

Pupil premium strategy statement



School overview

Metric	Data
School name	Woolacombe School
Pupils in school	196
Proportion of disadvantaged pupils	12.8% 25 pupils
Pupil premium allocation this academic year	Total - £36, 375 (Trust central services allocation - £23,644. School allocation - £12,731)
Academic year or years covered by statement	2023-2024
Publish date	/2023
Review date	September 2024
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	99.6
GPS	100
Maths	99.2

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	<p>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.</p> <p>This has resulted in knowledge gaps leading to pupils falling behind age-related expectations across the curriculum.</p> <p>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.</p>
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	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average, lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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Quality First Teaching and targeted support priorities for current academic year

Aim	Actions	Challenge number and Target date
<p>Disadvantaged and SEND identified early to ensure targeted intervention and specialist support implemented early to help close the attainment gap.</p>	<p>SENDCO to work closely with class teachers to raise quality and expectations of T&L in the classroom around universal provision and targeted provision.</p> <p>Venn diagrams/class profiles, provision maps and my plans 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.</p> <p>SENDCO to support and monitor the teaching of SEND across the school. Out of class SENDCO to be appointed across the North Devon cluster</p> <p>CPD to support every teacher being a teacher of SEND</p> <p>Trust SEND lead to monitor and lead SEND hub and audit SEND provision to identify trust wide action plan</p>	<p>Challenge number 1</p> <p>July 2024</p>

<p>To ensure high quality teaching for all children - with focus on Maths</p> <p>Attainment gap between disadvantaged in Multiplication Tables</p>	<p>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.</p> <p>Focus on fluency and targeting times tables. Raising profile of times tables with whole school celebrations</p> <p>Pre teaching used for targeted support for</p>	<p>Challenge 1, 2</p> <p>July 2024</p>
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<p>Check is narrowed</p> <p>Accelerated progress for some disadvantaged in Multiplication Check</p>	<p>disadvantaged children. Release time needed for teachers to implement.</p> <p>Release time needed for teachers to enable shared practice and a plan, do review approach through coaching</p> <p>Targeted support through the use of additional adults to enable accelerated progress</p>	
<p>To ensure high quality teaching for all children - with a focus on Phonics and Reading</p>	<p>Literacy Lead to ensure high quality texts are used to support reading and reading for pleasure - high expectations for all children.</p> <p>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 multi-layered approach but ensuring consistency across the school and bottom 20% of readers are targeted.</p> <p>To continue to monitor and focus on building on the positive outcomes from early reading and phonics with Little Wandle to ensure fluency at the end of Year 1 continues to develop into Year 2. Build the stamina and fluency in Year 2 before moving onto AR.</p> <p>Implement the fluency LW programme in Year 2.</p> <p>Implement accelerated reader from Year 3-6 to ensure targeted and consistent approach to assessing children's reading age throughout KS2</p>	<p>Challenge number 1,2</p> <p>July 2023</p>
<p>To ensure high quality teaching for all children - with a focus on SPAG and writing</p>	<p>Class teachers to continually review T&L of decision spelling.</p> <p>Decision spelling lead to monitor and review implementation. Decision spelling walls are evident in all classes.</p>	<p>Challenge number 1,2</p> <p>Target date: July 2024</p>
<p>Disadvantaged pupils' writing is in line with that of their peers.</p>	<p>Targeted teaching with key groups of children to raise stamina and self-editing skills.</p> <p>Chromebooks used to support editing skills and 'offload children' through the talk to text application</p>	<p>Challenge number 1,2</p> <p>Target date: July 2024</p>

<p>To ensure the implementation of new Alumnis Future Ready curriculum delivered through C360 framework. The new curriculum to facilitate children's ability to consolidate and apply knowledge across the curriculum subjects.</p>	<p>Curriculum 360 Intent, implementation through new Alumnis curriculum and impact is designed to support all learners and carefully mapped to ensure clear progression throughout each subject throughout the school</p> <p>Regular opportunities to recap prior learning will enhance new learning</p> <p>Release time for subject leaders to monitor impact and work alongside colleagues across the trust for subject moderation and monitoring.</p>	<p>Challenge number 1,2</p> <p>Target date: July 2024</p>
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Wider strategies for current academic year

Aim	Actions	Challenge number and Target date
<p>Disadvantaged pupils and families are given support to access a range of services.</p>	<p>Social Inclusion Team to lead on early help cases.</p> <p>Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</p> <p>Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.</p> <p>Social inclusion officer to work with families to support increasing attendance for disadvantaged children.</p>	<p>Challenge number 3,4 5</p> <p>Target date - Ongoing.</p>
<p>The language of character to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.</p>	<p>Character Lead for the trust to continually drive character, providing ongoing training, monitoring and assessment of impact.</p> <p>All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.</p> <p>To implement a careers fayre in the Spring term to raise aspirations for all.</p>	<p>Challenge number 3,4, 5</p> <p>Target date - ongoing.</p> <p>Target date Spring 2024</p>

<p>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 programme.</p>	<p>Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences.</p> <p>Support given to ensure disadvantaged children access enrichment opportunities.</p> <p>Enrichment lead to support increased participation</p>	<p>Challenge number 3,4 5</p> <p>Target date - July 2024</p>
<p>Children will be given opportunity to access a range of activities at home and school using their chromebooks.</p>	<p>Chromebooks implemented for all KS2 children to enhance learning and ensure our children are innovators</p>	<p>Challenge number 4, 5</p>