



**Woolpit Primary Academy**  
NURTURE • RESILIENCE • INSPIRATION • RESPECT

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## **Pupil Premium Strategy**

**2023/24**



## 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	Woolpit Primary Academy
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Gary McDonald
Pupil premium lead	Sarah Clayton
Governor / Trustee lead	Gary McDonald

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110
Recovery premium funding allocation this academic year	£6090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,200



# Part A: Pupil premium strategy plan

## Statement of intent

At Woolpit Primary Academy, we ensure that we understand the needs of pupils and implement strategies and deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers.

We believe that, as with every child in our school, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential irrespective of need.

We will ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by providing a high-quality education and levels of support that will enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life.

### Principles:

- 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
- All children have quality first teaching and learning to enable them to successfully learn at their level. Ensuring that assessment supports our understanding of their gaps and areas of learning that they need support with.
- Due to social and emotional challenges that many of our children face, we ensure that our pastoral offer provides children with the strategies and nurture that they need in order to achieve
- Our curriculum is high quality and meets the needs of all of our children in order to support their needs
- Funding is spent to improve the life chances of all of our children
- Our school values underpin the education offer that we provide for all of our children as we believe that this will help them to develop and close the cultural capital deficit

### Ultimate objectives

- All children to have the emotional stability and well being to be able to make achievements in their education
- To narrow the attainment gap between disadvantage pupils and non disadvantaged

### Achieving our objective

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all



pupils through the rigorous analysis of data. Class teachers will identify, through the class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	NELI assessments on entry to EYFS shows that PP children have a lower than average understanding of vocabulary with understanding language skills well below their developmental age and stage.
2	Data analysis of behaviour incidents shows that children in KS2 more frequent display behaviour challenges due to pupils' lack of resilience in learning and independence.
3	Low uptake on parent workshops and learning support offered over the last 18 months shows that the school need to engage all parents to promote the value of education to create aspirations in our children.
4	Our attendance data shows that we are above the national average for the % of children with persistent absence and late coming in to school.
5	Our attainment data and analysis shows that children across KS2 lack number fluency and quick recall of number facts.

## 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 outcomes	Success criteria
1	<ul style="list-style-type: none"> <li>-All staff will be trained in how to implement NELI (or equivalent) once the screening has taken place on entry to Reception.</li> <li>-Children who are identified as having poor language understanding will be supported through our developing language program to make progress (NELI or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>-All PP children will improve their NELI outcomes for understanding language by the end of EYFS</li> <li>-Screening of a child's understanding of language will happen every term to identify progress</li> <li>-Data will be available termly and interventions and support are happening</li> </ul>



1	Children will have a broader understanding of vocabulary through explicit teaching	<ul style="list-style-type: none"><li>-Children's reading of more challenging texts will show that they have a greater understanding of vocabulary that they do not know.</li><li>-The environment will be vocabulary rich for children to use whilst learning</li><li>-Vocabulary will be explicitly taught for each subject and strategies for understanding new vocabulary.</li></ul>
2	Case studies will demonstrate children with challenging behaviour in KS2 that have made progress with their behaviour due to provision and support implemented	<ul style="list-style-type: none"><li>-Boxall profile data will show improvements over a period of 3 years.</li><li>-Incidents for specified children will show a reduction</li><li>-Outside agency support will be evidenced</li><li>-Specific children will be able to say that they feel supported in school and know the strategies that help them.</li><li>-Children will show that they understand their selves as learners and what strategies they have to be able to be independent learners, demonstrating metacognition.</li></ul>
3	PP parents engage with the school to support the learning of their children to close the gap between PP and non PP children.	<ul style="list-style-type: none"><li>PP parents attend the parental engagement opportunities throughout the year that can support them with how their children are learning</li><li>-Parents evening take up for PP children increases over the next 3 years.</li></ul>
4	Attendance for pupil premium children improves and persistent absence reduces.	<ul style="list-style-type: none"><li>-Attendance data indicates that the gap to national closes year on year, over a 3 year period.</li><li>-systems and policy in place to reduce the PA gap will demonstrate individual case studies of success where attendance has improved.</li></ul>
5	Children will have a secure sense of number facts and how to fluently manipulate these to apply to a bigger maths problem.	<ul style="list-style-type: none"><li>-Children will know number facts to 10, 20, 100 without having to count so that they can quickly recall these when completing a problem.</li><li>-Children in KS2 will be able to recall and apply their multiplication tables and correlating division facts when attempting a maths problem that involves these.</li><li>-Children will be able to securely suberize numbers</li></ul>

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: £ 15,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all staff understand the barriers to learning, including gaps in learning for each PP/ vulnerable child and to plan, implement and monitor a program of targeted support to address identified needs and address gaps in learning.</p> <p><u>Assessment and identification:</u> To purchase and use bespoke assessments to identify specific needs and gaps in learning in reading, writing, spelling and maths, which will inform support and interventions. Tuition partners are used to give targeted support to PP children to close gaps.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,4,5
<p>To support children with number sense and fluency in maths so that they can recall facts quicker in order to be more efficient at problem solving.</p>	<p>Professional development to be had by the Maths hub around fluency and recall in 2023/24 for maths leads. This to be disseminated to all staff. Enlist in whole staff training on number mastery for 2024/25</p>	5
<p>Power Maths scheme, DFE approved, purchased to ensure quality resources and consistency in teaching of Maths.</p>	<p><a href="#">Click here</a> to read research report from EEF on EYFS and KS1 maths development <a href="#">Click here</a> to read research report from EEF on developing maths in KS2</p>	5
<p>To purchase, implement and train staff on a new phonics scheme that is in line with the DEF 'The Reading Framework' to support children with sound recognition and early reading skills.</p>	<p>Professional development to be used to embed and enhance the quality of practitioners' knowledge of phonics, of children's early reading development, and of effective phonics pedagogy. <a href="#">Click here</a> to read the DFE reading framework</p>	1,3



<p>To train whole staff on developing metacognition for children to develop children's independent skills for learning.          Claire Lamb to train whole staff 6x this year and for us to develop in school as a program.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.  <a href="#">Click here</a> for evidence report.</p>	<p>all</p>
<p>PATHs flagship status for school achieved</p>	<p>Professional development to be used to embed and enhance the quality of practitioners' knowledge of PATHs as part of building emotional resilience. This supports them to understand their feelings and gain strategies to support them with problem solving.  <a href="#">Click here</a> to look at the research report.</p>	<p>all</p>
<p>Teaching and learning CPD to ensure quality first teaching in every classroom.          Selected staff to train with Walkthrus coaches to support them in becoming 'Instructional coaches' for developing learning. This to be implemented into teaching and learning cycle.</p>	<p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.           Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for PP spending.</p>	<p>all</p>
<p>To develop TA CPD regularly to include support with developing their understanding of high quality learning and how they support this, CPD on metacognition and their role as a TA.          Support them with cover for coming out of class or additional hours for training.</p>	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.  <a href="#">Click here</a> to view evidence from EEF.</p>	<p>1,2,5</p>
<p>Visualizers to be bought for every classroom so that they can model more effectively and impact learning according to our CPD.</p>		<p>1,2,5</p>



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

Budgeted cost: £ 16,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide and increase the opportunities for parents to engage in school life and be part of their child's learning.</p> <p>This will be strategies and knowledge about the ways that we support learning in school and specific support parents can provide at home, which will be weaved into working with their children.</p>	<p>Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states:</p> <p>The evidence of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement</p> <p><a href="#">Click here</a> to view research report</p>	<p>all</p>
<p>Small group oral language intervention in EYFS to develop spoken language for PP children who enter school with poor language skills.</p> <p>NELI program to be used.</p>	<p>Children with poor language skills struggle across many areas. The impact of having poor spoken language affects <b>educational outcomes, social relationships, employability</b> and places young people at risk of poor mental health and offending. "Good communication is one of the most important skills anyone could have." (I Can Trust)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Click here</a> to read research report.</p> <p><a href="#">Click here</a> to read EEF research report</p>	<p>1</p>
<p>Nurture interventions with children that have regular incidents where they have behaviour challenges</p> <p>Train and provide ELSA support from family support worker</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to</p>	<p>2</p>





	<p>positive classroom climate, improved relationships and less disruptive behaviours.</p> <p><a href="#">Click here</a> to read research report</p> <p><a href="#">Click here</a> to look at the research behind nurture UK</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour support practitioner – to provide support to all staff around specific behaviour challenges and dedicated time to deal with them.</p> <p>Behaviour support practitioner to be paid out of school hours to support parents with behaviour at home.</p>	<p>Based on our own evidence about what works for our school.</p> <p>We have reduced exclusions, given all staff support and coaching around a consistent approach, which inevitably supports staff well-being and retention.</p>	2,3,
<p>To employ a part time family support worker who can support parents with supporting the needs of their children, including overseeing attendance.</p>	<p>Based on our own research about what works for our school.</p> <p>To have a dedicated person who can implement, support and follow up a consistent system for improving attendance.</p>	4,3,2
<p>Paul Dix approach and training in school – cover and training all staff.</p> <p>Involves paying support staff additional hours to attend regular training, buying a copy of the book for all new members of staff, paying schools for time for induction.</p>	<p>To have a consistent behaviour approach that is based around nurture and supporting the children by building relationships and focussing on having control over behaviour.</p> <p><a href="#">Click here</a> to see research based on case studies</p>	2, 4
<p>To recruit and set up Forest school provision for whole school and provide specific time for children who need support with behaviour and mental health needs within the weekly timetable.</p>	<p>An evaluation by the New Economics Foundation of two forest school projects in Wales highlights how they can increase young people's self-confidence and self-esteem. Forest School provides opportunities for learning particularly for those who do not do as well in the school classroom environment</p> <p><a href="#">Click here</a> for research report.</p>	2,4

**Total budgeted cost: £ 71,051**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes and Externally provided programmes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*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*

*Impact of strategy for 2021/22/23 included below.*

Programme	Provider																																				
Boxall Profile	<p>This has been used for the last 2 years to support us with identifying specific SEMH targets for children that attend the nurture group or need ELSA interventions. This has meant that the support we provide has been specific to the children's needs and can be used as a benchmark to ensure children make progress towards these targets and support given.</p> <p>This is a long term intervention and not one that can be supported in only 6 weeks. Boxall profile assessments are taken every 4-6 months. All children that have intervention has show progress against their Boxall profile needs but we do see dips later on for some complex needs that are ongoing.</p>																																				
Phonics programme	<p>We implemented our new DfE approved phonics scheme 'Little Wandle, which was chosen as it aligned with the previous work that we did with the DfE Myland Hub and all of the books that we brought.</p> <p>The impact of this implementation has been our phonics scores improving year on year –</p> <p>The phonics screening check that we completed in a non-statutory year due to COVID in 2021 was 82% year 1. There was no national average for this year.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Y1 Pupils</th> <th>Y1 Sch%</th> <th>Y1 LA%</th> <th>Y1 Nat%</th> <th>Y2 Pupils</th> <th>Y2 Sch%</th> <th>Y2 LA%</th> <th>Y2 Nat%</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>30</td> <td>60%</td> <td>81%</td> <td>82%</td> <td>9</td> <td>44%</td> <td>59%</td> <td>56%</td> </tr> <tr> <td>2022</td> <td>12</td> <td>75%</td> <td>74%</td> <td>75%</td> <td>2</td> <td>0%</td> <td>33%</td> <td>44%</td> </tr> <tr> <td>2023</td> <td>15</td> <td>80%</td> <td>78%</td> <td>79%</td> <td>3</td> <td>33%</td> <td>60%</td> <td>59%</td> </tr> </tbody> </table>	Year	Y1 Pupils	Y1 Sch%	Y1 LA%	Y1 Nat%	Y2 Pupils	Y2 Sch%	Y2 LA%	Y2 Nat%	2019	30	60%	81%	82%	9	44%	59%	56%	2022	12	75%	74%	75%	2	0%	33%	44%	2023	15	80%	78%	79%	3	33%	60%	59%
Year	Y1 Pupils	Y1 Sch%	Y1 LA%	Y1 Nat%	Y2 Pupils	Y2 Sch%	Y2 LA%	Y2 Nat%																													
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Behaviour support practitioner and provision	<p>The behaviour support lead works with support staff and children, alongside our SENDCO to address challenges, put provision into place and train staff on strategies.</p> <p>We have a continued cycle of plan-do- review to ensue all provision is being monitored and addressed where needed.</p> <p>There is a continued need for this with behaviour challenges coming into the school.</p> <p>All children with behaviour needs from previous year have reduced the suspensions down to 0 for children that have had them previously.</p>																																				



	The support with parents at home has supported those children with bringing their behaviour incidents down at school across the board.
PATHs programme	<p>The PATHs program was implemented, staff were trained and our coach supported the school regularly with developing this curriculum.</p> <p>Impact data year on year shows that children have learnt the strategies and can use them when needed. This is more effective with our KS1 children who have had this consistently since starting school. The KS2 children find this more of a challenge.</p> <p>We are applying for Flagship school status for PATHs so that we can support other schools with their implementation. This is due to our impact being high for our children.</p>
Language interventions	<p>This has had less impact over the last 12 months due to capacity within school to deliver this.</p> <p>This is a target for the next 18 months.</p>
Parent workshops and opportunities to support learning	<p>We have provided parents with many workshops over the last 2 years but they are not taken up.</p> <p>We have reviewed our approach and provided more opportunities to engage parents with inclusive practices across the school.</p> <p>We have provided opportunities to have family reading time, where 75% of our children had a parent to read with them. Stories and reading strategies were shared with parents at the beginning of each session.</p> <p>We have introduced shared learning at the beginning of our Friday assemblies where parents attend. We have a full hall of parents each week.</p> <p>Parent surveys have been sent out about these events and we had 100% positive feedback from these.</p>
Teaching and learning CPD	We introduced a teaching and learning CPD cycle last year, where staff have specific training on the Walkthrus, implementation time and coaching from other teachers around observations. This has increased the quality of teaching across the whole school. This will continue.
Power Maths scheme	<p>The Power Maths scheme has been in place for nearly 2 years now and the impact has been that children demonstrate, through assessments, that they are stronger in problem solving, which was our target. Lesson monitoring shows that are keeping up with maths and can independently approach a problem with confidence.</p> <p>The retrieval practice is helping them embed concepts and data is improving. We are still not at a national level yet as there are other areas that we need to address but the specific support has</p>



## 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.*