



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.

Woodbury Salterton Church of England Primary School Overview

Detail	Data
School name	Woodbury Salterton CE Primary
Number of pupils in school	44 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katie Gray
Pupil premium lead	Natalie Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,520
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12,520

Part A: Pupil premium strategy plan

Statement of intent

Our Curriculum Intent Statement says that we will ‘provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children’s eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global context’.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our curriculum intent and reach their full potential. By the time they leave our school, our disadvantaged pupils will have reached the same high academic standard as their peers, and will be ambitious about their future, and committed to contributing positively to their community.

Children will attend school every day and will be dedicated members of our school community, fulfilling roles of responsibility and representing the school at events.

Our pupil premium strategy activities aim to support our vulnerable pupils, whether disadvantaged or not, and aims to support progress for all children including those who are already high attainers.

The key aim of the strategy is to ensure High Quality Teaching throughout the school. This comes from a quality curriculum, planned for knowledge and skill progression. It is strengthened by regular assessment to enable quality focused intervention to close gaps in learning. To support this the children need to be supported with their well being and mental health to ensure they are able to demonstrate positive learning behaviours.

Our Strategy works towards this intent in the following ways:

- It promotes a curriculum that engages pupils and broadens their interests.
- It prioritises oral language development and the broadening of vocabulary, so that disadvantaged learners have equity of access to key learning and knowledge.
- It prioritises Early Reading, so that all learners develop a love of reading and the skills needed to become fluent and confident in their understanding.
- It prioritises mathematical understanding, so that all learners develop an ability to investigate mathematical concepts confidently.
- It prioritises social, emotional and pastoral support, so that children develop independence and resilience and set themselves high aspirations which are understood and shared by their families.
- It provides specific intervention support so that the necessary skills are developed for supporting children with our identified challenges.

Challenges

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

Challenge number	Detail of challenge
1	<p>Development of a Broad and Balanced Curriculum</p> <p><i>Our observations and discussions with pupils have identified that our disadvantaged pupils can have a reduced knowledge relating to broad curriculum areas, for example British History and World Geography. Their understanding and skill practice of STEM subjects is also reduced. They also have fewer out of school opportunities to develop knowledge and skills in practical subjects e.g. music and creative arts as well as sporting opportunities.</i></p>
2	<p>Development of assessment and tracking of PPG Pupil Progress</p> <p><i>It is important that due to the high percentage of disadvantaged pupils in our federation the whole staff team track the progress of PPG pupils carefully not only in relation to their academic achievements but within their social and emotional mental health development, their fitness development and also in relation to targets set within interventions. This will enable all staff to provide appropriate targeted and personalised support for our PPG pupils.</i></p>
3	<p>Development of Mental Health and Wellbeing</p> <p><i>Our assessments, observations, discussions with pupils and families, behaviour records etc have identified social and emotional concerns for a number of pupils. These were prevalent prior to lockdown but have increased as a result of lack of social contact and opportunities during school closure. These challenges affect the children's social interactions as well as their attainment.</i></p>
4	<p>Development of Oral Language Skills and Vocabulary Development</p> <p><i>Our assessments, observations and discussions with pupils and parents indicate under developed oral language skills and vocabulary gaps on entry to nursery/reception among some of our disadvantaged pupils. These gaps are detrimental to attainment across the curriculum from nursery to KS2.</i></p>
5	<p>Development of Literacy and Numeracy Skills</p> <p><i>Assessments, observations and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with phonics than their peers and with reading comprehension skills as they get older. This then impacts on their writing composition.</i></p> <p><i>Assessments, observations and discussions with pupils suggest that as a result of school closure our pupils need to 'talk' about their maths more. They need to discuss their predictions and outcomes and consider the most appropriate resources to use to support them with their investigations.</i></p>

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
Development of a Broad and Balanced Curriculum	<p>Pupils talk enthusiastically about the topic studied.</p> <p>Driver topics involve a visitor or visit with clear focus to engage pupils.</p> <p>Enthusiasm for the topics supports the improvement of standards within the curriculum area but also in associated writing. – as seen in curriculum data and book scrutiny.</p> <p>Pupils and staff can talk about the learning in terms of development of prior knowledge and links between subjects.</p> <p>Retrieval Practice Protocol in place to support regular activities throughout the school day.</p> <p>Enrichment activities, particularly for our disadvantaged pupils, are available across the curriculum.</p> <p>The curriculum delivered meets our Curriculum Intent.</p>
Development of assessment and tracking of PPG Pupil Progress	<p>Teachers are able to discuss progress and attainment of PPG pupils clearly within Pupil Progress Meetings.</p> <p>Staff team are able to plan intervention programmes targeted specifically for the individual needs of PPG pupils.</p> <p>PPG intervention programme data shows progress within a set unit.</p> <p>Pupil Premium Lead and SLT and Governors are able to articulate success of our Pupil Premium Strategy.</p>
Development of Mental Health and Wellbeing	<p>Continuing development of the areas within the Carnegie Mental Health Award – following on from our successful Silver Award application.</p> <p>Improved data in relation to our Boxall Profiles by targeted interventions.</p> <p>Pupil voice data demonstrates that pupils feel supported by our revised behaviour policy and peer to peer support.</p> <p>Attendance increases.</p>
Development of Oral Language Skills and Vocabulary Development	<p>Opportunities provided in curriculum for more oral language practice.</p> <p>Specific vocabulary teaching linked to areas of learning.</p>

	<p>Vocabulary rich environments.</p> <p>A greater percentage of pupils consistently achieve their FFT target for reading by Summer 2024 if no further school closures and book scrutiny/moderation shows similar development of writing progress.</p> <p>Application of vocabulary across subjects is evident both orally and in written work.</p> <p>PPG pupils are more engaged in lessons.</p> <p>Retrieval Practice Protocol in place to support pupils to talk about their learning.</p>
Development of Literacy and Numeracy Skills	<p>Pupils are talking about and explaining their maths thinking more and applying their knowledge appropriately.</p> <p>Parental engagement with supporting reading at home has increased.</p> <p>Phonics, KS1 and KS2 scores for pupils at the start of a key stage in Sept 2021 will show that more than 85% of disadvantaged pupils (non EHCP) will meet the expected standard at the next statutory assessment period, and before the next statutory assessment period, FFT targets are being met consistently by the same percentage.</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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £3448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on development of subject knowledge across the curriculum. Subject Leader and Teacher CPD linked to monitoring and planning.</p>	<p>The Great Teaching Toolkit explains the strong evidence base that teachers need to understand and plan for how different ideas within a subject are related, similar, sequential, analogous or distinct.</p> <p>The DfE Broad and Balanced Curriculum for Education Recovery also uses case studies to highlight the importance of teaching the broad curriculum within this period of educational recovery when pupils' wider experiences have been reduced.</p>	<p>1</p>
<p>Purchase of Picture News to support knowledge of current affairs, world views, links between areas of the curriculum and vocabulary and oracy development.</p>	<p>The Great Teaching Toolkit explains the strong evidence base that teachers need to understand and plan for how different ideas within a subject are related, similar, sequential, analogous or distinct.</p> <p>The DfE Broad and Balanced Curriculum for Education Recovery also uses case studies to highlight the importance of teaching the broad curriculum within this period of educational recovery when pupils' wider experiences have been reduced.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Purchase and continued CPD for implementation of DfE validated Systematic Synthetic Phonics Programme (Bug Club) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5</p>

<p>Right to Read intervention with Year 3 and 4 teachers to support vocabulary development, reading and writing across the curriculum.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Specifically, evidence states that ‘fluent text reading with appropriate intonation and expression almost always requires a good understanding of the meaning of the text. This must include processing of grammar, punctuation, and some preliminary aspects of comprehension, since this information is largely unmarked in writing. As a result, measures that consider oral reading skills, such as text reading prosody, are most closely associated with reading comprehension’.</p>	<p>1,4,5</p>
<p>Writing of a sequential approach to developing reading comprehension skills.</p>	<p>Through the purchase of Literacy Shed the literacy team will create a sequential rolling programme for reading comprehension teaching throughout the federation. This is based on the evidence within the EEF’s Literacy Development Evidence Review. Specifically this states that <i>‘the more children read, the more print exposure they receive, which increases the opportunities to learn through self-teaching. Print exposure gives opportunities to encounter new words and grammatical structures, and to practice literacy skills and strategies’</i>.</p> <p>Also within the Teaching and Learning Toolkit it states that the structured development of Reading Comprehension Strategies has a 6 month impact on pupils.</p>	<p>4,5</p>
<p>Purchase of standardised diagnostic assessments (Boxall Profile, PUMA, PIRA, FFT). PUMA and PIRA provide standardised scores that are tracked against FFT targets to monitor that the attainment gap is reducing. Also enables focused intervention support.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,5</p>

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

Budgeted Cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants and Assistant SENDCo focused on learning interventions in SEMH, Maths and English based on data and Pupil Progress Discussions.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4,5</p>
<p>Teaching assistant to lead NELI language intervention to support stronger phonics and literacy skills.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5</p>

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

Budgeted Cost: £600 + Share of Tiered support provided by Devon Education Services

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and implementation of new Behaviour Policy based on a relational approach.	<p>The Devon Relational Approach that we have based our new Behaviour Policy on is written using an abundance of research from the fields of Neuroscience, Attachment theory, Trauma research, research into Adverse Childhood Experience, Intersubjectivity, Restorative Approaches and Classroom behaviour management.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Dedicated Mental Health Federation Team	<p>The EEF Evidence Review ‘Identifying effective, evidence-based social and emotional learning strategies for teachers and schools’ promotes a number of SEL strategies that we have put into place to support the increased number of identified pupils in our federation who require Mental Health support – either within a class, small group or individually. The CASEL definition of Social and Emotional Learning is “<i>The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</i>” . Our dedicated mental health leads use a variety of techniques based on these areas to support the pupils.</p> <p>One specific approach mentioned in the report is KIVA antibullying approach which we are implementing across the federation having being part of a research project at one of our schools in 21/22.</p>	
Breakfast Club is provided for any child who requires it.	<p>The EEF study on Magic Breakfast Provision shows an increase in attainment (mainly for KS1 pupils), but also improved behaviour in lessons. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	3, 5

Total Budgeted Cost: £16,048

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (Year 2 of cycle)

Priority	Activities and Impact
<p>To offer children a broad and balanced curriculum which enhances their life experiences.</p>	<p>Our Curriculum Intent is clear and broken down into separate intent statements for each subject. The Intent was further adapted for our remote curriculum.</p> <p>Our curriculum rolling programme has been reviewed to match our curriculum intent with an emphasis on the planned progression of knowledge and skills in each subject.</p> <p>A wide range of planned activities are provided to support our disadvantaged pupils which ensure they a breadth of opportunity e.g. sports, STEM, creative arts, outdoor learning.</p> <p>CPD has been provided to Subject Leaders both internally and by Local Authority Advisors and through links to external organisations e.g Geography Association.</p> <p>Subject Leadership has evolved into Subject Teams across our federation to enable a more collegiate approach to developing pupil knowledge across the schools.</p> <p>A Retrieval Practice Protocol has been drafted by teachers to support pupils to be able to verbalise their knowledge.</p> <p>Next Steps – To continue to support Subject Teams to work effectively across the federation.</p> <p>Continue to implement the Retrieval Practice Protocol across the schools to enable pupils to make links between prior learning and be able to verbalise their knowledge and understanding.</p>
<p>To track and monitor the progress of children with PPG.</p>	<p>A clear cycle of PPG monitoring is now established within the school involving case studies, pupil progress meetings and individual analysis against the PPG Strategy priorities, with summaries provided to The Governing Board. This information feeds into providing targeted intervention support for pupils. A full audit of interventions across our federation took place to ensure we have a range of resources available to us to support individual needs. Interventions are monitored at least termly and discussed in Pupil Progress Meetings.</p> <p>Next Steps – To continue to use intervention group data to analyse effectiveness and adapt provision as required.</p>
<p>To develop the mental health and wellbeing of PPG children.</p>	<p>Throughout lockdown mental health support materials and videos were posted on the website for pupils and parents. Focused learning behaviours were included in the home learning grids and parents had the opportunity to share a prepared proforma for how the children had displayed the learning behaviour at home.</p> <p>Children now have a good understanding of the '10 A Day' and can use the ideas to support themselves. This has been shown in our pupil survey and within their Mental Health Scrapbooks.</p>

	<p>Pupil Mental Health Ambassadors are being trained to support their peers. Evidence has been collated for our Carnegie Mental Health Award and each school within the federation achieved the Silver Award. New Behaviour Policy has been written and introduced using a relational approach. Training has been provided regularly for staff across the federation. Dedicated SEMH interventions led by Assistant SENDCo. Case studies and Boxall Profile data demonstrate progress. During lockdown allocated staff phoned PPG/vulnerable families weekly if they weren't in school as a check-in and to support learning. Mental Health Ambassadors have been enrolled and trained by Heads Up Mental Health Charity. Their action plan has been put in place including child led lunchtime Mental Health Clubs. A dedicated Mental Health Team has been employed across the federation to support specific intervention and monitoring of Mental Health, Wellbeing and Physical Health needs. Toothbrushing Scheme in place across the federation.</p> <p>Continue to provide CPD from Devon Ed Psychs and SEMH teams for the continued successful implementation of the Behaviour Policy. Continuous review of SEMH interventions and Boxall data to ensure most appropriate and effective interventions are in place. PE Team to regularly monitor PE and Sport provision to ensure pupil physical health and life practices are developed effectively. Continue to develop the action plan from Carnegie Award to work towards Gold Award. Continue to train Mental Health Ambassadors.</p>
<p>To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap.</p>	<p>Staff are enrolled in the Devon Right to Read programme and being supported by a cross federation team, an action plan has been completed to be worked on this academic year. More focus is given with vocabulary during each stage of the planning process and within the learning environment. A focus during lockdown was for parents to support pupils with their home reading. PIRA assessments now used to track comprehension data, matched against FFT targets.</p> <p>Next Steps – Continue to monitor the progress and impact of the Right to Read programme. In work scrutinies track the development of vocabulary use within pupils' writing and across linked subjects. Continue to use PIRA data to track comprehension progress within pupil progress meetings. Use Picture News as a stimulus for a greater quality of discussion in Daily Dashboard time. Implement the taught 'Reading Programme' across the federation to include the following elements</p> <ul style="list-style-type: none"> - Reading for Pleasure Focus - Literal Comprehension - Inference - Language for Effect

	- Thematic Conventions.
To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers.	<p>Full review of Literacy long term planning and approach to teaching sequences. Training from Babcock for whole staff. Repeated the training regularly for new staff. Recent book scrutiny across the federation shows clearer sequences with elicitation and final write assessments used to inform planning. Staff took up the opportunity to train in the NELI approach. Dedicated intervention plans put in place to ensure focused support based on rigorous assessment data – reviewed termly and discussed in Pupil Progress Meetings.</p> <p>Review of Maths approaches following cross federation work scrutiny, and in particular use of new resources and planning tools – all schools now using White Rose. Focus on Maths Talk to support pupils return to school after reduced maths discussion with remote learning.</p> <p>PUMA assessments used to track Mathematical Progress, matched against FFT targets.</p> <p>Systematic synthetic phonics approach in place using Phonics Bug across the federation and staff trained. Clear Phonics Intent document published and followed by staff.</p> <p>Phonics Bug assessments ongoing.</p> <p>English Hub involvement across the federation – shared advice between all schools.</p> <p>Next Steps – Continue the focus on ‘maths talk’ to support pupils to explain their thinking and mathematical reasoning. Cross Federation Maths Days. Implement the taught ‘Reading Programme’ across the federation to include the following elements</p> <ul style="list-style-type: none"> - Reading for Pleasure Focus - Literal Comprehension - Inference - Language for Effect - Thematic Conventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield
Bug Club/Phonics Bug	Pearson
Cornerstones Curriculum	Cornerstones Education
Accelerated Reader	Renaissance
Times Tables Rockstars	TTRockstars
Literacy Shed	EdShed
Boxall Profile	Boxall Profile

