# Pupil premium strategy statement – Wood End Primary School This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 230 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year) | 2024/2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Miss S Sharma Headteacher |
| Pupil premium lead | Mrs F Bellenger Assistant Headteacher |
| Governor / Trustee lead | Mrs D Wadelin and Mrs H Hartley Leads for disadvantaged pupils |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £106, 560 |
| Post LAC funding allocation this academic year | £7150 |
| Recovery premium funding allocation this academic year | n/a |
| Pupil premium funding carried forward from previous years | n/a |
| Total budget for this academic year | £113, 710 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to their potential across all subject areas and are afforded an opportunity to thrive. The focus of our PPG strategy is to overcome barriers caused by disadvantage and allow all disadvantaged pupils to achieve to their potential, thus closing the gap between them and non disadvantaged pupils. We also aim to ensure high attainers in receipt of the PPG make the progress they deserve to.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers, or face challenging health needs. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Whole school strategies for supporting attainment and progress underpin this strategy. Driving quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that our plan targets the deficit faced by some disadvantaged pupils in making good progress and attaining in line with national expectations, whilst ensuring the sustained improvement of those not at risk of the impact of disadvantage.

Our approach will be responsive to common challenges, cohort specific difficulties and individual needs. These approaches will be rooted in both our internal robust diagnostic assessment, but also national comparisons. We will not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through their quality first offer.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1<br>SIP Writing 2 / 6 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly those in EYFS. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.<br><br>Fewer disadvantaged pupils achieve ARE in CLL in EYFS than other pupils. Pupils in KS1 and 2 do not always use more sophisticated vocabulary and articulate ideas in discussion with clarity and accuracy. |
| 2<br>SIP Writing 7<br>SIP Reading 6 | Assessments identify few children identified as disadvantaged achieve to a deeper standard and demonstrate greater depth skills in reading, writing and maths. This is evident throughout school phases.<br><br>Fewer disadvantaged pupils have achieved ARE compared with peers for the last 3 years in end of key stage assessments. |
| 3<br>SIP Reading 4<br>Reading 7 | Internal assessments and observations identify that disadvantaged pupils in the early stages of reading have comprehension skills that are hindered by not reading 'reading at a glance' and relying on phonic segmenting and blending.<br><br>On leaving Reception and Year 1, our children identify as not securely reading with pace and fluency which inhibits their comprehension skills.<br><br>Not being able to read with prosody limits access to the wider curriculum moving forwards. |
| 4<br>SIP<br>Maths | Our assessments, observations and discussions with pupils identify that pupils do not always demonstrate secure understanding of the concrete in problem solving. The use of apparatus and supportive resources in modelling new concepts is underdeveloped, particularly in the context of intervention and manging misconceptions. As a result, disadvantaged pupils do not always demonstrate a strong grasp of number and place value with which to build learning.<br><br>Assessment demonstrates that disadvantaged pupils often demonstrate difficulty in applying taught skills across independent problem solving contexts. |
| 5<br>SIP<br>Wider curriculum | Discussion with pupils and subject leaders identifies that the curriculum is less engaging for some subjects and difficult for pupils to contextualize and view themselves as a partner in. Disadvantaged pupils in particular demonstrate difficulties in articulating where the curriculum links to their lived experiences.<br><br>Disadvantaged pupils achieving ARE in foundation subjects is lower than that of all pupils. Learning walks and pupil discussions demonstrate pupils do not articulate the wider curriculum's links to their community clearly. |
| 6<br><br>SIP attendance | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.6 and 4.7% lower than for non-disadvantaged pupils.<br><br>Of those pupils persistently absent in school, between 65.7% and 77.3% have been disadvantaged across the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as it prevents pupils from accessing quality first provision with consistency. |

# 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 |
|---|---|
| Pupils have the vocabulary to articulate ideas clearly and with accuracy. | Pupil voice in EYFS demonstrates that children have sufficient vocabulary to describe their immediate world, their thoughts, feelings and understanding of the activity they are engaged with. <br><br> Pupils in Key Stage One and Two demonstrate increased accuracy in grammatical structures and oral vocabulary. <br><br> Discussions with pupils indicate improved oral language among disadvantaged pupils. This is reflected in lesson observations, pupil voice and ongoing formative assessment. |
| Pupils use correct grammatical structures when expressing ideas in both the written and spoken form. | Pupil voice and written work demonstrates increased accuracy in grammatical structures. <br><br> Teacher assessment data identifies more pupils working at greater depth within writing in receipt of PPG across school when compared with 2023-4 outcomes. |
| Pupils read 'at a glance' and with increasing fluency and speed. <br><br> Pupils are able to decode accurately to enable them to undertake comprehension tasks with accuracy and access the wider curriculum. | Baseline assessment data from EOY 2023-24 identifies improving comprehension scores for pupils in receipt of PPG. <br><br> Pupils undertaking intervention for reading are able to comprehend and attempt questions more successfully in independent activities, thus achieving ARE. <br><br> An increase in the number of pupils reading within ARE for reading speed. <br><br> Pupils in Year 1 make progress through phonics tuition by developing 'reading at a glance' skills and demonstrate improving phonics assessment scores compared with 2023-24. Disadvantaged pupils engaged in online intervention for reading make accelerated progress across the academic year. |
| Pupils problem solve accurately in independent challenges and thus achieve in line with peers | Learning walks identify that staff are confident in using resources to support children's understanding of new concepts. <br><br> Pupils' books demonstrate progress over time in place value concepts to apply across mathematical areas and problem solve. <br><br> Learning walks demonstrate pupils accessing supportive resources as part of their quality first provision. <br><br> More pupils are identified working within ARE and at greater depth by the end of the year compared with 2023/4 end of year baseline. |
| Foundation subject content represents the local community and allows pupils | • Increase in the number of pupils in receipt of PPG working at ARE by the end of 2024/25 academic year from the end of 2023-24 baseline. |

| | |
|---|---|
| to recognize themselves as a part of this and articulate it. Disadvantaged pupils can speak with increasing clarity to making links between their learning and lived experiences. | • Curriculum mapping documents identify clear intent for the foundation subjects.<br><br>• Learning walks and pupil discussion identifies children can broadly articulate the subject intent and talk positively about subjects and understand the purpose of learning a particular subject. |
| To improve attendance for all pupils, particularly our disadvantaged pupils. | Data analysis identifies improving attendance for all pupils, particularly those who are disadvantaged.<br><br>• the overall unauthorised absence rate for all pupils being no more than 2% the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.<br><br>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |

# 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) £43 000

| Activity | Success criteria |
|---|---|
| Develop pupils' spoken language and the use of narration to make explicit one's thoughts and link ideas with clarity and precision | Pupil voice in EYFS demonstrates that children have sufficient vocabulary to describe their immediate world, through thoughts, feelings and understanding of the activity they are engaged with.<br><br>Pupils in Key Stage One and Two demonstrate increased accuracy in grammatical structures and oral vocabulary.<br><br>Discussions with pupils indicated improved oral language among disadvantaged pupils. This is reflected in lesson observations, pupils voice and ongoing formative assessment.<br><br>Develop pupils' speaking and listening skills and wider understanding of language. EEF |
| Embedding a breadth of reading opportunities and reading for comprehension and purpose 'at a glance.' Upskilling staff to deliver and expect 'at a glance' reading to enable pupils to better understand texts given to them and read with sufficient speed to access comprehension tasks. | Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.<br><br>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills — EEF |
| Making appropriate and timely response to assessment information impacts upon pupils' ability to make progress over time. | Collecting high quality, up-to-date information about pupil's current capabilities and adapting teaching accordingly to focus on exactly what pupils need to progress is key. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well<br><br>Use high-quality information about pupils' current capabilities to select the best next steps for teaching - EEF |

| | |
|---|---|
| Embedding the recently reviewed use of a DfE validated Systematic Synthetic Phonics program to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics \| Teaching and Learning Toolkit \| EEF |
| Enhancement of our maths teaching and curriculum planning in line with a focus on introduction of new concepts using concrete resources and developing fluency in the presentation of number. | Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Encourage children to represent problems in their own way, for example, with drawings and marks. Use manipulatives and representations to encourage discussion about mathematics. Encourage children to use their fingers - an important manipulative for children. Use manipulatives and representations to develop understanding - EEF |
| Ensuring children have an opportunity to overcome barriers to learning and unpick misconceptions by providing intervention as part of quality first teaching instruction to close the gap | High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching. Use high quality targeted support to help all children learn mathematics – EEF Use high-quality structured interventions to help pupils who are struggling with their literacy - EEF |
| Improve the attendance of all pupils. | There is extensive evidence identifying that there are common themes which run through a successful attendance procedure that supports family engagement with school. Working collaboratively with additional agencies and families supports pupils in attending. Supporting school attendance reflection and planning tool. – EEF |

| | |
|---|---|
| Enable pupils to make links in learning and see real world, local community level and individual significance and importance to aid them in accessing learning. | Develop a curriculum that enables pupils to make real world links and envisage themselves and their community in their educational activities. Connect foundation subject teaching to meaningful and tangible scenarios or examples that reflect the nature of the real world can enhance attainment.<br><br>Relate new learning to relevant, real-world contexts – EEF |

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

Budgeted cost: **£25 000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Engaging with fidelity to a synthetic phonics program. Updated training and resourcing was provided during the last academic year. Embedding this new adapted phonics offer is important in ensuring those children at the early stages of reading receive the best small group tuition and teaching. | Small group and one to one tuition targeted towards those children at the early stages of reading to ensure they quickly learn and begin to use the building blocks of reading.<br>One to one tuition | Teaching and Learning Toolkit | EEF<br>Effectively implement a highly successful phonics program | 3 |
| Provision of individualized and small group intervention to support pupils in understanding what is asked of them in their learning and then applying those skills to be successful learners. | Application of metacognitive question analysis to develop understanding to aid task completion and support pupils in working with success and independence.<br><br>Model your own thinking to help pupils develop their metacognitive and cognitive skills | 2, 3, 4, 5 |
| Provide opportunities for parents to learn alongside their children and develop their understanding of expectations and pathways towards improvement. | Embed previous opportunities for families to learn alongside children through targeted workshops and information events. Providing parents and carers with meaningful ways in which they can support learning through encouraging them to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning, and will often be more valuable than direct help with homework tasks. | 1, 3, 4, 5 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | [Provide practical strategies to support learning at home](#) | |
| Provide opportunities for CPD for support staff to avoid task completion, and further develop the use of TAs as a tool for developing independence and metacognitive skills. | 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.<br><br>[Use TAs to help pupils develop independent learning skills and manage their own learning](#) | 1, 2, 3, 4 |

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

Budgeted cost: £30 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Further develop and embed systems to enable staff to make informed decisions about curriculum offer to align with pertinent next steps to develop our curriculum offer.  Support staff to develop as subject leaders to drive forward curriculum improvement. | Providing opportunities to reflect on the schools and it's community's needs and how best to respond to them is important in evaluating the pupils' curriculum offer and their access to learning.  By evaluating the school's context and it's needs this can be done effectively<br><br>[Attend to the contextual factors that influence implementation - EEF](#)<br>[https://cloudw-my.sharepoint.com/personal/fbellenger_woodendprimaryschool_co_uk/Documents/Documents/MMT2/MMT stuff/202324/PP Networks/24.4.2024/Attend to the contextual factors that influence implementation](#) | 5 |
| Embedding principles of good practice set out in the DfE's guidance on [working together to improve school attendance.](#)<br>This will involve engagement with up to date local and national training and directed,  protected time for key staff to manage attendance and report back to stakeholders. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br>[Supporting school attendance](#) - EEF | 6 |

**Total budgeted cost: £113,  710**

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments to draw conclusions against the outcomes we set for ourselves.

For each of our intended outcomes we analysed the impact for our pupils and where possible national outcomes.

*Disadvantaged pupils' attendance is not always at least in line with national. This is a significant barrier to making progress and building upon previous teaching.*

Actions taken to address attendance resulted in:

|  | Wood End | | |
| --- | --- | --- | --- |
|  | 2021-22 | 2022-23 | 2023-24 |
| Attendance of all pupils (Y1-Y6) | 95.4% | 93.1% | 94.2% |
| Attendance of PP pupils (Y1-Y6) | 93.9% | 90% | 92.1% |

|  | Wood End | | |
| --- | --- | --- | --- |
|  | 2021-22 | 2022-23 | 2023-24 |
| % of all pupils persistently absent (Y1-Y6) | 10.7% (19/177) | 18.8% (34/181) | 10% (19/183) |
| % of all pupils persistently absent in receipt of PP (Y1-Y6) | 21.7% (15/69) | 32.9% (23/70) | 17.3% (13/75) |

This demonstrates:

That attendance of both disadvantaged and non disadvantaged pupils is rising. From the end of 2023 to the end of 2024 the attendance of disadvantaged pupils increased more than that of non disadvantaged pupils.

Variation in attendance from 2022-23 is evident in PP and non PP pupils and was a result of illness in school.

The use of early helps, EWO communication and use of the local authority procedures has improved upon attendance but continues to be a focus of work moving forwards.

*Pupils do not always apply writing skills in cross curricular opportunities to write at length. Some pupils do not demonstrate security of writing skills across Science and Non Core curriculum tasks. Pupils do not always effectively edit their work to apply a range of skills to their work with independence or clarity of purpose.*

Actions taken to address this resulted in:

Internal book scrutiny identifies that most pupils are given pertinent, planned for opportunities to write at length in a variety of subjects. Book scrutiny shows growing strength in the application of taught skills to write with similar quality and purpose to English books and skills lessons.

This demonstrates that:

Target sheets show growing engagement with writing skills across subject areas with a breadth of evidence used to determine security within ARE. Book scrutiny identifies pupils writing at length across a variety of subjects (Gov monitoring report Summer 1)

*Pupils sometimes do not demonstrate fluency when reading. This prevents them from accessing a breadth of text with accuracy and ease. Some pupils are prevented from comprehending texts as a result of poor fluency.*

Actions taken to address this resulted in:

| Year Group | Reading with age appropriate fluency baseline | | Reading with age appropriate fluency endline | |
|---|---|---|---|---|
| | All pupils | PP | All pupils | PP |
| Y2 | | | 57% (17/30) | 63% (5/8) |
| Y3 | 65% | 55% | 52% | 55% |
| Y4 | 73% | 57% | 73% | 78% |
| Y5 | 83% | 86% | 80% | 81% |
| Y6 | 81% | 69% | 93% | 86% |

This demonstrates that:

Most year groups demonstrated good progress in fluency and reading speed increasing across the year. For pupils in receipt of PPG their outcomes are higher than that of all pupils and progress across the year stronger than that of all pupils in most year groups.

*Pupils with identified SEND and PPG often have gaps in learning which prevent them from making accelerated progress. Assessment procedures and interventions that support the quality first curriculum offer do not always reflect and respond to pupils' changing needs quickly. Pupils with specific, complex SEND difficulties do not always access pertinent learning journeys which reflect their next steps in learning consistently clearly. Adaptive teaching strategies are not consistently developed and applied across school. Pupils do not always recall taught skills or knowledge to effectively recall and reuse information. Metacognitive structures and skills to enable pupils to manage information and classify are underdeveloped and so some pupils struggle to retain and build upon taught sequences.*

Actions taken to address this resulted in:

INSET for staff on adaptive teaching resulted in improved learning journeys for pupils not working within ARE based on scrutiny of planning. Staff training for sensory circuits has resulted in pupils with identified difficulties accessing support to engage with learning activities for a prolonged period of time to ensure engagement with learning intentions. Provision maps for pupils with identified SEND demonstrate clearer intended outcomes based upon advice from external professionals and internal assessment information. A focus on short, sharp precision teaching input and opportunities to overlearn and embed teaching is employed and analysis identifies the majority of pupils make progress from their starting point. Metacognitive strategies have been identified for pupils at risk of not achieving ARE in KS2 in order embed taught strategies with increased independence. This has been disseminated across staff to share expertise within school. INSET for support staff has also focused on support programmes to accelerate progress produced by our EP service alongside school produced and published materials.

*Pupils do not always demonstrate rapid recall skills to access learning and apply taught skills. Teaching structures do not always support pupils in reinforcing and demonstrating security in key skills such as rapid recall of number facts and times tables. Pupils do not always effectively recall and reuse taught knowledge in order to demonstrate a deeper understanding.*

Actions taken to address this resulted in:

| Year Group | Achieving number clubs in line with ARE baseline | Achieving number clubs in line with ARE endline |
|---|---|---|
| | PP | PP |
| YR | | 71% |
| Y1 | 73% | 78% |
| Y2 | 0% | 29% |
| Y3 | 9% | 60% |
| Y4 | 14% | 67% |
| Y5 | 57% | 60% |
| Y6 | 8% | 43% |

This demonstrates that:

Pupils are developing rapid recall skills in order to access knowledge and apply it in isolation to recall key numerical facts. As a result, growing numbers of pupils are able to start the next academic year on track to make at least expected progress with fewer pupils needing 'catch up' into the next academic year. Our model has demonstrated it has the capacity drive forward attainment and progress, but requires further embedding into 2024/5 with a focus on quality first teaching of rapid recall skills alongside intervention.

*Pupils sometimes lack clarity in identifying and articulating emotions. In turn, staff sometimes lack precision and skill in supporting pupils in understanding and managing their emotions in different contexts across the school day. Consistency of vocabulary used to explain feelings and explore emotions can vary varies between adults and this can lead to confusion for pupils*

Actions taken to address this resulted in:

Zones of regulation has been revisited for staff throughout school and applied as part of PSHE and discussions in class assemblies. Conflict resolution has included reference to Zones of Regulation and amendments to behaviour reflection sheets demonstrates pupil are able to articulate thoughts and feelings clearly using taught vocabulary. As part of feedback to parents these terms are also discussed with families. Newsletters across the year have provided opportunities to update parents on feelings, emotions and seen behaviours with strategies to manage and support regulation shared as a newsletter item. Staff actively coach emotions to support pupils in identifying and manging dysregulation.

This demonstrates that:

Pupils have the skills to regulate emotions and staff are equipped to support them in doing this. Anecdotal evidence from parents and carers identifies that parents have made use of supportive strategies recommended by staff and have engaged in discussions regarding regulation with children. Opportunities to discuss emotions as part of class assemblies and share views in whole school assemblies identifies pupils

have a growing vocabulary to use to discuss and articulate emotions and feelings which is unified across school.   Data analysis demonstrates a reduction in dysregulation as a result of increased emotional awareness.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local  level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

| EYFS outcomes | All pupils nationally 2023 | Wood End | PP pupils nationally | PP Wood end pupils |
|---|---|---|---|---|
| Writing | 71% | 69% | No national data | 56% |
| Number | 79% | 72% | | 78% |
| Reading | 75% | 69% | | 67% |
| GLD | 67% | 57% | | 44% |

### End of key stage outcomes KS2

| KS2 assessment outcomes | All pupils nationally | Wood End (30) | PP pupils nationally 10th Sept 2023 | PP Wood end pupils (16) |
|---|---|---|---|---|
| Writing | 72% | 63% | 58% | 62% |
| Maths | 73% | 73% | 59% | 56% |
| Reading | 74% | 67% | 60% | 56% |
| RWM | 61% | | 44% | |

### Outcomes for pupils at Wood End across Key Stage

| KS1 teacher assessment outcomes (pupils registered across phase) | Wood End (25) | PP Wood end pupils (6) |
|---|---|---|
| Writing | 48% | 50% |
| Maths | 60% | 50% |
| Reading | 64% | 67% |
| RWM | 48% | 50% |

| KS2 assessment outcomes (pupils registered across phase) | Wood End (21) | PP Wood end pupils (12) |
|---|---|---|
| EPAG | 71% | 50% |
| Writing | 71% | 58% |
| Maths | 67% | 50% |
| Reading | 67% | 42% |
| RWM | 57% | 33% |

The data demonstrates that pupils achieve broadly in line with pupils nationally. Despite a higher school location deprivation factor being higher than national (currently 37% at Wood End and 24% nationally) . Pupils who have a full journey through Wood End achieve satisfactorily across their time with us. Where pupils have moved during key stages their progress is less strong. Pupils who attend Wood End throughout the phase attainment is stronger. Where pupils have complex SEND, are new arrivals to England or medical needs outcomes are also impacted, and this is true of our Year 6 and Year 2 cohorts this year.

Of the current Year 2 20% of the cohort have identified SEND, and of the current Year 6 cohort 17% have SEND with 1 EHCP.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The SLT team works collaboratively to support and challenge staff in offering quality first for their pupils and reviewing their curriculum offer over time through book scrutiny, data analysis, pupil and staff voice and learning walks.

Pupil voice about the school from a well being survey in June 2024 demonstrated that pupils are happy to attend school and feel staff support them to be safe and make informed choices. They feel they are offered the support that they need to be successful. Analysis of pupils with SEND and our community make up however suggests that some pupils' needs are complex and impact significantly upon outcomes. These include attendance, SEND and medical needs. Additional agency support is brokered in order to overcome these barriers. This continues to be a focus of working moving forwards.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section of the 2023/4 plan.

Our evaluation of the approaches delivered last academic year indicates that outcomes for pupils with disadvantages are not as strong as we would like over time. Internal data from our own tracking systems identifies that progress is evident over time where quality first teaching is strongest and interventions are used effectively and proactively to meet pupil needs. Where provision is less tightly evaluated and amended as a result outcomes are less strong. Adaptive teaching and provision continues to be a focus of work into 2023/4.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| n/a | n/a |
| | |

# Further information (optional)

## Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback, particularly live marking and modelling and narration. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on increasing physical fitness, developing mindfulness, broadening experience and building relationships. Disadvantaged pupils will be encouraged and supported to participate.

- Encouraging parental engagement in school wide initiatives and year group specific priorities.

## Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also explored the link between disadvantage and reduced attendance and disadvantage and SEND.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Rapid recall skills and fluency in reading continue to be foci for this academic year alongside education for parents to support embedding this.

We used information shared at local pupil premium networks and national data to identify patterns and challenges in our setting. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.