boys and girls' outcomes at end of KS2 diminishes compared to previous year, particularly in reading and writing

There is still a gender gap between Boys and Girls, but boys achieving less in most year groups. All data analysis provides detailed action plans for cohorts which is shared with incoming teachers.

Individual pupil flight trackers. Analysis of programmes and diagnostics too (9Yarc, Sandwell, reading Plus) to identify pupils to support in September.

Look at Core books and Novel Study texts as well as hooks and trips to particularly engage boys and also facilitate building on writing development, with time to edit.

#### **Additional**

- Year 1 data looking especially good re data differences boys/girls ect

### **SEMH: Milestone Year 2 (Review Y2)**

- Thrive assessments done each half term. Children making progress as evidenced on the Thrive tracker

All children regularly assessed on Thrive tool throughout the year. Plans monitored half termly.

- Individual Thrive plans are created for the most vulnerable children

Thrive leaders supporting staff with any children who need 1:1 plans. Use of the Thrive area

- All children settled and ready to learn within school as evidenced with informal learning walks and general observations from all staff

Children are positive and happy in school. Support has been provided for staff requiring additional behaviour management support. Staffing readjusted to support children to the maximum

#### **Additional**

JIGSAW to remain a high priority over the coming year

With a large number of ECTs coming next year, all assigned a specific ECT mentor who will make VRF, expectations etc a significant focus during term 1.

### **Resilience: Milestone Year 2 (Review)**

- Teacher voice and general observations demonstrate that children can work with more independence

All subject leaders have undertaken pupil voice with resources/prompts to support children's discussions. Learning walk feedback, book scrutiny is good showing independent learning. Re-visited EEF for LSAs encouraging supporting working independently for SEND pupils

- Thrive assessment tool shows increased % throughout the year for all children

% increase over the year. Termly monitoring, good progress made by all pupils, with 1:1 support plans as needed and staff directed to support. Thrive space utilised well. Nurture provision for pupils as well in addition

#### **Additional**

- Trips and visitors into school are now taking place which are providing hooks for learning and supporting children's learning

### **Attendance: Year 2 Milestones (Review Y2)**

- Attendance increased compared to previous year. In particular, PA decreased (Higher PA % last year due to Covid-19)
- Gap in attendance diminished between disadvantaged and non-disadvantaged
- PA reduced overall and gap between PP and non-PP reduced

We continue to work with parents and the EWO and our Parent Manager to support attendance and have 1<sup>st</sup> day absence procedures and follow stage 1,2,3 letters as well as issuing EPN for holidays. We raise the profile of attendance through opportunities not to be missed, weekly rewards and attendance challenges.

All pupils attendance 2021-22 = 91.2%

Pupil Premium 90.6%

### **Parents and Carers/Remote learning: Year 2 Milestones (Review Y2)**

- Monitoring data shows all pupils log in regularly to the VLE
- Data compared to previous year shows increased amount of children logging in
- Teachers are regularly responding to pupil's work

Homework for each subject area is now on the website as an addition to VLE tasks as children are now back in school and Covid requirements have altered.

#### **Additional**

- Homework currently under review by SLT to be shared with staff by term 1 22
- Parent Charter to have an increased profile next year and action plan for pupils not on track

## 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 (Bought within 2021-22)
Thrive Online
Reading Plus
Times tables Rockstars
Purple Mash
Gooseberry Planet
Jigsaw
RWI and Fresh Start

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

## Further Review information (optional)

### *School Led Tutoring:*

- *We employed an additional teacher who worked with 87 pupils from Y1 – Y6 The focus was on reducing Gaps in learning from Covid. This intervention and support was very successful and meant we achieved around National in all aspects and statutory tests and do not see the deficits in maths which has been the National picture.*
- *We do however, have some gaps in gender attainment and Pupil Premium attainment compared to cohort so this is a priority for next year.*