Pupil premium strategy statement

School overview

Metric	Data
School name	Woolacombe School
Pupils in school	200
Proportion of disadvantaged pupils	12% 24 pupils
Pupil premium allocation this academic year	£33,240 + £3564 (tutor led funding)
Academic year or years covered by statement	2022-2023
Publish date	/12/2022
Review date	September 2023
Statement authorised by	Local Schools Committee
Pupil premium lead	Ben Hookes
Governor lead	Sharon Beckwith

Disadvantaged pupil progress scores for last academic year end of KS2

Measure	Score
Reading	93.5
GPS	96.5
Maths	98

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% - 90% ARE for PP children
Achieving high standard at KS2	30% - 40% GD for PP children

Statement of intent

The main aim of our pupil premium strategy is to ensure that all of our disadvantaged pupils flourish and achieve the best they can. Ultimately, they live out our school values, Believe, Belong and Become to enable them to be our vision of 'Inspiring Changemakers' and are able to make a difference to the world around them. For many of our pupil premium pupils, this involves us placing high expectations on them (and their families) ensuring equal access and opportunities to quality-first teaching.

Quality-first teaching to all enables the majority of our pupil premium children to attain and make progress in-line with their peers. Our funding allocation helps to ensure that evidence-based practice is fully embedded and improved upon year on year and that our curriculum is coherently progressive and ambitious. We follow the mantra of Dylan Wiliam: "Every teacher needs to improve, not because they are not good enough, but because they can be even better." As well as ensuring that the quality of teaching is as good as it can be, our strategy also aims to provide targeted support where appropriate and break down barriers that many of our families face such as attendance, emotional resilience, positive routines, and access to extra-curricular opportunities.

Challenges

Challenge number	Detail of challenge.
1	We have a percentage of disadvantaged children that are also SEND, which can negatively affect outcomes related to age related expectations. This is an additional barrier to be able to close the attainment gap for some children.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
	This has resulted in knowledge gaps leading to pupils falling behind age-related expectations across the curriculum.
	Phonics, reading, writing, SPAG and Maths are core areas to focus on but also across the curriculum to ensure high quality teaching and learning is implemented for all children across the full breadth of the curriculum.
3	Internal and external (where available) assessments indicate that SEMH among many disadvantaged pupils is significantly below that of their non-disadvantaged peers.

4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average,lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Quality First Teaching and targeted support priorities for current academic year

Budgeted School Spend (40%) £10,000 – From school allocation - £4376 from Central School Improvement Allocation (60%)

Aim	Actions	Challenge number and Target date	Impact
Disadvantaged and SEND identified early to ensure targeted intervention and specialist support implemented early to help close the attainment gap.	SENDCO to work closely with class teachers to raise quality and expectations of T&L in the classroom around universal provision and targeted provision. Class profiles implemented, notice and focus and 'cause for concern' lists created to ensure pathway for identification follows a graduated response to ensure interventions implemented are monitored and reviewed. SENDCO to support and monitor the teaching of SEND across the school. Out of class SENDCO to be appointed across the North Devon cluster CPD to support every teacher being a teacher of SEND Trust SEND lead to monitor and lead SEND hub and audit SEND provision to identify trust wide action plan	Challenge number 1 July 2023	New SENDCO now in post to ensure impact to raise the quality of expectations for SEND.

Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	Oracy ITT lead to continue to embed the ALumnis Oracy framework and monitor impact. Teachers to ensure the use of stem sentences and vocabulary development to ensure opportunities for use and application of vocabulary across the curriculum.	Challenge number 1,2 July 2023	Impact - children using stem sentences and more subject specific language.
To ensure high quality teaching for all children - with focus on Maths **Attainment gap between disadvantaged in Multiplication Tables Check is narrowed** **Accelerated progress for some disadvantaged in Multiplication Check**	Maths lead to ensure there is a consistent approach to teaching Maths and implementation of White Rose linked to sound pedagogical ideas to ensure all children progress. Focus on fluency and targeting times tables Pre teaching used for targeted support for disadvantaged children. Release time needed for teachers to implement. Release time needed for teachers to enable shared practice and a plan, do review approach through coaching Targeted support through the use of additional adults to enable accelerated progress	Challenge 1, 2 July 2023	Impact - consistent approach to building fluency with Maths box and targeted focus on times tables through times tables rock stars. Next steps - greater focus on times tables as whole school to raise profile.

To ensure high quality teaching for all children - with a focus on Phonics and Reading	Literacy Lead to ensure high quality texts are used to support reading - high expectations for all children Tiered approach to reading - 1:1, group reading and whole class reading to be used across the school to ensure high quality teaching of reading at every level through a muliti-layed approach but ensuring consistency across the school To ensure appropriate phonetically decodable texts are available for children across the school in KS1 and KS2 To ensure a consistent systematic approach to teaching phonics and early reading in EY and KS1	Challenge number 1,2 July 2023	Impact - consistent approach. Impact of new phonics scheme - 97% in Phonics at the end of year 1 and 92% in Reading at the end of EYFS. Children coming into Year 1 reading much more fluently. Gap closing with catch up groups using phonetically decodable texts. Next steps to implement AR from Year 3 upwards and look into implementing the new fluency LW approach for year 2.
To ensure high quality teaching for all children - with a focus on SPAG and writing	Class teachers to continually review T&L of decision spelling through the use of incremental coaching. Decision spelling lead to monitor and review implementation. Decision spelling walls are evident in all classes. Common exception words are available in bespoke work books and around the classroom. Targeted support through the use of additional adults to enable accelerated progress	Challenge number 1,2 Target date: July 2023	Impact - consistent approach to teaching spelling from Year 3 upwards. Next steps - to ensure new staff are fully trained in this approach.
Disadvantaged pupils' writing is in line with that of their	Targeted teaching with key groups of children to raise stamina and self-editing skills.	Challenge number 1,2 Target date:	Impact - use of intervention teacher for

peers.	Chromebooks used to support editing skills and 'offload children' through the talk to text application	July 2023	targeted support for writing and use of chromebooks to improve editing process.

To ensure the implementation of the C360 to support children's ability to consolidate and apply knowledge across the curriculum	Curriculum 360 Intent, implementation through curriculum maestro and impact is designed through to support all learners and carefully mapped to ensure clear progression throughout the school Regular opportunities to recap prior learning will enhance new learning Release time for subject leaders to monitor impact	Challenge number 1,2 Target date: July 2023 Impact - new curriculum implemented from Sept 2023

Targeted academic support for current academic year

Total Budgeted cost: £3564 plus 25% top up– tutor led funding

Aim	Actions	Challenge number and Target date
22 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.	22 pupils to receive 15 hours of 1:1 or small group tuition in the spring and summer term. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: One to one tuition	EEF (educationendowmentfoundation.or g.u k)And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	Challenge number 1,2 Target date: May 2023 Impact - children accessing the curriculum more effectively and independently in class. Not enough time to enable greater impact.

Wider strategies for current academic year

School Spend (40%) = £3,296 +Central school improvement (60%) - £15,568

Aim	Actions	Challenge number and Target date
Disadvantaged pupils and families are given support to access a range of services.	Social Inclusion Team to lead on early help cases. Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.	Challenge number 3,4 5 Target date - Ongoing. Impact - social inclusion officer successfully supporting our vulnerable families and has engaged them in working with outside agencies linked with Early Help. Both families and children receive support for SEMH and social needs. Strong multi agency approach in connecting families with outside agencies.

The language of character education to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.	Character Lead for the trust to continually drive character, providing ongoing training, monitoring and assessment of impact. All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year. To implement a careers fayre in the Spring term to raise aspirations for all.	Challenge number 3,4, 5 Target date - ongoing. Impact - all children achieved their changemaker challenges and all received their certificates and badges at the end of the year/
Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year to support the sought element of the character education programme.	Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences. Financial support given to ensure disadvantaged children access enrichment opportunities.	Challenge number 3,4 5 Target date - July 2023 Impact - disadvantaged children given financial support to access enrichment activities. Increased participation due to this.
Children will be given opportunity to access a range of activities at home and school using their chromebooks.	Chromebooks implemented for all KS2 children to enhance learning and ensure our children are innovators	Challenge number 4, 5 Impact - children use chrome books to enhance learning but also to access learning more effectively from home and at school as a support for learning.