

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Woodpecker Hall Academy
Number of pupils in school	861
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Nicky Ross
Pupil premium lead	Gemma Vincent
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,803
Recovery premium funding allocation this academic year	£35,443
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£402,246

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodpecker Hall Academy we have high expectations and ambition for our children. We believe that no child should be left behind. We are determined that our children are given every chance to realise their full potential and become creative thinkers and problem solvers.

Our key objective is to use the Pupil Premium Grant to diminish the difference between pupil groups and raise the aspirations of pupils in the community.

Through quality first teaching, targeted interventions and wider opportunities we are working on eliminating barriers to learning, opportunity and progress.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication, language and literacy on entry to school
2	Lack of access to additional learning opportunities and support
3	Ongoing impact if Covid-19 lockdowns
4	High number of EAL families and children
5	Lack of opportunity to a wide range of life experiences
6	High socio-economic deprivation – outside of pupil premium

## 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
Improved communication, language and literacy skills at the end of the EYFS. Improved Language acquisition across the school.	20% increase in Communication Language and Literacy. 30% increase in children achieving ARE in reading and writing.

Improved access to learning and participation in school opportunities for PP children.	<p>25% increase in parental participation.</p> <p>Device and internet access to all that need it.</p> <p>20% increase in PP children attending school activities.</p>
Improved outcomes for all children including PP children.	<p>30% more children achieve ARE across the school.</p> <p>In year data shows that PP gaps are closing.</p> <p>80% targeted PP children make accelerated progress.</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.

### Teaching

Budgeted cost: £368,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress	1 4
Catch up programme for all children in reading, writing and maths	EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic	3 2
Introduction of metacognition and self-regulated learning	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4
High quality CPD and in-school support.	Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on.	1 3 4 6

### Targeted academic support

Budgeted cost: £ 35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition support for targeted pupils.	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils specific needs.	2 3 4 6

## Wider strategies

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to engage with school and their children's learning.	EEF- Effective parental engagement can lead to learning gains of 3+ months over the course of a year.	1 2 4
Equality of opportunity for all children built in to the school curriculum and wider opportunities.	TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.  EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.	5 6

**Total budgeted cost: £ 485,950**

## 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 2020 to 2021 academic year.

#### WHA

EYFS: WHA:GLD	READING	WRITING	MATHS
All (59)	71%	66%	70%
PP (16)	81%	69%	75%

Ks1: WHA	READING	WRITING	MATHS
All (52)	29%	10%	35%
PP (31)	19%	7%	26%

Ks2: WHA	READING	WRITING	MATHS
All (54)	36%	23%	42%
PP (26)	28%	20%	32%

#### CHA

EYFS: CHA GLD	READING	WRITING	MATHS
All (31)	80%	63%	63%
PP (8)	50%	38%	50%

Ks1: CHA	READING	WRITING	MATHS
All (59)	31%	17%	34%
PP (19)	21%	5%	42%

Ks2: CHA	READING	WRITING	MATHS
All (84)	68%	56%	63%
PP (22)	52%	46%	60%

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further Information (optional)

Our children live in an area of high deprivation and this is not reflected through the use of the PP measure. As such we are committed to every pupil in the school setting, ensuring they are happy, confident and succeed.

- High quality teacher in every class
- Focus on becoming a confident, engaged reader
- Gap analysis and Feedback – PIP (precise, immediate, progress)