

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodford Valley C of E Primary Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rebecca Carson
Pupil premium lead	Rebecca Carson
Governor / Trustee lead	Susan Vivian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes

We actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium. We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.

We ensure that appropriate provision is made for pupils eligible for Pupil Premium. As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding is 'pooled' for maximum benefit to the greatest number of children. It is allocated following a needs analysis which identifies priority classes, groups or individuals.

All our work through the Pupil Premium is aimed at accelerating progress, reducing any gaps and improving the personal development of pupils and ensuring this group of pupils are able to make the best of additional help by addressing their emotional needs. Pupil Progress meetings provide focus for regular discussions about this group of pupils as does the monitoring work carried out by our named Governor for disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	To establish a clear culture for positive behaviour, a healthy lifestyle and well-being. To build up resilience amongst our pupils and where we can their families.
2	To be aware of attendance issues and respond quickly to these and to support families.
3	To improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful one to one marking focussing on misconceptions and misunderstandings.
4	To raise standards at all levels to at least the same attainment levels as non-PP pupils and for PP pupils without SEND in both reading and writing.
5	To ensure the PP pupils with SEND make good progress.

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
1.To respond quickly to poor attendance and work with families to improve the situation.	Attendance levels will rise and stay consistently high.
2. To build up resilience amongst our pupils across the school and to establish a culture for positive behaviour and healthy lifestyles and well-being.	Pupils will be able to have a go at all areas in the curriculum and not be afraid to make mistakes. They will have a positive and healthy attitude to their life and learning.
3. To improve quality feedback through marking and discussion.	Pupils will be aware of their achievements and next steps in their work. They will have someone they feel they can talk to, to help them make the most of this feedback.
4. For standards of PP pupils to be at least the same as non- PP pupils in both reading and writing.	PP pupils will make expected levels of progress in both reading and writing and be at the same attainment level as non-PP pupils.
5. For PP pupils with SEND to make good progress.	All pupils and all cohorts make good progress year on year and from their starting points.

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

Budgeted cost: £ 1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA training for TA – updated and supported. Opportunities to share this with other support staff across the school.</i>	Pupils will build up their resilience and be able to achieve academically due to this support	1
<i>Mental health training for staff continued</i>	Pupils will feel happy and safe in school and therefore achieve academically	1
<i>CPD for staff on guided reading and writing and the barriers that can impinge this.</i>	Pupils will make progress in their reading and writing across the year and reach expected or above levels	4

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

Budgeted cost: £ 14, 093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recovery teacher/TA employed for 2 days per week to support interventions for pupils across the school-pupil premium pupils considered first. To engage in the tutoring training provided by the DFE.</i>	Pupils will engage in learning and make expected or more progress by the end of the year	4,5
<i>Class TAs carry out interventions with pupils. Two HLTAs to lead opportunities for</i>	Pupils will engage in learning and make expected or more progress by the end of the year	4,5

<i>training and sharing of resources across the school.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to meet pupils who are anxious about coming into school</i>	Attendance levels to rise and stay high	1
<i>Resilience awards to be given out in worship on a weekly basis</i>	Pupils will have a go and feel more confident this will impact on their academic levels	1 and 3
<i>Have a go week planned for the Spring term 2022</i>	Pupils will have a go and feel more confident this will impact on their academic levels	1 and 3
<i>Funding for trips, music lesson, swimming, horse riding etc</i>	All children have access to residential visits and extra-curricular activities. No PP pupil will miss any educational visits which will impact on future learning opportunities and enriched experiences or broaden their horizons.	2
Residential visit Yr 3 and 4 Hooke Court 2022 Yr 5 & 6 Braeside 2021	All children value and enjoy the experience	2
To provide food technology classes for all children alongside PP pupils	To build self-worth, resilience and engagement.	2

Total budgeted cost: £ 1300, £14,093, £4,800

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.

Our cohort of PP in key year groups are small and to comment on achievement levels would expose these pupils so this data is held internally for inspection.

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
NA	NA