

How Wood Primary School & Nursery 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	How Wood Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	30 September 2021
Date on which it will be reviewed	10 September 2022
Statement authorised by	Cynthia Rowe
Pupil premium lead	Cynthia Rowe
Governor / Trustee lead	Nicola Winch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555 (+4PP+ TBC)
Recovery premium funding allocation this academic year	£6,433
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,108
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,096 (+£8,865 TBC)

Part A: Pupil premium strategy plan

Statement of intent

At How Wood we spend our Pupil Premium funding on ‘diminishing the difference’ (socially, emotionally and academically) between our vulnerable children and their peers. We do this by providing a caring and supportive environment along with high learning expectations for all children. We nurture individuality and we all work hard to create an environment full of positive opportunities where every child can grow and thrive. We support our children to be accepting of others, to make good moral choices and be active members of the school and wider community. Success and effort is celebrated and acknowledged, so that everyone takes pride in what they achieve.

Challenges

Challenge number	Detail of challenge
1	COVID-19 Recovery (Emotionally based-school avoidance, wellbeing & academic progress)
2	Self-confidence and belief – poor emotional resilience and self-regulation skills impact on pupils’ ability to work collaboratively and to accept a degree of challenge in their learning
3	Lack of concentration skills in a formal setting
4	Concept of number not secure
5	Fine motor skills still developing
6	Delayed language acquisition, development, and oracy
7	Difficulty in engaging some PP families and getting the level of parent/ carer support required for their children

Intended outcomes

Intended outcome	Success criteria
To re-establish routines & expectations to facilitate positive learning behaviours, growth mind-set & children’s skills of self-regulation to maximise learning opportunities	<ul style="list-style-type: none"> ○ Pupil & parent voice reflect that children feel safe and secure in school ○ Teacher feedback/ learning walks shows that learning behaviours are embedded
Children attain academically	<ul style="list-style-type: none"> ○ Attainment for our Pupil Premium pupils is at least in line with national figures for Pupil Premium pupils for statutory screening (EYFSP, KS1, KS2, Phonics, Multiplication).
Children make good progress & develop their oracy skills	<ul style="list-style-type: none"> ○ Pupil Premium pupils make at least ‘good’ progress from their starting point each year ○ PPG children will have an increased vocabulary and confidence with spoken language
Maximising opportunities for enrichment and extra-curricular exposure	<ul style="list-style-type: none"> ○ Wide range of activities/ clubs available – priority (and funding) given to PPG / vulnerable ○ Activity Passport implemented across school ○ Subscription to Girl Guiding/ Scouts or similar schemes ○ Financial support for swimming & water safety Y3/4/5/6

Activity in this academic year to address challenges

Teaching Budgeted cost: £ 25,096

Activity	Evidence that supports this approach	Challenge(s) addressed
Quality First Teaching including a focus on literacy, oracy, numeracy & sticky learning	<ul style="list-style-type: none"> ○ Sutton Trust / EEF / NFER ○ Hertfordshire Virtual School Gold Standard Strategy (HVS) ○ PAC-UK / British Association for Adoption and Fostering (BAAF) ○ What Works for Children's Social Care (WWCSC) 	1,2,3,4,5,6,7
High focus on CPD & training including: <ul style="list-style-type: none"> ○ NELI Programme ○ Oracy – ○ Sticky Learning (Robin Launder) ○ Attachment & Trauma ○ Executive Functioning ○ Mental Health First Aiders refresher training 2020 ○ Mindfulness Training for 12 staff 	<ul style="list-style-type: none"> ○ Sutton Trust / EEF / NFER ○ HVS ○ PAC-UK / BAAF ○ WWCSC ○ Transform Teaching and Learning Through Talk - The Oracy Imperative <i>Amy Gaunt & Alice Scott</i> 	1,2,3,4,5,6,7
High expectations for all PP pupils	<ul style="list-style-type: none"> ○ Sutton Trust / EEF / NFER ○ HVS / PAC-UK / BAAF / WWCSC 	1,2,3,4,5,6,7
Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and advance children's learning	<ul style="list-style-type: none"> ○ Sutton Trust / EEF / NFER ○ HVS / PAC-UK / BAAF / WWCSC 	4,5,6
PPG Lead to monitor and facilitate relevant interventions.	<ul style="list-style-type: none"> ○ Sutton Trust / EEF / NFER ○ HVS / PAC-UK / BAAF / WWCSC 	1,2,3,4,5,6,7

Targeted academic support Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge(s) addressed
Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths	<ul style="list-style-type: none"> ○ Sutton Trust / EEF ○ HVS / BAAF / PAC-UK / WWCSC 	1,2,3,4,5,6,7
Pupil Progress meetings identify actions areas, targets and interventions for focus children. All PLA, CLA & CKSW to be prioritised for interventions	<ul style="list-style-type: none"> ○ Sutton Trust / EEF ○ HVS / BAAF / PAC-UK / WWCSC 	1,2,3,4,5,6,7

Wider strategies (e.g. attendance, wellbeing) Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge(s) addressed
Learning approaches that emphasize well-being e.g. brain breaks; mindfulness; active learning; support for transitions	<ul style="list-style-type: none"> ○ Professor Barry Carpenter (Recovery Curriculum) ○ HVS / BAAF / PAC-UK 	1,2,7
Tiered approach to mental health support <ul style="list-style-type: none"> ○ Mental Health Lead ○ "Go to" adult ○ Pastoral Support Worker 	<ul style="list-style-type: none"> ○ Young Minds ○ HVS / BAAF / PAC-UK 	1,2,7

<ul style="list-style-type: none"> ○ Emotional Literacy Support Assistant (ELSA) ○ Drawing & Talking interventions ○ External Behaviour Support Worker ○ External Drama therapist ○ External Music therapist 		
Maintain the high profile of PP pupils with all staff	<ul style="list-style-type: none"> ○ HVS / BAAF / PAC-UK 	1,2,3,4,5,6,7
Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences.	<ul style="list-style-type: none"> ○ Professor Barry Carpenter (Recovery Curriculum) ○ HVS / BAAF / PAC-UK 	1,2,3,7
Tailored nurture and social skills activities	<ul style="list-style-type: none"> ○ HVS / BAAF / PAC-UK 	1,2,3,7
Support for Families in establishing behavioural norms and supporting learning at home	<ul style="list-style-type: none"> ○ Sutton Trust / EEF ○ WWCS 	1,2,3,4,5,6,7

Total budgeted cost: £ £ 25,096; £4000; £6000

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. Due to COVID-19 there were no formal assessments

Action	Approach	Governor observations and RAG status
1. Provide appropriate devices so children can access remote learning		RAG: Green How Wood lent Chrome Books to all PP children who needed them (this was facilitated by HABS)
2. Quality First Teaching (QFT) and high expectations for all pupils	Whole school Continuing Professional Development (CPD) linked to QFT Challenging and supportive Pupil Progress Meetings (PPMs)	RAG: Green As in previous years, an extremely high priority has been put on CPD and QFT by all staff. Relevant SIP initiatives are reviewed regularly at FGB meetings. Recent reviews of QFT have been positive including that of independent third parties including Anne Peck, temporary HIP and Rebecca Collins, HIP in June 2021: <i>"...development of a bespoke curriculum reflects the learning needs of the demographic of the school."</i> It is clear from the statements made in FGBs and in decisions made that the SLT believe that a disadvantaged background should not get in the way of high achievement. Parents support this approach: <i>"I am pleased that the school expects a lot from my children, in spite of their background, and supports them to deliver it."</i>
3. Maintain the high profile of PP pupils with staff	TAs and teachers to know their PP pupils and work together on targeted interventions.	RAG: Green The school successfully raised the profile of PP pupils in 2017/18 by making accountabilities clear and setting appropriate appraisal targets. The school have continued to build on this approach over the last few years and it was a focus during remote learning. Governors support this by ensuring that they know whether PP pupils have been involved in any events (positive or negative).
4. Robust Assessment for Learning (AfL) ensuring precise feedback from staff to provide 'next steps' and move children's learning on	Review and update marking policy Accurate assessment	RAG: Green HT weekly pop-ins, Book Looks and Work Scrutiny are embedded in the culture of the school. External feedback, termly monitoring and moderation is in place and has shown these to be effective. Assessment July 2021 <ul style="list-style-type: none"> ○ Phonics screening- PPG in line with class ○ Multiplication Check - PPG in line with class ○ NFER for Y1,3,4,5 ○ Y6 & Y2 past SATs papers. Y6 PPG attained above cohort in RWM&SPAG ○ EYFSP was completed. The assessments indicated areas for further focus for the PPG children which were discussed at Pupil Progress meetings. Parent view on progress and challenges has been very positive (see 1. Above)
5. PP Lead to monitor the attainment		RAG: Green

and progress of the current PPG pupils. To facilitate relevant interventions and support when necessary.		<p>There has been limited external monitoring this year due to COVID however there are assessment for all years coming up (EYFS Development Matters, Y1 Phonics Screening (past paper), Y2 KS2 practice (past paper), Y3-6 (NEFR assessments). Social scaffolding, mental health training, attachment training and specialised therapy to ensure emotional wellbeing.</p> <p>Teacher assessment suggests good progress from majority of PPG pupils.</p>
6. Provide opportunities and experiences to 'diminish the difference' for pupils, to widen their horizons and impact positively on experiences that can be used in learning.		<p>RAG: Green Cost (~£1500)</p> <p>Staff including senior team have been very proactive in ensuring that disadvantaged pupils and their family are aware both of this support and the importance of these types of activities. There has been less this year due to COVID however every opportunity has been taken to have enrichment days and off-site field trips e.g. trip to Southend</p> <p>There were amazing opportunities for PPG children to attend the Saracens Summer Activity. Nine vulnerable Y4-6 students attended the HABS summer scheme (23rd-27th August).</p>
7. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths		<p>RAG: Green Cost (£20,055)</p> <p>These interventions have been very successful and have had, as in past years, a positive impact on progress, self-esteem and confidence.</p> <p>Targeted pupils receive additional support in English and/or Maths by SEN TA & class TA. CPD for support staff to support interventions and provision Manipulatives to develop whole school maths Spelling and writing schemes to develop whole school writing</p>

Externally provided programmes

Programme	Provider
Sticky Learning	Robin Launder