


# Woolton Primary School

## Pupil Premium Strategy and Spending Allocation


### 2024-2025

At Woolton Primary School we apply the following approach to diminish gaps of achievement and progress for our PP, disadvantaged pupils.



### WPS High Five Approach – Targeted Support for PP Success

1. **In school** - attendance support, breakfast club, uniform, transport
2. **Personalised Support** - reducing barriers to accessing learning, Quiet Place, Pastoral Support, Mentoring
3. **Motivation** - clubs, trips visits, external activities, holiday activities, rewards
4. **Targeted Learning Provision** - focused teaching, classroom support, 1:1 tuition, MA, groups \*\*\*\*\*
5. **Continued Learning Provision** - access to home study equipment /laptops etc, lending library





# Pupil premium strategy statement and expenditure summary:2024-25

1. Summary information					
School	Woolton Primary School				
Academic Year	2024/25	Total PP budget £171 000	Dfe funding £167 080	Last Review	December 2024
Total number of pupils	650	Number of pupils eligible for PP	101	Next Review	July 2025

2. Last attainment data from July 20022			
Attainment and progress of WPS PP 17 children	All WPS all Y6 Pupils 2023	Pupils eligible for PP Standards and progress	Pupils not eligible for PP School and progress school
% achieving expected standard or above in reading, writing maths	70%	53%	69%
% achieving expected standard or above in reading	77%	64%	78%
% achieving expected standard or above in writing	91%	79%	83%
% achieving expected standard or above in maths	86%	73%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Social and emotional resilience
B.	Confidence in ability and ambitions
C.	1. Mathematical experiences and skills needing further development      2. Reading and writing skills needing further development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lower attendance rates
E.	Social and emotional need, opportunities to participate in home study and additional extended activities

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The achievement and progress of PP children will continue to improve consistently overtime.	PP children will continue to make good progress and reach age related expectations or above by the end of the academic year.
<b>B.</b>	<ol style="list-style-type: none"> <li>1. A focus on the learning experiences and opportunities of most able PP children ensures they make good progress and an increasing percentage achieve at greater depth standard overtime.</li> <li>2. To close the gap between the percentage of most able children in the PP cohort and percentage of most able children in the non-PP cohort.</li> </ol>	A consistent and coherent approach to supporting WPS most able PP children is in place within the approach to supporting WPS most able children overall.
<b>C.</b>	The percentage of PP children passing the Phonics Screening Check will continue to increase and the gap between the achievement of PP and non PP children will continue to close. .80% PP passed in 2023 in comparison to 86.9 non pp.	Small group focussed phonics teaching intervention and update staff training will lead to an increase in the pass rate for PP children.
<b>D.</b>	The gap between the achievement of pp and non pp children at the end of EYFS will close. In 2024 9 out of 13 PP achieved GLD in comparison to 64 out of 76 non PP pupils. Our target for 2024 is reduce this and to continue to identify and support an increasing number of most able PP children working at exceeding age related expectations throughout the EYFS.	Identification of an EYFS staff member to identify and plan additional support for MA PP children. A whole school review of PP support strategies will ensure increase in PP pupils achieving GLD.
<b>E.</b>	Attendance of PP children will have improved and the number of PP persistent absentees will have decreased.	The attendance of PP children will continue to improve, PA rates for PP children will continue to decline.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2024/25</b>

WPS PP funding is used to provide targeted support and support whole school strategies using our High Five Success Approach.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The percentage of WPS PP children achieving age related expectation in R W M increases by the end of KS2	Whole school development goal 2024 significant part of the staff development programme	The achievement and progress of WPS PP children is lower than the achievement and progress of non PP.	Through a clear and consistent approach, well shared, monitored and adjusted regularly as necessary Parent Feedback Pupil Voice Staff Voice	JNg SG	Termly through pupil progress meetings and pupil progress data collection
A focus on the learning experiences and opportunities of Most Able PP children ensures they make good progress and an increasing percentage achieve at greater depth standard overtime.	Staff development, small group teaching, continuous assessment and review of provision, targeted parental support programme and Most Able PP focus support.	The percentage of WPS Most Able PP children achieving greater depth at the end of KS2 is below the percentage of WPS Most Able non-PP children.	Through a clear and consistent approach led by WPS Most Able Lead JNG. The impact of the approach will be monitored, evaluated regularly and adjusted regularly as necessary. Parent Feedback Pupil Voice Staff Voice	JNg KMc SG PP lead	Termly through pupil progress meetings and pupil progress data collection
To close the gap between the percentage of most able children in the PP cohort and percentage of most able children in the non-PP cohort.	Staff development, small group teaching, continuous assessment and review of provision, targeted parental support programme and Most Able PP focus support.	The achievement of WPS Most Able PP children is improving at a slower rate to the achievement of WPS Most Able non-PP children.	Through a clear and consistent approach led by WPS Most Able Lead JNG. The impact of the approach will be monitored, evaluated regularly and adjusted regularly as necessary. Parent Feedback Pupil Voice Staff Voice	JNg KMc SG PP lead	Termly through pupil progress meetings and pupil progress data collection
The percentage of children passing the Phonics Screening Check increases	Staff development, small group teaching, continuous assessment and review targeted parental support programme	A higher percentage of WPS children pass the phonics screening check than local and national average. The % of WPS PP children passing the Phonics check is in line with national average but below the overall WPS pass	Through a clear and consistent approach led by the WPS Phonics leader SC. The impact of the approach will be monitored and evaluated regularly and adjusted as appropriate,	SC EO'C	Termly through focused assessments Continuous formative assessment
	Staff development, small group teaching, continuous assessment and review targeted parental support programme	A significantly higher percentage of WPS children achieve a GLD than the local and national averages. The % of WPS PP children achieving a GLD is still lower than school overall non PP achievement.	Through a clear and consistent approach led by the WPS EYFS leader EO'C. The impact of the approach will be monitored and evaluated regularly and adjusted as appropriate,	EO'C Reception Staff Team	Half-termly through focused assessments

The gap between the attendance of WPS PP and WPS non PP continues to close.	Focussed whole school attendance challenge and support programme. Increase in EWO hours. QP and motivational support programme	The attendance of WPS PP children is improving at a slower rate to improvements for non – PP children. The Persistent Absentee rates for PP children needs to reduce.	A targeted focussed challenge and support programme, organised with EWO JNg , Assistant Head for Inclusion and WPS Pastoral Support Staff is in place. This is regularly reviewed and monitored.	JNg SG KMc	Fortnightly Review. Weekly Review with EWO
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**ii. Targeted support - this is additional to the general support provided to all pupils through the main school budget**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The percentage of PP children achieving age related expectation in reading, writing and maths increases by the end of KS2.	One to one tuition Preschool study support Motivational support programme Social and Emotional support Therapeutic Support Home study support equipment Extra-Curricular Activity Options Home reading packs for PP pupils Individually planned support for recently adopted children	Interventions support learning so All children are prepared for the next stage of their learning in the classroom Children enjoy the opportunity to improve their level of achievement; parents are keen to support this. All pupils need to have the correct resources to support all aspects of their learning at home, some children will not be able to access additional home study resources unless the provision of the correct equipment is made All pupils can access extra-curricular activities that will enhance their life experiences, general interest and motivation in learning. Children experiencing additional crisis in their lives may need more intense levels of additional support	PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice	KMc SG PP lead	Reviewed termly by KMc JNg and Governors

<p>A focus on the learning experiences and opportunities of Most Able PP children ensures they make good progress and an increasing percentage achieve at greater depth standard overtime.</p>	<p>Small group interventions Lunchtime leadership responsibilities Weekly mentoring sessions and pupil profile Social and Emotional support Home study support equipment Extra-Curricular Activity Options Home reading packs Targeted Maths and English afternoons Cooking session Reading buddy Library ambassadors Homework intervention Parent support sessions</p>	<p>Interventions support learning so that all children are prepared for the next stage of their learning in the classroom. Children enjoy the opportunity to improve their level of achievement and parents are keen to support this. All pupils need to have the correct resources to support all aspects of their learning at home as some children will not be able to access additional home study resources unless the provision of the correct equipment is made. All More Able PP pupils have additional opportunities that will enhance their life experiences, general interests and motivation in learning.</p>	<p>MA lead JNG Action Plan and MA Self Evaluation Document PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice</p>	<p>JNG More Able lead  KMC SG PP lead</p>	<p>Reviewed termly by KMc, JNg and Governors</p>
<p>To close the gap between the percentage of most able children in the PP cohort and percentage of most able children in the non-PP cohort.</p>	<p>Small group interventions Lunchtime leadership responsibilities Weekly mentoring sessions and pupil profile Social and Emotional support Home study support equipment Extra-Curricular Activity Options Home reading packs Targeted Maths and English afternoons Cooking sessions Reading buddy Library ambassadors Homework intervention Parent support sessions</p>	<p>Interventions support learning so that all children are prepared for the next stage of their learning in the classroom. Children enjoy the opportunity to improve their level of achievement and parents are keen to support this. All pupils need to have the correct resources to support all aspects of their learning at home as some children will not be able to access additional home study resources unless the provision of the correct equipment is made. All More Able PP pupils have additional opportunities that will enhance their life experiences, general interests and motivation in learning.</p>	<p>MA lead JNG Action Plan and MA Self Evaluation Document PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice</p>	<p>JNG  KMC SG PP lead</p>	<p>Reviewed termly by KMc, JNg and Governors</p>

<p>The percentage of PP children passing the Phonics Screening Check increases and the gap narrows between WPS PP and non PP.</p>	<p>Daily small group focused work 1 to 1 phonics tuition sessions Home study phonics packs including ipods updated phonics based books for home reading</p>	<p>Interventions support learning so that all children are prepared for the next stage of their learning in the classroom Parents expressed interest and sought ideas and support on how to teach child phonics, reading etc</p>	<p>PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice</p>	<p>KMC SG PP lead</p>	<p>Reviewed termly by KMc JNg and Governors</p>
<p>The percentage of children achieving GLD at the end of Reception increases so PP and non pp are inline</p>	<p>Small group focused work Enhancements for writing areas with a focus on boys writing Home study phonics packs Parental study sessions mathematical development Maths home study packs</p>	<p>Interventions support learning so that children are prepared for the next stage of their learning in the classroom Parents expressed interest and sought ideas and support on how to teach child phonics, reading etc.</p>	<p>PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice</p>	<p>KMC SG PP lead</p>	<p>Reviewed termly by KMc JNg and Governors</p>
<p>The attendance of PP children improves</p>	<p>Attendances incentives and rewards Breakfast Club Crisis based home to school transportation Uniform grants School trips and residential funding Extracurricular activities funding 1 to 1 tuition Holiday activity funding QP, therapeutic and pastoral support programme</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. Children experiencing additional crisis in their lives may need more intense levels of specialist support</p>	<p>PP lead KMc Action Plan and PP Self Evaluation Document Parent Feedback Pupil Voice Staff Voice</p>	<p>KMC SG PP lead</p>	<p>Reviewed termly by KMc JNg and Governors</p>

24/25	Allocation	To be spent on	Target groups	Planned Impact
1.	£35000	The provision of focused targeted teaching support. Additional teaching staff for small group work and 1:1 tuition	Y6,Y2, Y1, R children from across different year groups	Diminishing gaps in achievement for WPS PP disadvantaged pupils is a constant priority. The percentage of WPS PP children making good or better progress and achieving age related expectations or above is in line with the achievement and progress of WPS non PP children in RWM.
2.	£32000	Y2&Y6 1:1 tuition programme - delivered before and after school	Targeted Y2, Y5, Y6 children	The percentage of WPS PP children making good or better progress and achieving age related expectations or above is in line with the achievement and progress of WPS non PP children in RWM.
3.	£50 000	Additional classroom support staff and learning support assistants	SEN, EAL, Most Able	The percentage of WPS PP children making good or better progress and achieving age related expectations or above is in line with the achievement and progress of WPS non PP children in RWM.



4.	£6 500	Support programme for WPS more able PP/disadvantaged pupils	WPS More Able PP children	The percentage of WPS MA PP children achieving at greater depth standard continues to rise to national average and in line with WPS non PP children, especially in maths.
5.	£6000	Extra-Curricular clubs and activities eg Sports clubs	Y1-Y6	Additional activities to enrich the educational experience of pupils and support PP pupils to make good progress
6.	£15000	Therapeutic Programme Pastoral Support Mentoring	KS1 and KS2 pupils	Programmes that will support individual PP children to raise selfesteem develop selfconfidence, resilience and
				support self-management and engagement in learning and the curriculum this is personalised work.
7.	£22000	Educational Trips, Curriculum development and enrichment Funding towards educational residential trips	PP children across all Year groups	Opportunities that will enrich the educational experiences of our pupils and engage them in their current learning, thus supporting the majority of pupils to make good progress.

8.	£3000	Digital Media/equipment for use at home	Y2 and Y6	Additional ICT equipment enable participation in home based study support, particularly the development of reading and math's skills.
9.	£2000	Transport	Families across School	Contributing to the overall achievement and progress of WPS PP pupils, supporting school attendance
10.	£1000	Uniform grants	Family groups from across school	Contributing to the overall achievement and progress of WPS PP pupils, supporting school attendance
Total	£ 172 000	Total financial Year		
Funding	£ 167 080	Dfe Funding		
Contribution	£ 4920	School contribution		
Total	£ 172 000	Total financial Year		