
Woodberry Down Primary School

Pupil Premium Strategy Statement 2024



Kindness



Focus



Creativity



Responsibility



Collaboration

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium 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	Woodberry Down Primary School
Number of pupils in school	678
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms Nicole Reid Executive Headteacher
Pupil premium lead	Mr Derek Hewie Headteacher
Governor / Trustee lead	Mr Christopher Howard Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£420,320

Part A: Pupil Premium Strategy Plan

Statement of Intent

Woodberry Down Primary School is committed to ensuring excellence for all pupils, regardless of their socioeconomic background. The school recognises the impact of closure on its pupils and is steadfast in its ambition to support any pupil whose learning has been lost during this time. Woodberry Down Primary School intends to use any premium funding to address gaps in learning and enrichment experiences for all pupils but in particular those who are the most deprived. These priorities include:

- addressing gaps in children’s mathematical understanding
- supporting children with gaps in their knowledge of phonics
- developing a love for reading in those who are not read to regularly
- supporting those whose wellbeing and physical health has been most impacted

Our aim is to use pupil premium funding to raise and sustain higher attainment for disadvantaged pupils at Woodberry Down Primary School so that they attain at least as well, if not better, than their peers nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and maths.

We will ensure that we have high aspirations for all disadvantaged pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils’ individual needs. At Woodberry Down, we put reading at the heart of our curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics, fluency and comprehension is key to improving their life chances.

Challenges

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

Challenge	Detail of challenge
1. Poor spoken language in EYFS	Reception Baseline data highlights low starting points in language development. Analysis of KS1 data demonstrates that the number of disadvantaged pupils achieving Greater Depth in writing are lower than their peers, in part due to their poor levels of spoken language.
2. Low levels of phonic understanding	Internal assessment highlights that pupils considered to be disadvantaged have lower awareness of phonics upon entering the school.
3. Reading comprehension strategies	Internal assessment information has informed us that, in many year groups the most disadvantaged pupils have poorer comprehension strategies. Analysis of data shows that the

	number of children reaching Greater Depth in reading are far lower for our disadvantaged pupils.
4. Cultural enrichment	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points.
5. Attendance and punctuality	Our attendance analysis shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils.

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>Limited language in EYFS</p> <p>Speaking English as an additional language is no barrier to children learning new and high quality vocabulary.</p> <p>Children with limited English or are immersed in a language rich environment, learning new vocabulary and definitions of words they do not already know the meaning of.</p> <p>Children across the school use high quality vocabulary in their spoken and written work. This vocabulary is relevant to the subjects they are learning about.</p> <p>Pupils across the school are well prepared for the next stage of their education.</p>	<p>Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons.</p> <p>Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching.</p> <p>Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary</p> <p>Parents and families know the vocabulary the children are learning through information sent home to them.</p> <p>The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the classteacher through intervention and booster sessions.</p>
<p>Low levels of phonic understanding</p> <p>At Woodberry Down Primary School, all KS1 pupils are given the support they need to achieve in reading.</p>	<p>On entry assessment identifies pupils with gaps in their knowledge of phonics.</p> <p>Action is taken to address the gaps and intervention is timetabled immediately.</p> <p>Additional members of staff are appointed to support specifically with phonic interventions.</p> <p>Children learning to read are ably supported by parents and carers due to the support of school staff.</p> <p>All children in KS1 at Woodberry Down are given differentiated support specific to their needs.</p>

<p>Reading comprehension strategies</p> <p>No child is left behind because they have limited access to reading materials at home,</p> <p>Reading interventions and additional sessions ensure all pupils have the opportunity to hear stories read to them and to enjoy a range of books.</p> <p>Children at Woodberry Down have access to quality literature relevant to their reading levels and interests.</p> <p>Children are challenged through quality lessons and focus on reading comprehension skills in Whole Class Reading and other reading activities.</p>	<p>The most disadvantaged pupils are recognised and support is put into place for them.</p> <p>A timetable of support is created to allow for interventions and additional sessions to take place.</p> <p>Incremental coaching is used to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.</p> <p>Opportunities to share stories and discuss these are timetabled for all classes.</p> <p>Quality literature is available in all classrooms.</p> <p>Reading areas are enticing and encourage pupils to develop an interest in books.</p> <p>Books are displayed in other areas of the school in an interesting and inviting way.</p> <p>Teachers have a good knowledge of children's stories and can recommend books to the children in their classes.</p>
<p>Cultural enrichment</p> <p>Incidences related to social and emotional issues are reduced for disadvantaged pupils.</p>	<p>The most disadvantaged pupils are identified and additional support is provided through clubs and extracurricular activities.</p> <p>No child is excluded from attending cultural excursions or residential visits due to financial difficulties.</p> <p>Additional enrichment opportunities are created for those who have limited access to cultural experiences such as museums and galleries.</p> <p>Trip and visits are carefully linked to the New Wave Federation curriculum topics and support pupils to deepen their understanding of these areas and subjects.</p>
<p>Attendance and punctuality</p> <p>Regardless of their socio economic background, all children attend school regularly.</p> <p>There are no gaps in attendance figures when comparing deprived children and their peers.</p>	<p>Pupils with poor attendance are identified through daily monitoring.</p> <p>Meetings take place with parents to encourage attendance and to identify reasons for non attendance.</p> <p>Pupils with continual poor attendance are supported through the work of the attendance officer and from Hackney Education.</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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic testing to identify individual pupil need for teaching and learning and academic intervention	EEF Diagnostic Assessment	2, 3
Continuing to ensure the teaching of phonics and early reading is excellent through investing in professional development, practice sessions and instructional coaching. Providing access to families to fully decodable books and e-books. Supporting families to understand early reading strategies through workshops and side-by-side learning.	EEF Toolkit Phonics EEF Improved Literacy in KS1 RWI Research and Evidence	1, 2
RWI Comprehension programme used to develop children's reading comprehension strategies.	EEF Reading Comprehension	3
Ensuring vocabulary is taught using the SEEC model across the curriculum. Focus vocabulary is planned in each lesson, whilst shared on learning walls and through knowledge organisers.	EEF Preparing for Literacy	1, 2
Ensuring recommendations. from the EEF social and emotional learning guidance report	EEF Social and Emotional Learning Report	3
Continuing to develop the use of maths meetings, individualised instruction and targeted maths interventions to ensure all pupils have the opportunity to reason and make mathematical links (in order to apply them to real-life contexts).	EEF Improving Mathematics in EYFS and Key Stage 1 EEF Mathematics Mastery Evaluation	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>I Can Talk Boost</i>	EEF Toolkit Oral Language Interventions	1
<i>One-to-one RWI phonics tutoring (including Fresh Start in KS2)</i>	EEF Teaching Assistant Interventions EEF Toolkit One-to-One Tuition	1

Precision teaching using Maths Mastery intervention tools (Both in individual and small group sessions)	EEF Teaching Assistant Interventions	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free or subsidised breakfast and after school provision places for targeted pupils.	DFE School Breakfast Provision EEF National School Breakfast Programme Study	5
Free or subsidised enrichment club places for targeted pupils	EEF Arts Participation	4
Subsidised places on residential trips for targeted pupils	EEF Outdoor Learning	4
Additional enrichment opportunities and programmes	EEF Arts Participation	4

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.

83% of disadvantaged pupils in Year 1 passed the Phonics Screening Check compared to 87% for all pupils.

In KS2, 73% of disadvantaged pupils achieved expected for Reading, Writing and Maths compared to 73% of all pupils. For Greater Depth, 17% of disadvantaged pupils achieved across the subjects compared to 13% of all pupils. In Reading, 85% of disadvantaged pupils achieved expected compared to 82% of all pupils. In Reading, 48% of pupils achieved greater depth compared to 45% of all pupils. In Writing, 83% of disadvantaged pupils achieved expected compared to 83% of all pupils. In Writing, 25% of disadvantaged pupils achieved greater depth compared to 24% of all pupils. In Maths, 77% of disadvantaged pupils achieved expected compared to 80% of all pupils. In Maths, 33% of disadvantaged pupils achieved greater depth compared to 33% of all pupils.

Teachers and allocated Support Staff worked with targeted pupils during extended days, focusing on their individual needs. Termly assessments demonstrated children's progress and supported leaders in monitoring these interventions. The introduction of RWI Comprehension has supported pupils further in developing their comprehension skills.

Children across the school have benefitted from a range of educational trips. These included a trip to the pantomime for all children and trips to deepen children's understanding of topics covered in class. Across the year, additional opportunities have been provided for disadvantaged pupils to expand their cultural capital. These included visiting a local theatre, a drama workshop to prepare for secondary school and the funding of a residential trip for Year 6. As well as this, iPads are provided for children across the school. These are used throughout the day to support pupils.

