



Pupil Premium Strategy

2024 / 25

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Woolpit Primary Academy
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sue Yeates
Pupil premium lead	Emma Jones
Governor / Trustee lead	Sue Yeates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,834
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£66,834

Part A: Pupil premium strategy plan

Statement of intent

At Woolpit Primary Academy, we ensure that we understand the needs of pupils and implement strategies and deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers.

We believe that, as with every child in our school, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential irrespective of need.

We will ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by providing a high-quality education and levels of support that will enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life.

Principles:

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- All children have quality first teaching and learning to enable them to successfully learn at their level. Ensuring that assessment supports our understanding of their gaps and areas of learning that they need support with.
- Due to social and emotional challenges that many of our children face, we ensure that our pastoral offer provides children with the strategies and nurture that they need in order to achieve
- Our curriculum is high quality and meets the needs of all of our children in order to support their needs
- Funding is spent to improve the life chances of all of our children
- Our school values underpin the education offer that we provide for all of our children as we believe that this will help them to develop and close the cultural capital deficit

Ultimate objectives:

- All children to have the emotional stability and well-being to be able to make achievements in their education
- To narrow the attainment gap between disadvantage pupils and non-disadvantaged

Achieving our objective:

- 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
- Provide appropriate nurture support to support pupils in their emotional and social development

This is not an exhaustive list and strategies will change and develop based on the needs of individuals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	NELI assessments on entry to EYFS shows that PP children have a lower than average understanding of vocabulary with understanding language skills well below their developmental age and stage.
2	Data analysis of behaviour incidents shows that children in upper KS2 more frequent display behaviour challenges due to pupils' lack of resilience in learning and independence.
3	Low uptake on parent workshops and learning support offered over the last 18 months shows that the school need to engage all parents to promote the value of education to create aspirations in our children.
4	Our attendance data shows that we are above the national average for the % of children with persistent absence and late coming in to school.
5	Our attainment data and analysis shows that children across KS2 lack number fluency and quick recall of number facts.

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
Children will have a broader understanding of vocabulary through explicit teaching.	<p>Children's reading of more challenging texts will show that they have a greater understanding of vocabulary that they do not know.</p> <p>The environment will be vocabulary rich for children to use whilst learning.</p> <p>Vocabulary will be explicitly taught for each subject and strategies for understanding new vocabulary.</p> <p>Assessments will demonstrate progress in the understanding of vocabulary.</p>
Case studies will demonstrate children with challenging behaviour across the school have made progress with their behaviour due to provision and support implemented.	<p>Boxhall Profile data will show improvements over a sustained period of time.</p> <p>Incidents for specified children will show a reduction.</p> <p>Specific children will be able to say that they feel supported in school and know the strategies that help them.</p> <p>Children will show that they understand themselves as learners and what strategies they have to be able to be independent learners, demonstrating meta-cognition.</p>

Attendance for pupil premium children improves and persistent absence reduces.	<p>Attendance data indicates that the gap to national closes year on year.</p> <p>Systems and policy are in place to reduce the persistent absence gap will demonstrate individual case studies of success where attendance has improved.</p>
PP parents engage with the school to support the learning of their children to close the gap between PP and non PP children.	<p>PP parents attend the parental engagement opportunities throughout the year and can support them with how their children are learning.</p> <p>Parents evening take up for Pupil Premium children increases over the next 3 years.</p>
Children will have a secure sense of number facts and how to fluently manipulate these to apply to a bigger maths problem.	<p>Children will know number facts to 10, 2 and 100 without having to count so that they can quickly recall these when completing a problem.</p> <p>Children in Key Stage 2 will be able to recall and apply their multiplication tables and correlating division facts when attempting a maths problem that involves these.</p> <p>Children will be able to securely subitise numbers.</p> <p>Children will be able to use their fluency skills to be able to solve a range of mathematical problems.</p>

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all staff understand the barriers to learning, including gaps in learning for each PP/ vulnerable child and to plan, implement and monitor a program of targeted support to address identified needs and address gaps in learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4
To support children with number sense and conceptual fluency and reasoning in maths in line with the expectations for their chronological age. Introduce Mastering Number in EYFS and KS1.	Professional development to be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.	4
Work with our local Maths Hub to support the implementation of NCETM maths curriculum. Development of Subject Knowledge across the school to support teachers to implement high quality maths teaching.	Click here to read research report from EEF on EYFS and KS1 maths development Click here to read research report from EEF on developing maths in KS2	4
To fully embed Little Wandle, including Bridge to Spelling in Year 2 and Rapid Catch-Up in Year 2 and KS2. To develop the role of Phonics Lead and use Fluency support materials to support the development of children's fluency in reading.	Professional development to be used to embed and enhance the quality of practitioners' knowledge of phonics, of children's early reading development, and of effective phonics pedagogy. Click here to read the DFE reading framework	1,3

Teaching and learning CPD to ensure quality first teaching in every classroom.	<p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for PP spending.</p>	1,2,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions to be used for pupil premium children across KS1 and KS2 to support children, especially those with SEND needs.	<p>Evidence indicates that one to one or small group tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF say: Small group tuition has an average impact of four months' additional progress over the course of a year. See EEF research reports: Click here Click here</p>	
To build trust with parents and to provide parent workshops that support their child's learning in school.	<p>Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states: The evidence of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement Click here to view research report</p>	1,2,3,4
Small group oral language intervention in EYFS to develop spoken language for PP children who enter school with poor language skills.	Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk	1

	<p>of poor mental health and offending. “Good communication is one of the most important skills anyone could have.” (I Can Trust)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Click here to read research report.</p> <p>Click here to read EEF research report</p>	
Nurture interventions with children that have regular incidents where they have behaviour challenges	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>EEF ‘Improving Social and Emotional Learning in primary Schools’ cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>Click here to read research report</p> <p>Click here to look at the research behind nurture UK</p>	2

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

Budgeted cost: £32,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support practitioner – to provide support to all staff around specific behaviour challenges and dedicated time to deal with them.	<p>Based on our own evidence about what works for our school.</p> <p>We have reduced exclusions, given all staff support and coaching around a consistent approach, which inevitably supports staff well-being and retention.</p>	2,3
To employ a part-time family support worker who can support parents with supporting the needs of their children, including overseeing attendance. Develop policies and procedures for addressing poor attendance.	<p>Based on our own research about what works for our school.</p> <p>To have a dedicated person who can implement, support and follow up a consistent system for improving attendance.</p>	2,3,4
Parent Workshops – To develop our programme of parental engagement and to provide	Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states: The evidence	3

opportunities for parents to take an active part in their child's learning (Together Thursdays, Family Reading, Sharing / Celebration Assemblies / Parent Workshops)	of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement. Click here to view research report	
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Total budgeted cost: £ 69,402

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 2023 to 2024 academic year.

One of the aims of our Pupil Premium Strategy is to address the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects. Our EYFS results are above the national percentage and there is no significant difference between disadvantaged and non-disadvantaged pupils. In the Year 1 phonics check (2024) our results were in line with the national average. Our disadvantaged children achieved well, with a higher percentage achieving the standard than non-disadvantaged children. This evidences the positive impact of work that has been carried out across the school using the Little Wandle Phonics scheme. Although our end of Key Stage 2 results are lower than the national average, there is not a significant difference between disadvantaged and non-disadvantaged children. In some areas, such as reading, the disadvantaged children performed better than their non-disadvantaged peers.

Our assessments and observations indicate that pupil behaviour, well-being and mental health pose significant challenges and barriers to the children in our school. We use pupil premium funding to be able to support and develop these areas through the deployment of a Family Support Worker and Behaviour Support Lead. These roles have significantly reduced the number of incidents within school and have meant that we are able to support families more efficiently to promote early intervention and to work alongside children and their families in order to address issues before they escalate. Our school environment is calm and pupils are eager to learn.

As a school, we have a high focus on attendance. SLT, the Behaviour Support Lead and our Family Support Worker work closely with families to support and promote good attendance. Our attendance is significantly below national and in the academic year 2023 – 2024 we were placed in the bottom 10% of schools for attendance. Although there was not a significant difference between the attendance of our disadvantaged pupils than that for non-disadvantaged pupils, raising attendance is a priority for our school. Our pupil premium funding supports the cost of a behaviour support lead and family support worker which enables us to be able to work more closely with families and other professionals to increase school attendance. We have reviewed our procedures for this academic year (2024 – 2025) and have developed a renewed strategy for improving attendance.

There is an increasingly high proportion of children with SEND across our school with a higher than average number of children with an EHCP. 27% of our disadvantaged children have an identified SEND need in comparison to 14% of non-disadvantaged children. This is a percentage difference that has increased since the beginning of this plan and is an area that we will use part of our Pupil Premium money to address over the next academic year. A high proportion of our support staff are deployed to work with children with SEND, leading interventions and supporting them in classrooms, enabling them to meet the targets on their support plans or EHCPs. We now have an additional day of allocated SENDCO time (funded outside of our Pupil Premium allocation) which enables us to be able to meet the needs of all children with SEND, including disadvantaged children more effectively.