

# Pupil premium strategy statement – Woodland Primary School

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	1
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Clare Carr
Pupil premium lead	Clare Carr
Governor / Trustee lead	J Bellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4440
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4440

# 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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of Literacy and Numeracy on entry.
2	Parents might not always feel confident to support their child's learning journey.

3	Rural isolation and lack of public transport to enrichment activities (e.g. swimming, music, sport, public libraries, internet cafes, theatre, live music performances) in Teesdale and beyond.
4	Low self-esteem and lack of emotional resilience.

## 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
Achievement gap issues are effectively addressed.	Disadvantaged pupils with no additional needs perform in line with their peers at key assessment stages.
	Work with parents ensures they have a good understanding of their children's learning in school and how to support this effectively at home.
Development of cultural capital for all pupils to broaden experience and raise aspirations.	All children access the broader personal development and cultural offer.
Reduce impact of low self-esteem and lack of emotional resilience.	Children have strategies to manage emotions and support to build competence and confidence across the curriculum.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Literacy and Numeracy to identify issues and address gaps in learning through early intervention	Low levels of Literacy and Numeracy on entry. Support for early Literacy and Numeracy development variable.	1
Support for parents through structured sessions to increase confidence in supporting children's learning journeys.		2

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

Budgeted cost: £ 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure access to a wide range of cultural and extra curricular activities for all pupils building cultural capital, confidence and resilience. Planned opportunities available to all children. Funding to increase access to wider opportunities.	Access to broader cultural opportunities broadens horizons and raises aspirations.	3
Develop access to opportunities for socialisation.	Low self-esteem and lack of emotional resilience can impact on	4

Emotional wellbeing support through well planned and supported small group activities such as Rainbow Story Writing.	emotional wellbeing, mental health and educational achievement.	
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**Total budgeted cost: £ 4240**

## Part B: Review of the 24-25 academic year

### Outcomes for disadvantaged pupils

Analysis carried out of the performance of our school's disadvantaged pupils during the previous academic year using end of key stage assessments and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils perform in line with their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

GLD 100%

100% of children qualifying for Pupil Premium funding participated in trips, activities and residential visits.

PP Attendance 97.25%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**