Pupil premium strategy statement – Woodchester Endowed CofE (Aided) 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lynne Loomes
Pupil premium lead	Lynne Loomes
Governor / Trustee lead	Sally Bull / Debs Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13260
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£5179
Total budget for this academic year	£18439

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 demonstrating high attainment.

It is our intention, in line with our school vision, that our children become well rounded individuals and responsible members of society who can be supported to develop resilience and good mental health in addition to the academic side of school life.

At Woodchester Endowed CofE Primary School, our children drive the decisions that we make. We believe in the importance of quality first teaching to give our children the best possible chance of making excellent progress across all areas of the curriculum. This grant is used to provide emotional support for our children through interventions and staffing in place to help children. We consider the pastoral needs of all children to ensure they have the secure foundation to succeed academically (Maslow's Hierarchy of Need).

Our actions to continue to strive to remove barriers to learning and participation through all aspects of school life, so that we:

- Raise and sustain good progress and attainment
- Improve knowledge and cultural capital through a broad, balanced and enriched curriculum
- Enable participation so that our pupils can fully participate, engage and flourish within our school and on a wider basis within their lives

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment including vulnerable pupils, will be sustained and improved alongside progress for their disadvantaged peers.

Provision will be made through

- High-quality teaching, which is at the heart of our approach. 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.
- Facilitating pupils' access to a high-quality reading curriculum, supported by well-structured and systematic synthetic phonics and reading and spelling teaching programmes.
- Support and intervention within the school through small group or 1-1 programmes.
- Facilitating pupils' access to the curriculum and wider opportunities.

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.	Weakness in learning behaviours such lack of independence, resilience, being ready to learn, concentration in some children. The well- being, mental health and self-esteem of some disadvantaged and vulnerable pupils has been affected since the pandemic.
2.	The attainment gap in Reading between disadvantaged/ vulnerable pupils compared to non-disadvantaged has improved but still exists. Some of our disadvantaged and vulnerable pupils are less likely to read at home or have

Challenge number	Detail of challenge
	access to books and resources for reading and are less motivated readers, find it difficult to choose a book that interests them or is of an appropriate level. Some pupils have gaps in their learning and less developed early reading skills, such as phonic knowledge and comprehension skills.
3.	In line with other primary schools, writing continues to suffer as a result of the pandemic. The gap between disadvantaged/vulnerable pupils compared to disadvantaged pupils is widening as they are less likely to choose to write outside of school. The lack of access to books and resources for reading, impact on the exposure to rich language and different text types which in turn reduces the opportunity for children to widen their language skills. Some pupils have gaps in their learning and less developed early handwriting skills, such as fine motor, grapheme formation or sentence structure and formation.
4.	Limited experience of enrichment activities outside of school, including access to clubs, visits, musical tuition and other cultural opportunities.
5.	Observations and discussions with families highlight financial barriers, e.g. for school uniform etc.
6.	Attendance and punctuality – some disadvantaged pupils have persistent absence compared to non – disadvantaged, with some having punctuality difficulties. Any absence or lateness will negatively impact on pupil progress.
7.	The attainment gap in Maths between disadvantaged/ vulnerable pupils compared to non-disadvantaged has improved but still exists. Some of our disadvantaged and vulnerable pupils are less likely to practise Maths skills outside of school. As more and more homework is set online, they may not have access to IT equipment enabling them to complete the homework activities. Some pupils have gaps in their learning and less developed early numeracy skills, such as number bonds, times tables, number recognition.

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
To improve learning behaviours through high quality teaching.	High Quality Teaching secures the development of metacognitive skills and a Growth Mindset. In learning, disadvantaged pupils are demonstrating independence, resilience and perseverance. Pupils are striving to achieve and exceed goals set for them. Disadvantaged pupils are achieving well, at least in line with peers.
To enable pupils to improve reading attainment.	All non -SEND pupils achieve the nationally expected standard in the Y1/Y2 phonics test. All non-SEND pupils achieve the nationally expected standard in the end of KS2 statutory assessments. Disadvantaged pupils attain as well as non-disadvantaged in reading, with attainment at expected or above equal to that of non-disadvantaged. Disadvantaged pupils with SEND make good progress in reading.
To enable pupils to improve writing attainment	Disadvantaged pupils attain as well as non-disadvantaged in writing, with attainment at expected or above equal to that of non-disadvantaged. Disadvantaged pupils with SEND make good progress in writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.

Intended outcome	Success criteria
Improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged, including participation in extra-curricular activities, opportunity to represent our school etc.	Sustained high levels of wellbeing, resilience and self-esteem, demonstrated by: • Emotional Literacy Support feedback • Pupil profile feedback through 1:1 graphic facilitation where appropriate • Participation in enrichment activities, leadership roles, sporting events etc., school trips. • Qualitative data from student voice, student and parent surveys and teacher observations
No disadvantaged pupil feels different to their peers due to lack of opportunities/uniform/resources at school	School uniform, resources and school trips are funded where necessary.
To ensure all staff are able to identify gaps in learning and barriers to progress for disadvantaged pupils within their classes and target interventions and support appropriately.	Diagnostic assessment and Interventions enable disadvantaged pupils make strong progress in learning. (Reading, writing/spelling and maths) They achieve targets set in reading, writing and maths to close any gaps.
To have good attendance for all pupils including disadvantaged pupils.	Sustained high attendance. Persistent absence for disadvantaged pupils is diminished over the next 3 years. Attendance for disadvantaged/vulnerable and non-disadvantaged pupils is above 95%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *6,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and extend resource provision of DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure phonics teaching for all pupils and widening the selection of matching books, including non-fiction. Use of Monster Phonics tracker in order to assess and track attainment, provide interventions and report progress to parents for support and information.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
All Teaching and Support staff are trained in the development of early reading and phonics. Introduce new spelling scheme in Y3, 4 and 5 which complements progress in Monster Phonics teaching. Extend staff training in YARC assessment of reading and implementation of Herts for Learning reading fluency and comprehension small group intervention strategy.	Education Endowment Foundation • EEF Preparing for Literacy Guidance • EEF Improving Literacy Guidance KS1 *'the importance of getting in early with a high quality and well-rounded grounding in early literacy, language and communication'* Many of these strategies can be applied to pupils with gaps in learning and to support pupils who are not achieving in reading.	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA staff develop knowledge of high-quality support in reading, writing and maths is developed through a programme of CPD sessions across the year. Put recommendations into practice.	EEF report – Making the best use of Teaching Assistants *'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'*	2, 3, 1
Continue to embed 'Mastering Number Fluency Programme' across Rec, Y1 and Y2. Introduce Mastering Number Fluency Programme into Y3, 4 and 5. Monitor and review implementation.	EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Securing firm foundations in the development of good number sense will enable children to leave KS1 with fluency in calculation and a confidence and flexibility in number: • https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/	7, 1
We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: • Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: • Improving Mathematics in Key Stages 2 and 3	1, 7
Ensuring whole school curriculum is wide and engaging covering all DfE requirements.	'Teaching a broad and balanced curriculum for education recovery' DfE: • https://impact.chartered.college/article/primary-curriculum-developing-subject-leadership-expertise/	1, 2, 3, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to continue to develop subject leadership knowledge and skills. Release time for subject leaders		
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: • Diagnostic assessment | EEF	2, 3, 7
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): • Improving_Social_and_Emotional_Learning in Primary Schools | EEF	1, 2, 3, 7
Trial of continuous provision in KS1 to support all pupils in the core subjects of Maths, English and Science.	In a classroom which engages with learning through continuous provision, both the teacher and the environment enable learning as co-constructors with the pupils. This pedagogic approach draws on Vygotsky's theories of social constructivism through collaborative work and the use of the 'More Knowledgeable Other' to move learning through zones of development. Or as Bruner and Bloom might suggest taking the procedural skills taught directly by the teacher and consolidating them by applying the concept in a range of contexts to develop Mastery. • https://cornerstoneseducation.co.uk/the-importance-of-continuous-provision-in-the-early-years/	1, 2, 3, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
	• https://my.chartered.college/research-hub/implementing-continuous-provision-in-key-stage-1-classrooms-at-ashby-hill-top-primary-school/ • https://blogs.nottingham.ac.uk/primaryeducationnetwork/2019/04/23/what-does-continuous-provision-mean-to-you/	

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

Budgeted cost: *£ 11,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: • One to one tuition | Teaching and Learning Toolkit | EEF • Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Further staff training on MonsterPhonics and the tools that are included.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: • Phonics | Teaching and Learning Toolkit | EEF	2, 3

Continued investment in DfE accredited phonics scheme.		
Reading Support 1:1 Daily reading for KS2 pupils for disadvantaged pupils achieving below expectations. Extend provision of Herts for Learning reading fluency intervention programme including CPD for teaching assistants/English Lead time.	Regular, frequent and consistent reading practise and support. EEF Toolkit identifies continuing professional development as vital to ensure high quality teaching and learning.	2, 3
Implement appropriate and evidenced Intervention programmes based on identified needs of individuals. Purchase of resources and staff training including further implementation of a new scheme for lower KS2 spelling. General TA role to enable focussed support by trained staff (e.g. 1:1 or small group comprehension sessions)	EEF indicates the value of well targeted and frequent and regular 1-1 and small group interventions	1, 2, 3, 7
Extend ELSA provision to facilitate additional 1:1 sessions with pupils who would benefit from support with mental health and wellbeing difficulties, including self-esteem, anxiety and self-regulation.	The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention which aims to support children's social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased understanding of supporting children's needs; child centred practice; training delivery; whole school approach and challenges. • https://www.elsanetwork.org/elsa-network/other-research/ • https://www.elsanetwork.org/elsa-network/evaluation-reports/	1, 2

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

Budgeted cost: £ *1439*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and trauma informed approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: • Behaviour interventions | Teaching and Learning Toolkit | EEF • https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice • https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093956	1
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures in line with updated Government and Local Authority guidance, and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. • https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1, 2, 3, 4, 6, 7
Opportunities for participation and inclusion to develop wellbeing and positive mental health pastoral support.	EEF Social and Emotional Learning toolkit New Economics Foundation 5 ways to wellbeing: the evidence. '*A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being'*	1, 2, 3, 4, 6, 7

Implement the 5 ways to well – being programme across the school, incorporating regular curricular activity (staff training/GHLL resources). Engage with GHLL Lead Teacher to support development of well-being and mental health in school, including staff training/scheme review and potential purchase of new whole school resource for RSE/PHSE. Continue to fund Forest School provision throughout school.	Mentally Healthy Schools research and resources Anna Freud Schools In Mind Building children and young people's resilience in schools (PHE) • Impacts of Long-Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing	
Enrichment opportunities for vulnerable children	The valuing enrichment project: • https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf • https://www.youthsporttrust.org/media/f5xni1fn/yst-power-of-enrichment-resource-2020-21.pdf • https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf • https://epi.org.uk/events/enrichment-for-all-what-does-the-evidence-tell-us-about-access-impact-and-opportunities-for-improvement/	4, 1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *18,439*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children have received quality first teaching and successful intervention in order to narrow the gaps. **KS1 data** • No pupil premium children in Reception. 82% (14 out of 17 pupils) achieved 'Good Level of development', whilst the remaining 18% continue to receive good quality interventions. • 83% of Y1 pupils (15 out of 18 pupils) achieved national expectations in the Y1 phonics screening. Whilst 3 pupils did not achieve national expectations, two made substantial progress. • 67% of Y1 pupil premium children achieved national expectations in the Y1 phonics screening. • No pupil premium children in the Year 2 cohort took the phonics screening. • In KS1, 66% of pupil premium children (2 out of 3) are on track or above in reading. One child is working at greater depth in reading. • In KS1, 33% of pupil premium children (1 out of 3) are on track in writing. The remaining 2 children have made good progress whilst not yet meeting age related expectations • In KS1, 66% of pupil premium children (2 out of 3) are on track in Maths.
KS2 data • In Year 4, 1 pupil premium child demonstrated secure knowledge in the multiplication check.

- In KS2 (Y3-5), 80% of pupil premium children (4/5 pupils) are on track or above in reading. Two children are working at greater depth in reading.
- In KS2 (Y3-5), 40% of pupil premium children (2/5 pupils) are on track or above in writing.
- In KS2 (Y3-5), 80% of pupil premium children (2/3 pupils) are on track or above in maths. One child is working at greater depth in maths.
- In KS2 (Y3-5), 80% of pupil premium children (4/5 pupils) are on track in Science.

Additional Information

- Continued subscription of the assessment tool (Phonics Tracker) has enabled instant assessment of phonics, high frequency word recognition and children's understanding of phonemes, blending and segmenting. This accurate and 'live' assessment information has improved the precision of interventions.
- Further investment into the Monster Phonics scheme has been successful in helping to successfully embed and enriched this phonics programme. Two key stage sets of newly released non-fiction texts purchased, extended the range of texts.
- New intervention reading resources purchased to support those children who are working below age-related expectations.
- Fluency in Reading intervention programme led by English Hub – successful intervention and improved assessment.
- Continuous provision resources purchased for two classes to support continuous provision in English, Maths and Science lessons for all learners.
- Educational opportunities funded including ELSA support provided.

Externally provided programmes

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

Programme	Provider

Star Assessment (Maths and Reading)	Renaissance Learning
Phonics Tracker	Phonics Tracker Ltd
Monster Phonics Programme	Monster Phonics Ltd
York Assessment of Reading for Comprehension (YARC)	GL Education
Superhero Spelling	Monster Phonics Ltd
Maths Mastery	GlowMaths Hub Support
ELSA training	GCC Educational Psychologist
Mastering Number Programme	NCETM/GlowMaths