

Woodham Burn Community Primary School and Nursery Pupil Premium Strategy Statement 2024/25

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	Woodham Burn Community Primary School and Nursery
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024~2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Kieran Pavey
Pupil premium lead	Damian Sparrow
Governor lead	Helen Collingwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,570 £1,005 Service funding (3 pupils) £2,570 LAC PP (1 pupils) £2,028 EYPP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 175,818

Part A: Pupil premium strategy plan

Statement of intent

At Woodham Burn Community Primary School and Nursery, we strongly believe that children are at the heart of everything we do. All children regardless of their background have the right to achieve their potential and develop the skills they need to succeed in the wider world. We are committed to removing barriers and raising aspirations so all of our children feel valued and inspired to succeed.

With over 50% of our pupils living in the top 5% of the most deprived areas of the country, we have many pupils and families who face significant challenges. As a school, we are an essential support base not only for our pupils but for the wider community.

Our primary challenges encompass various factors: despite significant improvements, lower than national average attendance and persistent absenteeism; significant gaps in fundamental basic skills, particularly in reading, writing, and mathematics, which impede overall performance and access to the broader curriculum; lack of emotional resilience and additional needs; and a lack of opportunities for cultural experiences, coupled with low aspirations.

Due to the complex needs of our pupils, we focus our spending on providing high quality teaching; targeted quality interventions; enhancing and enriching the cultural capital of our disadvantaged children. Supporting children to develop their resilience, independence; and ultimately, promoting the need to have a healthy mind and body.

Our decisions to focus spending on these areas are based on data analysis and observation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Across the school, Pupil Premium children achieve lower outcomes than their peers.</p> <p>Historically, when entering our Early Years, PP children have lower starting points to that of their peers, especially in communication and language. Phonic screening check shows that PP children historically score below national average.</p> <p>End of KS2 data shows that the school's PP children's combined scores are significantly below national average.</p>
2	<p>Our assessments along with observations and discussions with pupils and families, have revealed widespread social and emotional issues among many students. Disadvantaged pupils experience an impact on their academic achievement and overall attendance.</p>
3	<p>Personal development and cultural capital are lacking due to the levels of deprivation facing many of our most disadvantaged pupils. From our observations and audits, we have identified that PP children have significant gaps in cultural capital in comparison to non-disadvantaged pupils. This lack of background knowledge and wider social experiences has a detrimental impact on children.</p>
4	<p>High-quality teaching and Interventions are both areas where the school need to continue to improve. Due to the needs of our pupils, many require additional intervention to further embed learning and fill gaps to prevent them from falling further behind.</p> <p>Providing small classes to greater support pupils is a priority of the school in targeted areas.</p>
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been well below the national average. This is a major challenge for our school that impacts on all areas.</p> <p>Last year's school attendance was 93.8% which is 0.3% difference from national. The school's disadvantaged attendance was 91.8% which is 0.2% ahead of national disadvantaged pupils. Persistently absent pupils was 20% which is 2.3% higher than national average, with 30% of disadvantaged pupils being PA pupils.</p>
6	<p>Our observations and audits reveal many of our PP children have low aspirations and lack of career knowledge. This has led to poor motivation and negative attitudes towards education and future ambitions. Over 60% of our PP pupils were unable to articulate careers they may wish to pursue.</p> <p>Many of our disadvantaged children and their families have very little or no knowledge of the vast career opportunities we have in our wider community.</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
<p><u>Academic Outcomes</u></p> <p>Pupils eligible for Pupil Premium across school make rapid progress in all areas to meet national expectations</p>	<p>The percentage of PP children reaching GLD is in line with PP children nationally.</p> <p>The percentage of PP children passing PSC in Y1 is in line with the National Average.</p> <p>The percentage of PP at KS2 reaching the combined standard to be in line with the National Average.</p>
<p><u>Mental Health and emotional resilience</u></p> <p>Pupils who require additional SEM support are accessing extra provision in school.</p>	<p>Targeted PP children have access to Nurture to support with their mental health and emotional resilience.</p> <p>Targeted PP children are actively engaged in targeted social and emotional wellbeing groups and pupil voice shows that they feel valued and more resilient.</p> <p>External quality assurances reflect that PP children feel safe and supported in school.</p>
<p><u>Personal Development and Cultural Capital</u></p> <p>Pupils to be exposed to a wider range of cultural opportunities to enhance their personal development.</p>	<p>PP children to experience an annual off-site educational trip to enhance their learning and add to their cultural capital.</p> <p>PP children to participate in planned school events that specifically promote the development of SSRC.</p> <p>All PP children to have had the opportunity to attend school clubs.</p> <p>School surveys reveal PP children feel that these experiences are enjoyed and positively benefit their personal development,</p>
<p><u>High Quality Teaching and Interventions</u></p> <p>Provide all pupils with quality first teaching and deliver targeted quality interventions.</p>	<p>Targeted interventions for phonics show that our PP children are making progress.</p> <p>Boosters are well attended by PP children and they have had a positive impact on children's progress and confidence.</p> <p>All staff to receive CPD in the teaching of reading to address weaknesses and internal data reflects that PP children in particular have made progress</p>
<p><u>Attendance</u></p> <p>To reduce the number of pupil premium children who are persistent absentees.</p> <p>Improve attendance across the whole school.</p>	<p>Percentage of PP children who are classed as persistent absentees has significantly reduced from last year.</p> <p>Overall school attendance has improved and is now in line with the National Average.</p> <p>The gap between the attendance of our most disadvantaged pupils and non-disadvantaged pupils has reduced.</p>

<p><u>Low aspirations and career knowledge</u></p>	<p>PP children in selected KS2 year groups will have visited a HE/FE establishment.</p> <p>PP children will have been exposed to professionals from different careers.</p> <p>Pupils know about different careers and the different pathways you can take to get there.</p> <p>Surveys reveal that PP children have a positive attitude to further education and career opportunities ahead of them.</p>
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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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes of 11 and 13 in Year 5 on a morning to increase feedback.	Smaller classes allow teachers to address engagement and provide greater feedback. Feedback EEF +6 months (educationendowmentfoundation.org.uk)	1,2,4
Split Year 6 pupils into two groups – one group of 10 and another of 19 each morning	Smaller classes allow teachers to address engagement and provide greater feedback. Feedback EEF +6 months (educationendowmentfoundation.org.uk)	1,2,4
TA deployment is targeted to the needs of each class. Mixed Year 1 and 2 class to support learners who didn't achieve GLD.	Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided. Small group tuition EEF +4 months Primary Level (educationendowmentfoundation.org.uk)	1,2,4
<p>Little Wandle Phonics</p> <p>Little Wandle Staff Training and website subscription.</p> <p>Little Wandle Rapid Catch Up – Early bird interventions to support Y3/Y4/Y5 pupils. Half termly analysis of phonic</p>	<p>Following the DFE approved Little Wandle Letters and Sounds Revised allows us to teach phonics in a very structured and rigorous way.</p> <p>Phonics EEF -+5 months (educationendowmentfoundation.org.uk)</p>	1,4

<p>assessment data to identify interventions.</p> <p>Investment in Little Wandle fluency books to support readers having completed the LW – Rapid catch-up program in KS2.</p> <p>Lingfield Trust Events to support Teachers across all subjects and additional support for ECT teachers.</p> <p>Introduce a new approach to reading in KS2 to increase fluency leading to high comprehension skills.</p>	<p>Teaching Assistant Interventions EEF + 4 months (educationendowmentfoundation.org.uk)</p> <p>Following the DFE approved Little Wandle Letters and Sounds Revised allows us to teach phonics in a very structured and rigorous way</p> <p>Professor Timothy Rasinski of Kent State University USA explains the importance of teaching reading fluency. EEF (educationendowmentfoundation.org.uk)</p> <p>High quality teaching improved pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance outcomes in the classroom.</p> <p>EEF (educationendowmentfoundation.org.uk)</p> <p>As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.</p> <p>The Reading Framework (assets.publishing.service.gov.uk)</p>	<p>1,4</p> <p>1,4</p> <p>1,4</p> <p>1,4</p>
<p>HIVE (C&L/ SEMH support base) provision to support children with additional needs.</p>	<p>Smaller classes allow teachers to address engagement and provide greater feedback.</p> <p>Feedback EEF +6 months (educationendowmentfoundation.org.uk)</p> <p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6</p>
<p>Staff training – Writing Effective Support Plans – Impact of quality first teaching.</p> <p>National college – Targeted courses for staff at all levels.</p> <p>3 members of staff to undertake NPQ's</p>	<p>Evidence from Education Policy Institute (EPI) recognises that high quality CPD for teachers has a significant effect on pupils 'learning outcomes and improves retention of staff.</p> <p>2 staff to undertake NPQSL and 1 to undertake NPQEYL.</p> <p>Emerging finding from the NPQ evaluation: interim report 1 (assets.publishing.service.gov.uk)</p>	<p>1,4</p> <p>1,4</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Interventions to take place across Reception, Y1 and Y2 to close gaps in Phonics.	<p>Following the DFE approved Little Wandle Letters and Sounds Revised allows us to teach phonics in a very structured and rigorous way.</p> <p>Phonics EEF -+5 months (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF + 4 months (educationendowmentfoundation.org.uk)</p> <p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	1,2,3,4,6
Early Bird Rapid Catch Up Interventions to take place across Y3 and Y4 4 x a week.	<p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</p> <p>EEF + 5 months (educationendowmentfoundation.org.uk)</p>	1,4
<p>Boosters for Y6 focusing on gaps in learning and building confidence.</p> <p>Targeted sessions after school x3</p>	<p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	1,4
Improve emotional resilience for all pupils through use of support and intervention.	<p>Use of 'The Hive' for children experiencing SEMH needs and demonstrating challenging behaviours. This is through our Nurture Provision.</p> <p>Targeted intervention where appropriate – CBT interventions / Talk About intervention for those children identified as requiring further support out of the classroom (eg children with interventions recommended as part of a EWEL report or SEND report).</p> <p>Behaviour interventions EEF + 4months (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers</p>	2, 3,5,6

	<p>receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are implementing statutory Relationship and Health education.</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Social and emotional Learning (SEL) +4months EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated support staff to have specific time set aside to support children with challenging behaviour.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	1,2,3,5,6
Deputy Head, who is also SENCO, to oversee and lead 'The Hive and Nurture' – our intervention zone in school, in which children presenting with SEMH needs and challenging behaviour will access.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	1,2,3,5,6
<p>Attendance – Improving the attendance of our pupils will have a wider positive impact on attainment, behaviour and wellbeing.</p> <p>Pastoral Manager to monitor and implement strategies to improve attendance and develop positive relationships with parents.</p> <p>*Attendance Trophy and Whole school display.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	1,2,3,5,6

<p>*Monetary prize each week for best class attendance.</p> <p>*Personalised action plans and rewards for specific children.</p>		
<p>EWO to assist with Persistent Absentees.</p>	<p>EWO to work alongside families who are below 90% attendance. Encouraging parents to actively engage with our EWO and Pastoral team to address attendance issues is a key priority.</p> <p><i>The EEF's recent rapid evidence assessment found evidence of promise for strategies including parental engagement approaches</i></p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>1,2,3,5,6</p>
<p><u>Free breakfast club</u> – Encourage PP children to attend breakfast club to help prepare them for the day ahead.</p>	<p>Where children can be encouraged to get into school early to attend breakfast club, there is increased productivity in what they are achieving in class as well as a positive behaviour for learning. Children are also at school on time, to start the day and not miss out on essential minutes of learning.</p> <p>EEF Magic Breakfast Club findings: Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</i></p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5,6</p>
<p><u>Personal Development and cultural capital</u> Discounted cost for UK2 PP children to attend an annual residential trip.</p>	<p>Evidence suggests that residential trips can have a positive impact on relationships, students' sense of community, their confidence, attainment and engagement, and student leadership skills.</p> <p>Research by Paul Hamlyn Foundation commissioned by York Consulting in 2012</p>	<p>1,2,3,5,6</p>
<p><u>Personal Development and cultural capital</u> Additional provision of school clubs to be introduced for all children.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other activities outside of school due to the associated financial costs (e.g. equipment).</p> <p>Ensure all PP pupils attend extra-curricular activities</p>	<p>1,2,3,5,6</p>

Expand cultural capital for all pupils	<p>EEF- Closing the disadvantage gap.</p> <p>All pupils to experience at least 3 experiences to broaden their experiences e.g. litter picking, visit to the theatre, visits to a local landmark.</p> <p>EEF- Closing the disadvantage gap.</p>	1,2,3,5,6
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Total budgeted cost: £ 1,005

Service pupil premium funding

Measure	Details
<p>Encourage SPP children to attend breakfast club to help prepare them for the day ahead.</p> <p>Discounted cost for KS2 SPP children to attend an annual residential trip.</p> <p>Additional provision of school clubs to be introduced for all children.</p> <p>Smaller class sizes</p>	What was the impact of that spending on service pupil premium eligible pupils?

Further information (optional)

A need was identified:

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 summarised from the summer term of 2024. For further information, please see the previous Pupil Premium strategy.

As an RI school, we recognise that we have significant barriers to overcome and therefore made the decision to complete a one-year plan. This will allow us to measure and showcase the impact of the strategy and the rapid progress made.

At Woodham Burn our ultimate aim for our vulnerable children is for them to thrive and succeed.

As a school, we face significant challenges surrounding levels of deprivation, persistent absenteeism and the issues associated with working in our demographic. In addition to this, we have a high proportion of children with SEND as well as behaviour needs.

Our success criteria last year was ambitious and although we did not meet all criteria, the systems that were implemented had a positive impact.

Early Years

Attainment in Early Years reveals 30% of our PP children achieved GLD in comparison to the rest of the cohort which was 66%

The number of PP children nationally meeting GLD at the end of Reception was 54% in 2023,

We strive to make our early education offer ambitious for all our pupils. We have incorporated Little Wandle into our Nursery offer in addition to developing our early maths provision.

One of the challenges we face as a school is closing the gap for our most disadvantaged pupils, especially in Early Years. We address this through having a focus on providing high levels of adult support and looking to develop language.

Phonics

Last year, 84% of children passed the Phonics Screening Check with 74% of PP children also passing. Both of these figures are above national average.

90% of pupils passed phonics by the end of Year 2. This is also above national average.

Key Stage Two

In Y4, our MTC scores continue to improve with our average score being 23.1%.

47% achieving full marks.

42% of PP children achieved full marks which is significantly above National Average.

Y6 SATs

67% of PP children achieved the expected standard in Reading.

50% national average

62% of PP children achieved the expected standard in SPAG.

59%

47% of PP children achieved the expected standard in Maths.

58% WAS NA?

As a school we were externally moderated for writing and our judgements were secure:

70% of children achieved the expected standard in Writing.

16% of children were deemed to be working at the greater depth standard.
0% of PP children achieved greater depth in writing.

Wider Curriculum

All pp pupils attended a theatre production
All pp pupils enjoyed a production in school
All pp pupils took part in community engagement
All pp pupils experienced activities out of school linked to their curriculum study.

Attendance

The school attendance improved significantly this year. Overall attendance is 93.8% with PP attendance at 91.8%.

Pupils who are identified as persistently absent is 20% for all and 31% of PP children are identified as being persistently absent. This represents a 5% improvement in those pupils identified as being persistently absent from the year 22/23.

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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

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

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Activity	Autumn 2025 Evaluation	Committee Date
Teaching Priorities		

Targeted Academic Support		
Wider Strategies		

Activity	Spring 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		