

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	671
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23– 2224/25
Date this statement was published	31.12.22
Date on which it will be reviewed	31.12.23
Statement authorised by	Tracy Argent Headteacher
Pupil premium lead	Claire Stewart Deputy Headteacher
Governor / Trustee lead	Martin Tune

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£427,965
Recovery premium funding allocation this academic year	£43, 717
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	£471,682

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:

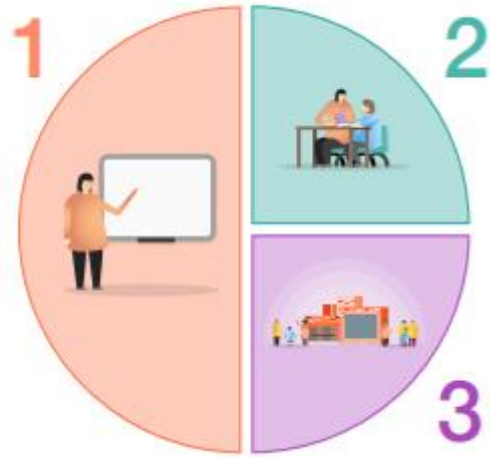
- parents' low level of spoken or written English means that support with homework and models of a high standard of English at home are limited.
- pupils' Special Education needs: a high proportion of pupil premium pupils also have SEN which require specialist strategies to be in place for them to access 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.

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 what we see using tools such as assessments, reports, observations and conversations with staff, pupils and parents.

Challenges

Woolmore is a community school located in Poplar, Tower Hamlets. The school is flanked by 3 main roads and we sit on the side of the Blackwell Tunnel entrance. The map below shows deprivation indices. It shows the school's location as sitting amongst the highest levels of multiple deprivation in the country - income, employment, health, education, crime and environmental deprivation indicators are all very high.



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, observations, speech and language therapists. This has particularly impacted children in EYFS, KS1 and those with general speech and language delays.
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 continues to lower than pre-pandemic levels, particularly for many our disadvantaged pupils (and disadvantaged pupils nationally). They are missing more learning than necessary.
4	The well-being and mental health of some children and families continues to be impacted post-Covid and due to the cost-of-living crisis . 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 dipped during the pandemic, and we are continuing to close key conceptual gaps focussing on concrete practice, fluency and developing reasoning skills. This is evidenced through our in-school data and feedback from teachers, particularly for pupils in Y2-4.

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 better voice their thoughts, opinions and preferences. They are explicitly taught key vocabulary and reading comprehension skills.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance from 2024/5 is at least in line with the National average of all pupils and is above their disadvantaged peers nationally over a three year period. The percentage of all pupils who are persistently absent is at least in line or below all pupils PA % and above 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 across KS2.	KS2 maths outcomes from 2022/23 return to exceeding National average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally. In-house data for years 3-5 shows an increase in the number of pupils working at the expected standard and at greater depth.

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: £85,000

Activity	Evidence that supports this approach	Challenge number

		er(s) addre ssed
<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>Indicative costing: Renaissance (star maths/reader) - £9,162</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>Connected curriculum linked texts to support children's reading comprehension 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
<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>Teacher release time for professional development and to embed key elements of guidance in school and to access PA and Maths Hub training, subject leader development and resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics 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/Improving Mathematics in Key Stages 2 and 3</p>	5

Times Tables Rockstar (TTR) subscription to support multiplication fluency both in school and at home.		
<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 assessing children's reading skills and then providing adapted teaching and learning of reading as feedback highlights.</p> <p>Purchase of Myon and BugClub subscriptions to support pupils reading comprehension both in school and at home.</p> <p>Indicative cost: £28,500 on books</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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/KS1 supporting SALT intervention.</p> <p>Non-contact time for teachers to 1:1 assess pupils' speech and language needs and plan for their individual/class needs as a result.</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>Non-class based teachers/HLTA's to pick up chn 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>5 full time 'close the gap' teachers comprising of: treehouse provision, EYFS, KS1 1 additional non-class based teacher per phase, Y3, 4, 5 and 6 one non-</p>	As above	5

<p>class based teacher per year to support 'close the gap' work and reading/reading conferencing for 50% of their time 1:1 reading, close the gap learning conferencing, targeting of key children in class.</p> <p>Indicative costing: 5 non class-based agency teachers (50%) - £131,625</p>		
<p>Additional 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 and around school (linked to both our planned and responsive 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> <p>See also EEF improving literacy in KS1 and KS2/3 documents.</p>	2
<p>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.</p> <p>Buying in workshop facilitators for key elements such as 'one kind word' anti-bullying workshop and NSPCC workshops.</p> <p>Non-contact time for PSHE leads to make adaptations to planning, support teachers. Plan and deliver training and whole school elements.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>School based counselling provision to support individual children with their mental health and well-being.</p>	<p>Many of our children's mental health and well-being have been impacted by adverse childhood</p>	4

<p>Indicative costing: 2 Counsellors - £44,145</p>	<p>experiences – see safeguarding records of concern.</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being.</p> <p>bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	
<p>Supporting our families' well-being and mental health by:</p> <p>Family support worker roles x2 to pick up our extensive safeguarding load, including early help referrals.</p> <p>Curriculum workshops and coffee mornings to support parents elements which support well-being and mental health (eg healthy eating, exercise, financial advice) and also with knowing how to help children at home. Teachers/family support workers to plan and deliver sessions to parents.</p> <p>Indicative costing: Family support workers - £60,200</p>	<p>Schools, safeguarding and early intervention Iriss</p>	<p>2, 4</p>

Total budgeted cost: £470,000

Part B: Review of outcomes in the previous academic year

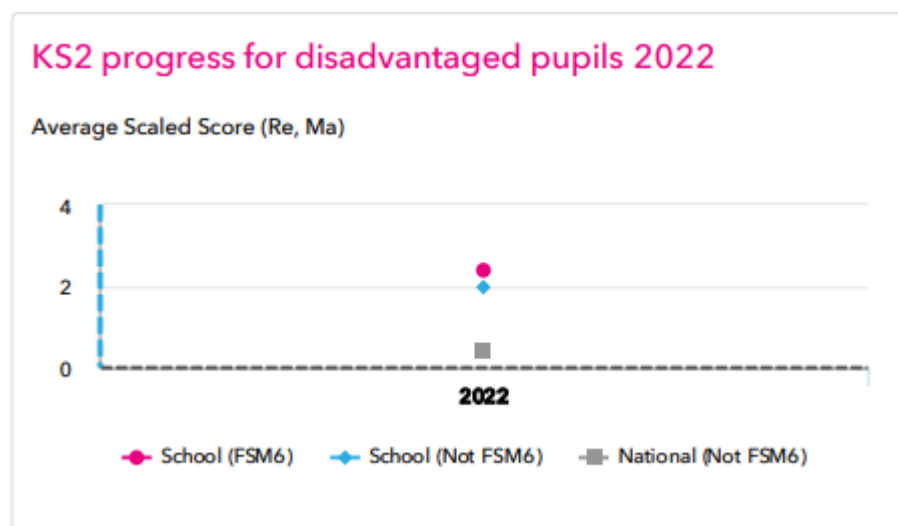
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

At the very beginning of the 2022/23 academic year, Ofsted moved our grading from Good to outstanding following a full section 5 inspection. This reflects the work the school did over the 2021/22 academic year – our first full year post-pandemic. *“Staff have high expectations and are aspirational for every pupil. They want them to achieve highly, and pupils do. Across the curriculum, pupils build detailed knowledge and remember it in the long term. They thrive in all aspects of school life and relish their learning.”*

“... the curriculum is ambitious and enables pupils to succeed. Learning across all subjects is well planned and sequenced. Pupils remember the things that they have learned fluently and in depth. This is because teachers provide opportunities for pupils to practise and recall prior learning. The concepts and ideas that pupils need to be successful in their future learning are identified and prioritised.”

Ofsted's judgments were also reflected in our 2022 pupil premium progress data which was significantly above National results. This included strengthening our pupils' reading comprehension skills, children's vocabulary understanding and application and maths attainment focus for KS2 sats. (challenge 1,2, 5)



Pupil Premium	FSM (in last 6 years)	44	104.0 +	59% +	+2.4 +	+12%
	Not FSM (in last 6 years)	37	105.8	62%	+2.0 +	+11%

Pupils' speech and language (particularly in the Early Years) continues to be significantly below age-related expectations. This continues to be evidenced in our Wellcomm speech and language assessment and toolkit. We will continue to prioritise this next academic year.

Post-pandemic attendance continues to be a focus Nationally and for us as a school. We were in line with TH's and National averages last year ranking: 46/65 primary schools in the Borough. We recognise there is still more to be done to ensure children are in school every day. (challenge 3)

Challenge 4: Our behaviour remains 'exemplary' (ofsted Sept 22). Counselling waiting lists, records of concern and safeguarding concerns remain high and are increasing as the cost-of-living crisis deepens. However, the school acts swiftly to support and refer families: *"Leaders know their families and community well. They work with families and external agencies to ensure that pupils' welfare is supported, and that they are kept safe."* (Ofsted Sept 22)

Children are supported with understanding their mental health and the strategies they can use to build and maintain good well-being. This has been done through our evolving PHSE curriculum and weeks focusses such as children's mental health week. As a result our children thrive being in school: *"Pupils and staff are proud and happy members of this school.... Pupils and adults display high levels of respect towards each other. Clear and consistent expectations mean that pupils behave very well. The school values, such as care and respect, are the pillars of everyday school life. Pupils are shown, taught and reminded at every opportunity what these values are and what they mean."* (Ofsted Sept 22)



As this is the first year of our 3-year plan, our challenges and intended outcomes remain for 2022/23 with relevant adjustments to our success criteria.

Total spend: £375,000