

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Woburn Lower School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs P Black
Pupil premium lead	Mrs K Grant
Governor	Mrs L Godsall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,365
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium funding allocation this academic year	£335
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	£6,700

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are:

- To ensure that all PP, PP+ and SC children have access to a broad based curriculum including all extra-curricular activities
- To ensure that all PP, PP+ and SC children have support across all areas of the curriculum to reach their full potential
- To ensure that all PP, PP+ and SC children have resources at home to ensure that home learning can take place
- To support our children's health and wellbeing
- To develop our vulnerable children's confidence and leadership skills
- To ensure that all parents and carers are aware of the pupil premium grant funding scheme

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Ensuring all teaching is good or outstanding
- To provide intervention support in a small group or 1:1, promoting accelerated progress, moving children to at least age-related expectations and narrowing the gap between disadvantaged and non-disadvantaged children
- To support payment for activities, educational visits and residential.
- Providing wellbeing and behavioural support as needed
- To ensure that in KS2, children have free school meals and milk available to them
- To give free access to Breakfast Club and After School Club, which includes food, exercise and social activities
- To give reactive interventions on a weekly basis and further intervention as needed
- Information regarding pupil premium grant funding will be given to all parents and displayed on the school website
- To offer free music tuition if the child shows an interest in learning guitar, keyboard or wind instruments (currently taught peripetically)

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement slows academic development
2	Attendance and punctuality may affect attainment
3	Behaviour and wellbeing issues may affect attainment – past family history might impact on the wellbeing and social and emotional state of some children
4	Disadvantaged pupils may not have the same access to extra – curricular activities as their peers
5	Disadvantaged pupils may fall behind their peers in academic attainment, especially after school lockdown

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
Progress in Reading	PP to achieve AT PP+ to achieve AT SC to achieve AT
Progress in Writing	PP to achieve AT PP+ to achieve AT SC to achieve AT
Progress in Maths	PP to achieve AT PP+ to achieve AT SC to achieve AT
Attendance	97% attendance achieved in all Key Stages and vulnerable groups
Behaviour and social and emotional development	To monitor and support behaviour and social and emotional development

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD for all teaching staff, including TA's and recently qualified NQT teacher through:</p> <p>External training courses and feedback to staff</p> <p>In-school training carried out during INSET days, staff meetings, TA meetings and during teaching time, through observation and role-modelling, observation visits to other schools</p>	<p>The EEF guide to Pupil Premium states that quality of teaching is the top priority in order to sustain pupil learning and achievement</p>	5

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

Budgeted cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1:1 support</p>	<p>According to EEF guidance, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>EEF defines small group tuition as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a</p>	5

	<p>separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
<p>Starred readers system ensures that lowest 20% of readers are heard to read daily in school</p> <p>The school has joined Scholastic book club and disadvantaged children will be provided with free books from the school</p>	<p>Studies have shown that reading skills can be accelerated by reading 15 minutes every day, and that those not doing so can fall behind their peers.</p> <p>Falling behind with reading skills can affect attainment in all areas of the curriculum</p>	5
<p>In the case of school lockdown school places for PP and vulnerable children will be prioritised and quality first remote education and resources will be provided if parents choose to educate them at home.</p> <p>Funding for 'school meals' will be ensured for those not attending school</p>	<p>The EEF findings were that the gap in average attainment between those eligible for pupil premium and their peers continued to grow across the majority of year groups and subjects during previous school closures</p>	5
<p>Intervention support teaching assistant works across the Key Stages</p>	<p>The EEF states that for pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. It can support pupils to consolidate their learning, practise skills, develop mastery and support pupils to address misconceptions or overcome specific barriers to learning. One to one tuition has been found to be very effective at improving pupil outcomes.</p>	5
<p>Our school SENDco and one teaching assistant have received ELKAN training and fed this back to all staff. The school is now classed as a Communications Champion school</p>	<p>According to the EEF, approaches that emphasise the importance of spoken language and verbal interaction in the classroom show positive impacts on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing</p>	5

	early language and speech skills, which may affect their school experience and learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support teaching assistant employed for three hours per week to give support for emotional and social wellbeing and behaviour support where needed. This approach works alongside whole school strategies to support behaviour and social and emotional development</p> <p>The school has joined LC2, where it has priority access to a family worker and the SENDco and DSL carefully monitor vulnerable children and contact outside agencies where appropriate</p> <p>The school is a member of the Mental Health in Schools Team</p> <p>The school ensures that disadvantaged children are proportionally represented in leadership roles by active encouragement and support</p>	<p>EEF evidence finds that behaviour interventions have an impact through increasing the time that pupils have for learning. They also note that it is crucial to embed a consistent approach across the school.</p> <p>EEF research shows that interventions which target social and emotional learning seek to improve pupil's interaction with others and support the self management of emotions, rather than focusing directly on the academic or cognitive element of learning but can have a positive impact on learning, particularly approaches that focus on improving social interaction between pupils</p>	3
<p>The headteacher works closely with the LA attendance officer. Parents are informed of the importance of regular, punctual attendance. The</p>	<p>The Government school attendance document states that there is clear evidence of a link between poor attendance at school and low levels of achievement</p>	2

<p>headteacher and the attendance officer work closely with individual families</p>		
<p>The school has a range of strategies to encourage parents to engage with the school and works closely with individual families. The school ensures that all vulnerable pupils have access to working computer/internet access to enable home learning</p>	<p>The EEF finds that homework has a positive impact on average (+ 5 months), especially when it is linked to classroom work and is a high quality task. Parental engagement has a positive impact on progress (4 months+) and can prevent widening attainment gaps.</p>	<p>1</p>
<p>Paired and group learning activities</p>	<p>The EEF finds that collaborative learning approaches can have a positive impact on attainment and be cost – effective, making an additional five months’ progress, on average, over the course of an academic year. Structured approaches with well-designed tasks lead to the greatest learning gains. There is also some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. Peered tutoring has been found to have a positive impact on both tutors and tutees, especially when used to review or consolidate learning</p>	<p>5</p>
<p>Teacher feedback – written and verbal is given when work is correct as well as needing correction, discussing metacognitive strategies with the children. Summative feedback is used throughout the day and formative assessment is made on a regular basis. Peer and self-assessment are also used on a regular basis</p>	<p>EEF research findings show that impacts of feedback are high, particularly when delivered by teachers. They note that it is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Formative assessment is useful to give the teacher understanding of specific gaps in learning that need to be addressed and next steps in learning. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers. Giving clear and actionable feedback to employ metacognitive strategies as they learn</p>	<p>5</p>

	helps the children to understand which learning strategies have been effective for them.	
<p>Vulnerable children are given the opportunity to take part in all music, dance, drama and arts activities through the Pupil Premium funding including guitar lessons</p> <p>School trips and visits are paid for through the funding.</p> <p>Estimated cost: £1000</p>	<p>The EEF states that arts participation can have a positive impact on academic outcomes in other areas of the curriculum and improved outcomes have been identified in English, mathematics and science. It is also important to remember that arts engagement is valuable in and of itself. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see Pupil Premium Action Plan 2021 - 2022 for details of strategies used in the last academic year and outcomes for PP, PP+ and SC children

The Pupil Premium Action Plan 2022 – 2023 shows details of strategies used in this academic year and outcomes for PP, PP+ and SC children

The Pupil Premium Action Plan 2023 – 2024 shows details of strategies used in this academic year and outcomes for PP, PP+ and SC children