

## 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	Woodwater Academy
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	27
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022, 2022/23, 2023/24
Date this statement was published	November 21
Date on which it will be reviewed	July 2022 (see below) July 2023 (see below)
Statement authorised by	Rachel Olivant (Headteacher)
Pupil premium lead	Rachel Olivant
Governor / Trustee lead	Shane Cox Heidi Williams (from Nov 22)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23-23	£118,000
Recovery premium funding allocation this academic year	£2519
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	£120,519

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can make good progress and achieve high attainment across all subject areas.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gap.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Allow pupils to access a wide range of opportunities to develop their knowledge and understanding of the world.
- Send engaged, well-prepared learners into their next phase of education.

In order to achieve our objectives we will:

- 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 including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences and the tools needed to fully participate in their education.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring in 21-22, for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<i>The language and literacy skills of our disadvantaged learners are typically lower than their non-disadvantaged peers on entry to school. They can find it harder to retain and apply phonic and reading knowledge.</i>
2	<i>Some disadvantaged pupils do not have a positive view of themselves as learners. They can lack confidence and resilience.</i>
3	<i>Financial constraints on families can make it difficult for disadvantaged pupils to attend trips, residential visits or to have the necessary resources to fully engage at school (e.g. uniform).</i>
4	<i>Lack of engagement in extra-curricular activities impacts on pupils developing cultural capital.</i>
5	<i>Periods of school closure in recent years have meant that for some disadvantaged pupils the gap in their basic skills of reading, writing and maths has widened.</i>

## 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes for disadvantaged pupils will be in line or above the national average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for disadvantaged pupils will be in line or above the national average.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes for disadvantaged pupils will be in line or above the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: student surveys and teacher observations

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To provide opportunities to improve pupils cultural capital.	A significant increase in participation in enrichment activities
Disadvantaged pupils to be engaged and well prepared for their next phase of education.	Attendance in line with national average, transitions between key stages successful.

## 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: £ 105, 519

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support targeted interventions.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. EEF Improving Mathematics in KS2 guidance report (2017)	1,5,2

	<p>recommendation 7 is to use structured interventions to provide additional support.</p> <p>EEF Improving Mathematics in Early Years and KS1 guidance report (2020) recommendation 5 is to use high quality targeted support to help all children learn mathematics.</p>	
25% top up finding for targeted tutoring.	<p>EEF research states that small group tuition has an average impact of 4 months additional progress over the course of the year.</p> <p>School Led Tutoring funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium. 75% of the cost is subsidised in the academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium</p>	1,5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions to pupils.	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.</p>	2
Subsidised Visits/Visitors/residentials.	To help develop pupils' cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon	3,4

	to be successful in society, their career and the world of work)	
Provide extra-curricular activities.	To help develop pupils' cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work)	4
Financial support for uniform or equipment.	Research has shown that students are more engaged when	3

**Total budgeted cost: £ 120,519**

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

### Pupil premium strategy outcomes

This is a three yearly plan with regular review. This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

- KS2 RWM National Average 59% Woodwater PP 73%
- KS2 R National Average 74% Woodwater PP 73%
- KS2 W National Average 69% Woodwater PP 82%
- KS2 M National Average 71% Woodwater PP 82%
- KS2 SPAG National Average 72% Woodwater PP 82%

100% of PP pupils attended day visits, 90% attended offered residential visits. All PP pupils received uniform support. Funded/subsidised sports club places and holiday club places provided.

This is a three yearly plan with regular review. This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

- KS2 RWM National Average 59% Woodwater PP 68%
- KS2 R National Average 73% Woodwater PP 83%
- KS2 W National Average 71% Woodwater PP 75%
- KS2 M National Average 73% Woodwater PP 67%
- KS2 SPAG National Average 72% Woodwater PP 83%

100% of PP pupils attended day visits, 94% attended offered residential visits. All PP pupils received uniform support. Funded/subsidised sports club places and holiday club places provided. 100% of PP pupils attended an extra-curricular club/activity/lesson.

### Externally provided programmes

*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

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Welfare support as needed to ensure pupils happy to come to school and have an adult to talk to at times of deployment etc. Homework and reading support provided as needed.
What was the impact of that spending on service pupil premium eligible pupils?	Good attendance and SEMH presentation of pupils. Attainment in line with national expectations for $\frac{3}{4}$ pupils. 1 pupil with SEN making expected progress but requiring additional support.

### Further information (optional)

*Over 85% of our families who we support via Early Help routes and parenting support are in receipt of pupil premium.*