



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

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## **Pupil Premium Strategy**

**2021/22**

## Pupil premium strategy statement

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

Detail	Data
School name	Woolpit Primary Academy
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Audrey Finch
Pupil premium lead	Sarah Clayton
Governor / Trustee lead	Audrey Finch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£6,525
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	£67,050

## 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 to address identified gaps in learning including the use of 1:1 tuition

- 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	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency
2	More frequent behaviour challenges due to pupils not being able to emotionally regulate at an age appropriate level
3	Engagement of parents
4	Children not having the number fluency in KS2, to embed conceptual knowledge in maths.
5	Attendance and punctuality issues

## 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
Reduce the attainment gap between PP and non PP children by the end of KS2	PP data at the end of KS2 shows an upward trend of PP children achieving the expected progress over the next three years.

<p>The implementation of Little Wandle scheme shows that we have sustained a good level of pass rate for PP children over a period of time.</p>	<p>Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.</p>
<p>All children without other complicating factors are confident readers by the end of KS1.</p>	<p>In house tracking data indicates that pupils are successfully moving through the decodable books and are working on ARE books in preparation for KS2.</p>
<p>A sustained level of well-being over a period of at least three years</p>	<p>Children involved with our pastoral support team will show progress using the Boxhall Profile over a period of three years. Incidents of behaviour for these children will significantly reduce of a period of three years</p>
<p>Attendance for pupil premium children improves and persistent absence reduces.</p>	<p>Attendance data indicates that the gap to national closes year on year.</p>
<p>PP parents engage with the school to support the learning of their children to close the gap between PP and non PP children.</p>	<p>PP parents attend the workshops and school training that is provided by the school to enable their children to make the progress needed.</p>
<p>PP children, who do not have other complicated educational needs, will achieve well in maths by the end of KS2 and make the expected progress, or better.</p>	<p>The end of KS2 data for PP children at the end of KS2 will show they have made good progress. The gap between PP and non PP children will have reduced over a three year period as interventions and conceptual knowledge will have been filled and embedded.</p>

## 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: £ 14,244

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.</p> <p>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>	1,4
<p>To support children with number sense and conceptual fluency and reasoning in maths in line with the expectations for their chronological age, staff to have training on Maths mastery and teaching practices for the new Maths scheme purchased</p>	<p>Professional development to be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p><a href="#">Click here</a> to read research report from EEF on EYFS and KS1 maths development</p>	4
<p>Power Maths scheme, DFE approved, to be 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 developing maths in KS2</p>	4
<p>To purchase, implement and train staff on a new phonics scheme that is in line with the DEF 'The Reading Framework' to support</p>	<p>Professional development to be used to embed and enhance the quality of practitioners' knowledge of phonics, of children's early</p>	1,3

<p>children with sound recognition and early reading skills.</p>	<p>reading development, and of effective phonics pedagogy. <a href="#">Click here</a> to read the DFE reading framework</p>	
<p>Train another member of staff to be a Nurture UK specialist to be able to deliver one to one and small group interventions for social and emotional support.</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 positive classroom climate, improved relationships and less disruptive behaviours. <a href="#">Click here</a> to read research report <a href="#">Click here</a> to look at the research behind nurture UK</p>	2
<p>PATHs training and support – including cover needed for team teaching and training.</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>	2
<p>Teaching and learning CPD to ensure quality first teaching in every classroom.</p>	<p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> <p>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>	1,2,4,5

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

Budgeted cost: £ 15,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tutors to be used for pupil premium children across KS2 to fill gaps and have specific targeted work in groups of either 1:1, 1:2 or 1:3.</p>	<p>Evidence indicates that one to one or small group tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF say: Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>See EEF research reports: <a href="#">Click here</a> <a href="#">Click here</a></p>	<p>4</p>
<p>To provide parent workshops that support their child's learning in school. This will be strategies and knowledge about the ways that we support learning in school and specific support parents can provide at home.</p>	<p>Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states: 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>1,2,3,4</p>
<p>Small group oral language intervention in EYFS to develop spoken language for PP children who enter school with poor language skills. 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>1</p>



	<a href="#">Click here</a> to read EEF research report	
Nurture interventions with children that have regular incidents where they have behaviour challenges	<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 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>	2

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

Budgeted cost: £ 37,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour support practitioner – to provide support to all staff around specific behaviour challenges and dedicated time to deal with them.</i>	<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
<i>To employ a part time family support worker who can support parents with supporting the needs of their children, including overseeing attendance.</i>	<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>	5
<i>Paul Dix approach and training in school – cover and training all staff.</i>	<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

<p><i>To purchase, train and implement the Boxall profile to ensure we are targeting support for social and emotional needs where there are gaps and to be able to assess the impact of the targeted support. This is to be used alongside out Nurture UK trained staff who are providing the intervention.</i></p>	<p>To have a tool to be able to assess the gaps and needs of children who are having behaviour challenges and regularly deregulated in school. Target intervention using Nurture UK support and assess the impact.</p> <p><a href="#">Click here</a> for research</p>	<p>2</p>
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**Total budgeted cost: £ 67,051**

## 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*

Programme	Provider
Power of Reading – training and resources	<p>English curriculum was implemented using high quality texts, exposing them to a richer vocabulary. Children have been supported to develop their reading skills across the whole curriculum. New books have been purchased to support this curriculum development.</p> <p>Writing across the school is seeing children use a wider bank of vocabulary and pupil perceptions have shown impact on children’s love of reading and enjoying reading, <i>peculiarly in kS1.</i></p> <p><i>Training was completed for each key stage but due to staff change the training has not been sustained in school.</i></p>
Phonics programme	<p>Throughout last year we worked with the DfE English hub (Myland hub) to implement a new phonics blueprint. This has seen us achieve the highest phonics screening results we have had on record, with a 2 year trend of being above the national average. We bought books that were decodable to ensure children have quality materials to read and work with and this has supported the rapid improvement in our phonics provision.</p> <p>Intervention for phonics was carried out via our online learning platform throughout the lockdown for all children that were not at the appropriate level of phonics learning.</p>
Behaviour support practitioner and provision	<p>During the lockdown the behaviour support practitioner supported new staff with implementing consistent behaviour support plans and training to de-escalate challenging behaviour.</p> <p>We had most of our children with behaviour challenges in school during the lockdown period and supported parents and staff with intervention of specific needs for them.</p> <p>A breakfast club was run in the mornings for children who were identified as needing social and emotional support, when school was open.</p>
PATHs programme	<p>The PATHs program was implemented, staff were trained and our coach supported the school regularly with developing this curriculum. There was a high staff turnover, which meant that this</p>

	<p>training has not had the impact that was desired so needs to be re-trained.</p> <p>The materials used and the curriculum that the children received, both in school and via online learning, showed some impact. This was affected also due to the children not being in school.</p>
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## 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.*