

Pupil premium strategy statement – Woodcock Hill Primary School, Birmingham.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	202
Proportion (%) of pupil premium eligible pupils	70.8%
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)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Derek Higgins
Pupil premium lead	Derek Higgins
Governor / Trustee lead	Andrew Kirkman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,155
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 20,844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,999

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry – the majority of pupils enter Reception at below Age Related Expectations (ARE) in all areas.
2	The percentage of disadvantaged pupils is much higher than the national average.
3	Rates of attendance for disadvantaged pupils are lower than that of non-disadvantaged pupils.
4	The attainment of boys is below that of girls at the end of all key national assessment points.
5	Increasing rates of mobility.

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
The attainment gap between disadvantaged and nationally non-disadvantaged pupils will close.	EYFS children will achieve GLD in line with the national average in each of the years of this plan from a starting point in 2023 of 62.5% KS1 children will achieve end of key stage outcomes in reading, writing and maths in line with the national average in each of the

	years of this plan from a starting point in 2023 of 36.4% KS2 children will achieve end of key stage outcomes in reading, writing and maths in line with the national average in each of the years of this plan from a starting point in 2023 of 52.9%
The attainment gap between disadvantaged girls and boys will close.	The gap in attainment in EYFS for boys will close in each of the years of this plan from a starting point in 2023 of -5.9 The gap in attainment in KS1 for girls will close in each of the years of this plan from a starting point in 2023 of -0.5 The gap in attainment in KS1 for girls will close in each of the years of this plan from a starting point in 2023 of -20.5
Disadvantaged pupils will achieve national levels of attainment for Reading, Writing and Maths at the end of KS1.	KS1 children will achieve end of key stage outcomes in reading, writing and maths in line with the national average in each of the years of this plan from a starting point in 2023 of: • Reading 40% • Writing 45% Maths 36.4%
Disadvantaged pupils will achieve national levels of attainment for Reading, Writing, Maths and EGPS at the end of KS2.	KS2 children will achieve end of key stage outcomes in reading, writing and maths in line with the national average in each of the years of this plan from a starting point in 2023 of: • Reading 61.1% • Writing 72.2% • Maths 77.8%
Access to high quality learning experiences for all pupils will improve.	No child will be excluded from an educational activity because of financial hardship.
The rates of attendance for disadvantaged pupils will improve so that they are in line with national expectations of all pupils.	Attendance of disadvantaged pupils will rise so that it falls in line with national averages for non-disadvantaged children in each of the years of this plan from a starting point in 2023 of 90.1%

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: TAs - £265,623

HLTAs - £77,298

Training costs £995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy Teaching Assistants and Higher Level Teaching Assistants to provide targeted interventions in class. Utilise Birmingham Education Partnerships TA training programme to equip support staff with the most up to date skills and education pedagogy relating to their roles. Targeted interventions delivered by teaching assistants who have received the appropriate training specific to each intervention being used. Deployment of TAs in each class to support children and ensure that they are accessing the high-quality teaching being delivered by teachers.	The Education Endowment Foundation research states that: • <i>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</i> • <i>...Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact...</i> <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i> <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes...”</i> Our own data from pupil progress meetings and assessment tracking shows that delivering short, targeted interventions and pre and post tutoring from TAs has a positive impact on pupil outcomes.	1, 2, and 4

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

Budgeted cost: **£15,884**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A tutor will be employed to deliver targeted one to one support and small group tutoring. KS2 Tutor: Year 5 and Year 6 (2 days a week for 38 weeks).	The Education Endowment Foundation research states that: 1. "Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs... 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	1, 2, and 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical tuition: ukulele in Year 3, 4 and 5. @ £2,950	Learning a musical instrument boosts the engagement of pupils in their learning, increases participation and helps to encourage those who would otherwise disengage from other aspects of the curriculum.	2 and 3
Breakfast Club Subsidy @ £750	Providing a Breakfast Club encourages pupils to be in school and arrive on time. It ensures that children from disadvantaged families are provided with a balanced, nutritious meal at the start of the school day.	2 and 3

Milk Subsidy @ £2,625	Milk is provided to all KS1 pupils to ensure that they have access to a healthy drink that aids their development.	2
FSM Eligibility Online Checking @ £780	Ensuring all children that have an entitlement to FSM ensures that they receive the addition support for which they are entitled. It ensures that children from disadvantaged families are provided with a balanced, nutritious meal during the school day.	2
Educational Visits Contingency @£2000	It ensures that disadvantaged children are not excluded from curricular and extra curricular activities which their families would otherwise not be able to afford. These additional educational activities and visitors are vital for children to enable them to fully access the Woodcock Curriculum Guarantee.	2, 3 and 4

Total budgeted cost: £368,905
of which £225,999 is Pupil Premium funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Action	Intended outcome	Impact	Lessons learned and initiatives taken as a result
Deploy Teaching Assistants and Higher-Level Teaching Assistants to provide targeted interventions in class.	Targeted interventions in Reading, Writing, Phonics and Maths close gaps identified above. Afternoon interventions address misconceptions immediately to prevent pupils falling behind. This is evidenced in TA	The careful deployment of teaching assistants and higher-level teaching assistants to target key areas of missed learning (through low attendance) and through addressing misconceptions enabled Woodcock Hill Primary School to accelerate the progress of children based on Fischer Family Trust (FFT) predictions for our school at both key stage one and key stage two. In key stage one, FFT predicted that 22% of children would achieve the required standard in reading, writing and maths. It also predicted that if our school performed in line with the top 5% of schools nationally 42% of our children would achieve the required standard in reading, writing and maths. In 2023 41% of children at our school achieved the required standard in	At key stage two, reading results were lower than that of other areas. A clearer focus on reading interventions will be implemented in 2023-24.

	records, pupils' work and monitoring.	reading, writing and maths. The school's use of targeted support therefore had a positive impact on outcomes.	
KS2 Tutor (Year 5 and Year 6) 2 days a week. (38 weeks)	Attainment at the end of KS2 has risen from well below national to at national levels in the last three academic years.	Targeted support through additional 1:1 tuition in year one resulted in an increase in outcomes for the phonics check rising from 55.2% in 2022 to 73.3% in 2023. In key stage two, FFT predicted that 48% of children would achieve the required standard in reading, writing and maths. In 2023 57% of children at our school achieved the required standard in reading, writing and maths – performing better than other schools locally. The school's use of targeted support and tuition therefore had a positive impact on outcomes. EYFS: In 2023, 12.5% more FSM children achieved GLD than non-FSM children. KS1: in 2023, 16.9% of FSM children achieved less well than non-FSM children. However, this is an improvement on 2022 where the gap was 48.9% KS2: in 2023, 10.7% of FSM children achieved less well than non-FSM children. KS2: Progress for boys improved in writing and maths compared to progress in 2022. Progress for girls improved in reading and writing and stayed in line for maths compared to progress in 2022.	
Musical tuition (ukulele in Year 3 and Year 4).	Learning a musical instrument boosts the cultural capital of the pupils and helps to engender a positive attitude to school.	A number of children, for the first time, have 'elected' to continue with their music tuition of the ukulele. These children will receive additional tuition in 2023/24 Attendance, whilst remaining stubbornly low, has shown signs of improvement for example severely persistent absenteeism has fallen from 4.3% in 2020/21 to 1.2% in 2022/23. During 2022/23 attendance for FSM6 children was 90.1% and for non-FSM6 children was 93.8%.	Persistent absenteeism is confined to a small number of families. The school will continue to follow its policy alongside Birmingham City Council's legal team.
Breakfast Club Subsidy	Providing a Breakfast Club encourages pupils to be in school and on time. Many pupils would not	Whilst the school is providing support through breakfast club and ensuring entitlement to FSM is acquired, there has been an increased need for food parcels from the school.	Develop our own food bank further in order to support families with good nutritional

	otherwise eat a nutritious meal before coming to school.		products for our pupils.
Milk Subsidy	Milk is provided to all KS1 pupils to ensure that they have access to a healthy drink that aids their development.		
FSM Eligibility Online Checking	We need to ensure that all pupils who entitled to Free School Meals are receiving them.		
Educational Visits Contingency	All pupils need to have the opportunity to attend educational visits as part of the Woodcock Curriculum Guarantee.	Throughout 2022/23 all children were able to participate in educational visits and visitors adding value to their educational journeys.	

Externally provided programmes

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

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.