

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	Woolmore Primary school
Number of pupils in school	641
Proportion (%) of pupil premium eligible pupils	50.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	30/11/21
Date on which it will be reviewed	30/11/22
Statement authorised by	Tracy Argent Headteacher
Pupil premium lead	Claire Stewart Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,077.72
Recovery premium funding allocation this academic year	£40,455
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	£371,532.72

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils achieve success and we overcome any barriers our children may face as a result of disadvantage. We intend that all children move onto the next phase of their education as curious, collaborative, competent and confident young people.

We recognise that our disadvantaged children face several barriers which impact their learning:

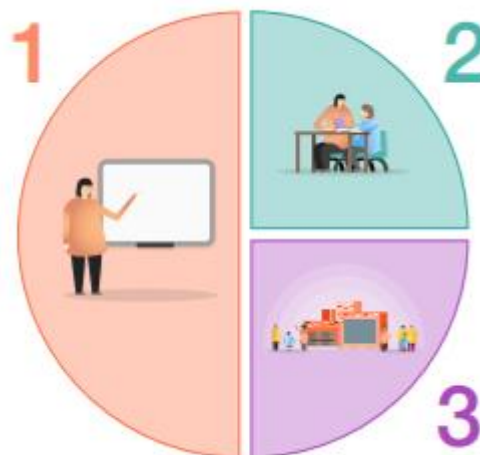
- parents' low level of spoken or written English means that support with homework and models of a high standard of English at home are limited.
- pupils' Special Education Needs: a high proportion of pupil premium pupils also have SEN which require specialist strategies to be in place for them to access learning.
- poor language and communication, social and emotional skills.
- a lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.
- poor attendance and punctuality issues.
- complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include: parents caring for other dependents, parents' physical or mental illness, family trauma, families' financial vulnerabilities). These impact our children's wellbeing, mental health and lead to an increase of safeguarding concerns

Additionally, during the first Covid lockdown we identified that many of our families lacked access to technology at home and other key educational resources at home.

Our approach is focussed on reducing the impact of these additional challenges and is integral to our wider school improvement plans for education recovery. Our use of the National Tutoring Programme for pupils whose education has been worst effected, including non-disadvantaged pupils, is one element of this.



We have always used a tiered approach to our pupil premium spending – this is in line with the updated EEF pupil premium guide (Autumn 21).



1. At the heart of our intended approach is high-quality teaching with a focus on the areas where disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school – ensuring all children make good progress from their starting points. This was identified in our most recent Ofsted report: *“This culturally rich curriculum not only benefits disadvantaged pupils but also ensures that none are left behind in this highly inclusive school.”* This approach involves high quality professional development and coaching for our staff, working collaboratively with experts and ensuring our children have the resources needed to achieve success.
2. Targeted academic support for those who are not making good progress or who have been disproportionately impacted by the effects of the pandemic.
3. Wider strategies relating to the most significant non-academic challenges our pupils face such as attendance, social and emotional support and safeguarding.

As with all school improvement work, our approach will be responsive and evidenced in using tools such as assessments, reports, observations and conversations with staff, pupils and parents.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed communication and language skills (spoken, written and reading): evidenced through observations, assessments, speech and language therapists.
2	Underdeveloped reading comprehension skills due to limited first-hand experiences, low cultural capital and a lack of high-quality reading materials at home. Our children have limited schema to draw upon to make connections when reading.
3	Attendance and punctuality data for some of our disadvantaged pupils shows they are missing more learning than necessary.
4	The well-being and mental health of some children and families has been impacted by Covid . This has particularly impacted our disadvantaged children – we have seen an increase of counselling support needed for disadvantaged children and an increase in safeguarding concerns and referrals.

5	Maths attainment has dipped during the pandemic , particularly for our disadvantaged pupils as children have had limited concrete practice during lockdowns and fewer opportunities to build and maintain fluency. This is evidenced through our in-school data and feedback from teachers.
6	Limited access to technology, technological infrastructure and other educational resources during lockdowns. This was evidenced through our teacher phone-calls, daily remote learning registers and our remote learning access logs where issues with lack of devices or internet were logged.

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 language skills and vocabulary acquisition among disadvantaged pupils	Assessments and observations indicate improved language and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Strengthened reading comprehension skills	Diagnostic and summative assessments show increased reading comprehension skills. Children used their widened schema to make connections with what they are reading. Their understanding of the world around them has increased, enabling them to more successfully voice their thoughts, opinions and preferences. They are explicitly taught key reading comprehension skills.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance from 2024/25 remains at or above the national average all pupils and with their disadvantaged peers nationally over a three year period. The percentage of all pupils who are persistently absent at or above all pupils PA % and with their disadvantaged peers nationally.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils and their families	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, counsellors, parent discussions, teacher observations and visitor feedback. • Behaviour remains good • Reduction in counselling waiting lists • Children talk positively about our values and what they mean to them • Reduction in number of 'records of concern' and safeguarding referrals • Increase in number of children dropping down to level 2 safeguarding tier • Children talking positively about the academic progress they have made this year
Improved maths attainment for our disadvantaged pupils at the end of KS2	KS2 maths outcomes from 2024/5 return to exceeding national average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally.

Increased access to technology for our families	Increase in the number of pupils who are able to access technology in school and at home by the end of 2021/22 academic year.
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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: £59,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment tools; Wellcom (Speech and language EYFS), phonics, star reading and star maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</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>	1, 4, 5
<p>Embedding best practice in oracy in the classroom and vocabulary development through:</p> <ul style="list-style-type: none"> Targeted reading aloud and book discussions Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension in KS1 guided reading and KS2 whole class reading Designing opportunities in our curriculum for children to practise their oracy and vocabulary skills in order to be curious, collaborative, competent and confident communicators <p>Funding of ongoing teacher training and curriculum design release time for curriculum leads and subject leads to plot oracy and vocabulary across our curriculum.</p>	<p>There is a strong evidence base that suggests oracy interventions, including 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>	1

Connected curriculum linked texts to support children's reading comprehension across our curriculum		
<p>Purchase of Primary Advantage maths planning and development subscription, and NCETM Mastering Number training.</p> <p>Maths manipulatives purchase to support concrete-pictorial-abstract approach.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access PA and Maths Hub training, subject leader development and resources.</p> <p>Times Tables Rockstar (TTR) subscription to support multiplication fluency both in school and at home.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5, 6
<p>High quality texts for daily story time/class read aloud sessions across the school and for KS2 daily whole class reading sessions</p> <p>Training and monitoring to ensure teachers are effectively teaching children comprehension skills</p> <p>Purchase of Myon and BugClub subscriptions to support pupils reading comprehension both in school and at home.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	2, 6
<p>Purchase of additional chromebooks, storage trolleys and technician set up support to support children with no devices at home to access maths fluency resources such as TTR and reading comprehension programmes such as bugclub and MyOn reading.</p> <p>Training staff to use information from the assessments and time to train pupils on how to act on feedback effectively.</p>	<p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	2,5,6

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number
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<p>SALT interventions for small groups of children planned for by speech and language therapist</p> <p>Training for staff and assessment of pupils to see progress/next steps.</p> <p>Inc, additional TA across EYFS supporting SALT interventions</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional after-school maths tuition for UKS2 children delivered by qualified teachers.</p> <p>3rd space maths tuition (online 1:1) in school for those children whose education has most been impacted by the pandemic – a significant proportion of pupils will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Non-class based teachers/HLTAs to pick up children 1:1 and in small groups to 'close the gap' with short, sharp intervention support for key misconceptions, tricky learning identified following daily maths sessions.</p> <p>Each year group cohort to have an out-of-class teacher to support 'close the gap' work and reading/reading conferencing for 50% of their time picking up maths close the gap and reading comprehension/conferencing – see below.</p>	As above	5
<p>Additional teacher and TA support for 1:1 reading and reading conferencing to check and develop children's reading comprehension</p> <p>Purchase of further high-quality texts across the school for children to read: in class (linked to our curriculum), matched to their current reading ability and in our library.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The Power of a Rich Reading Classroom Centre for Literacy in Primary Education (clpe.org.uk)</p>	2

	See also EEF improving literacy in KS1 and KS2/3 documents.	
Improving the quality of our Personal, Social and Health (PSHE) and HRE (Health and Relationships) learning. Reviewing our approach and use of curriculum tools such as Jigsaw. Training for staff. Buying in workshop facilitators for key elements such as 'One Kind Word' anti-bullying workshops and NSPCC workshops.	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)	4

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and office staff/family support workers time to talk to/meet with families to follow through on identified actions.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
School based counselling provision to support individual children with their mental health and well-being.	Many of our children's mental health and well-being have been impacted by adverse childhood experiences – see safeguarding records of concern. Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being. bacp-school-based-counselling-for-all-briefing-dec15.pdf	4
Supporting our families' well-being and mental health by: Family support worker roles x2 to pick up our extensive safeguarding load, including early help referrals.	Schools, safeguarding and early intervention Iriss	2, 4

Curriculum workshops such as early reading to support parents with knowing how to help children at home. Subject/Year group leads released to plan and deliver sessions to parents.		
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Total budgeted cost: £371,500

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, online teaching sessions and Purple Mash/Google classrooms.

Although overall attendance in 2020/21 was lower than in preceding years at 95.3%, it was above the national picture and 15th out of Tower Hamlets' 67 schools. Our attendance data for last year, whilst not giving us the full picture in terms of covid absence, has identified a need to continue targeting some of our disadvantaged pupils to increase their attendance and punctuality.

Our assessments and observations indicated that pupil behaviour in terms of routines and expectations, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Lack of technology and educational resources at home during lockdown meant that pupil premium funding had to be redeployed to purchase chromebooks (when they became available), internet dongles, books, stationary, etc., so that children had what they needed to learn at home.