

## Pupil premium strategy statement: Woolenwick Junior School

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	Woolenwick Junior School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	21%
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	July 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Richard Pallant
Pupil premium lead	Anna Page
Governor / Trustee lead	Kathy Dunnett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65 905
Recovery premium funding allocation this academic year	£6 815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7 952
<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	£80 672

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intent to provide every opportunity for all pupils in our school to achieve well and make good progress, no matter what their start point or background. We strive to offer positive experiences for children, with a curriculum which considers enhancing the cultural capital for all. We support our teaching staff to develop their practice in a way which will give our disadvantaged children the support needed in order to close the attainment gap. This could be through better provision for children with a low prior attainment or special educational needs, as well as facilitating children to be taught in smaller class sizes where possible. Our Pupil Premium strategy plan helps us to ensure that all areas of our curriculum and school life, including trips and extra curricular clubs, are accessible to our disadvantaged pupils. Our inclusion team work with children and their families, to optimise attendance, in order for them to feel valued and a part of our school community.

## Challenges

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

Challenge number	Detail of challenge															
1	<p><b><u>The attainment gap</u></b> Attainment for PP children is lower than non PP children in reading, writing and maths, in all year groups.</p> <table border="1"><thead><tr><th></th><th colspan="2">Whole School Data, July 2021</th></tr><tr><th>Measure</th><th>% PP pupils ARE+</th><th>% Non PP pupils ARE +</th></tr></thead><tbody><tr><td>Reading</td><td>41</td><td>69</td></tr><tr><td>Writing</td><td>20</td><td>52</td></tr><tr><td>Maths</td><td>31</td><td>64</td></tr></tbody></table>		Whole School Data, July 2021		Measure	% PP pupils ARE+	% Non PP pupils ARE +	Reading	41	69	Writing	20	52	Maths	31	64
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2	<p><b><u>Overlap of Pupil Premium Pupils with pupils on our SEND register</u></b> 34% of children on our PP register are also on our SEND register and therefore have additional needs which must be catered for in the classroom for them to make progress. Teachers should work with the inclusion team to ensure that intervention is evidence based and used to best effect to support all groups of learners.</p>															

3	<p><b><u>Attendance</u></b></p> <p>Attendance of PP Pupils is lower than non PP pupils (Autumn term 2021: PP attendance has been 92% compared to 96% for non PP pupils.)</p>
4	<p><b><u>Reduced cultural capital</u></b></p> <p>Their cultural capital is lower than non PP pupils; this could be presented through a lack of awareness, a smaller repertoire of vocabulary, or low aspirations.</p>
5	<p><b><u>Improved parental engagement</u></b></p> <p>Parents engage less in the school community, for example engaging with learning at home, attending school events, communicating with school.</p>

## 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
Attendance of Pupil Premium Pupils is more in line with non pupil premium pupils. (target: 95%)	Whole school attendance is above 95%
PP pupils engage further in extra curriculum opportunities at school.	75% of Pupil Premium pupils attend at least one club each term  Improved take up in school visits including residential trips
The gap in attainment between pupil premium pupils and non pupil premium pupils diminishes	Gap is closed by at least 10% in reading, writing and maths

## 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: £5,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise the standards of teaching and learning across the school, improving outcomes for disadvantaged pupils. This will include high quality training and support for teachers to ensure learning opportunities are engaging and relevant for all pupils. Key vocabulary will be mapped out carefully and taught explicitly to support all groups of learners. It will cater for children with less life experiences by using visual aids, multi-media, props and appropriate scaffold.</p>	<p>Sutton Trust: 'Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.'</p>	<p>1, 2, 4</p>
<p>Fully develop foundation subjects so that all pupils benefit from an effective curriculum and achieve well as a result. Support for middle managers to ensure that all documentation for foundation subjects is complete to ensure clarity and consistency. Teaching will consist of the right balance of subject knowledge and explicit skills. Curriculum intent will be clear in all subjects and we will implement effective monitoring systems in all subjects.</p>		<p>1, 2, 4</p>

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

Budgeted cost: £32,295

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Ensure that staff are setting SMART targets for children with support plans and are supported in delivering intervention to those children to help them meet these targets.		2
In UKS2, deploy teaching staff effectively to best meet the needs of individuals, particularly in English and maths, by splitting into a third teaching group for these lessons.	EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 2, 4

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

Budgeted cost: £36,346.44

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support children to be healthy by offering free milk and daily fruit to ensure that they are in the best position to be able to focus and learn.	Maslow Hierarchy of needs: Needs lower down in the hierarchy (including food, warmth and rest) must be satisfied before individuals can attend to needs higher up.	1, 4
Better engagement of PP pupils in wider school opportunities. This includes participation in extra curriculum opportunities, engagement in home learning resources such as 'Time Table Rockstars', access to school trips.	Ofsted Framework: Cultural capital building for relevant learning and making connections	1, 4
Provide regular opportunities for parents to engage with our school community. For example through coffee mornings, open afternoons,	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is	3, 5

communication with our family liaison worker.	crucial to consider how to engage with all parents to avoid widening attainment gaps	
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**Total budgeted cost: £74,099.44**

## 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.

Measure	Details
Improved repertoire of vocabulary used across the subjects and PP pupils able to discuss subjects on par with their peers leading to pupils accessing ARE materials/tasks.	Key vocabulary identified in planning documents for all curriculum areas and learning environments used to support this. Knowledge organisers used to by teachers and pupils as reference guides.
Quality first teaching is adapted to target gaps for Pupil Premium Pupils	Support for teaching and learning is ongoing and CPD has included KAGAN structures which supports collaborative classroom practice. English and Maths TLA support has included support for planning and delivering high quality lessons in guided reading, and maths.
A broad and balanced curriculum provides bespoke opportunities for positive relationship building and thus greater engagement in learning	A broad and balanced curriculum has been taught all year, including throughout the spell of remote learning during national lock down. Significant time has been spent supporting subject leaders to further develop their curriculum areas such as during twilight CPD.
High standard of quality first teaching taking place and approaches across the school are consistent	This target is ongoing. Lesson observations have been used effectively to devop teachers' practice. TLAs have provided bespoke support for teachers.
Pupils have greater access to enrichment activities which will improve their cultural capital through extra-curricular and enrichment activities	Once COVID restrictions lifted sufficiently, we have offered a range of enrichment activities with a minimum of 4 clubs available to all children in the school.
Improved attendance and punctuality for pupils eligible for PP	Close liaison with Hertfordshire attendance officer and the Traveller liaison officer to support all families to improve their attendance.