



Woodbridge Junior School pupil premium strategy statement 2024-7

This statement details our school’s use of pupil 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	Woodbridge Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Hanson
Pupil premium lead	Emma Hanson
Governor lead	Simon Donlan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,570

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is intended to ensure that all our children are safe, happy and learning effectively. We aim to identify and overcome any barriers to this so that that all Woodbridge children leave us with a deeply embedded love of learning, many happy memories, and with the knowledge, skills and attitudes to enable them to lead happy, healthy lives and to continue their onward learning journey happily and successfully.

We identify the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will support all children to make good progress from their starting points, including those with higher prior attainment. All staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Existing gaps in academic knowledge and skills slowing academic progress.
2	Challenging economic circumstances for some families leading to narrowing of opportunity and experience which impacts negatively on children's vocabulary, spoken language and knowledge of the world.
3	Low levels of education, skills and training amongst some adults in the local community mean that some parents do not have the skills, confidence or positive experience to support their children's learning.

4	Reduced self-esteem, confidence, mental wellbeing and resilience experienced by children in challenging circumstances.
5	Challenging economic circumstances for some families impacting negatively on physical and mental health and wellbeing. 2019 idacii shows that deprivation in the community has worsened since 2015. Many families' economic situations have worsened further since Covid and in the current cost of living crisis. Physiological and safety needs must be met to enable children to learn.
6	Our attendance data over the last academic year (2023-24) shows that attendance for our disadvantaged pupils was 4.7% lower than for non-disadvantaged pupils. 16.2% of disadvantaged pupils have been 'persistently absent' compared to 7.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing and progress.

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
All children's physiological, safety and belonging needs are met so that they are able to thrive and learn.	Where children are in receipt of support and intervention Boxall profiles show an improving profile over the academic year. All children are offered breakfast each morning and the vast majority of children eat some breakfast at school. Families report being supported well and identified barriers being overcome (Microsoft Forms survey.) Internal assessment data shows good or better progress for children whose families have accessed our family support offer.
Children's mental health, self-esteem and emotional wellbeing needs are met so that they are able to thrive and learn.	Monthly pupil wellbeing surveys show an increasing percentage of positive scores by the end of the academic year. Staff report confidence in identifying and supporting children with emotional wellbeing needs. Boxall Profiles of children in emotional wellbeing interventions show an improving picture at the end of the intervention.

<p>Disadvantaged children achieve close to the national average for all children by the end of Year 6 in Reading, Writing and Maths.</p>	<p>Internal data and KS2 Statutory assessments show that disadvantaged children have achieved close to the national average for all children</p>
<p>Disadvantaged children make good progress from their starting points during their time at Woodbridge and any gap between their attainment and the attainment of all children is not significant.</p>	<p>Progress scores for disadvantaged children in Reading, Writing and Maths are close to the national average at the end of Year 6.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3.5%. • the percentage of all pupils who are persistently absent being below % and the figure among disadvantaged pupils being no more than X% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2024-25) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £7 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	The EEF states that great teaching is the most important lever that schools have to improve outcomes for children	
National College CPD for subject leaders.	A bank of quality CPD available for staff-targeted to need.	1
Rainbow Grammar CPD for new teachers	To ensure that children are taught grammar and punctuation consistently across the school.	1
White Rose Maths training	An approach from a trusted local CPD provider to develop children's narrative writing and love of story.	1
Little Wandle Phonics Training	To further develop writing provision across the school, leading to the reduction of the gap between disadvantaged children and the national average.	1
Building Classroom Community INSET	To develop social skills and emotional wellbeing.	4
Drama INSET	To improve spoken language and empathy, which will impact on writing.	1
Grammarsaurus/Place Value Punctuation Training	To improve the impact of grammar and punctuation teaching, impacting accuracy and confidence in writing.	1

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

Budgeted cost: **£36,537**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning -15 children	Internal assessment data shows accelerated progress for children in receipt of this intervention in the last 2 academic years.	1
Midday Readers	Regular reading practice leads to increased fluency and confidence. Targeted to those who need extra support.	1,2,3
Times Tables Rockstars	Regular practice leads to increased fluency and confidence.	1

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

Budgeted cost: £114 188

Activity	Evidence that supports this approach	Challenge number(s) addressed
FareShare	Support for families to have enough food so their children's physiological needs are met.	4
National School Breakfast Programme(staff & butter)	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Read more here - https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	4
Pastoral Lead (75% of salary)	97% of parents who responded to a recent survey stated that they were happy with the support they had received when they had reached out for support.	3,4
In school family support (Early Help Provision)	Removing or reducing barriers to wellbeing and unmet physiological and safety needs created by family circumstances enables children to focus on learning.	3
Free Breakfast and After School Club places	Children having a calm and positive start to the day helps them to manage the transition from home to school and be more ready to learn.	4

Forest Schools Provision	Forest Schools is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Evidence for it's impact can be found on the FS website - https://forestschoollassociation.org/what-is-forest-school/	3
Subsidy for trips and extracurricular activities.	Removing financial barriers allows all children equal access to curriculum enrichment and the extracurricular opportunities on offer.	4,2
Counsellor	Children who have experienced trauma or have emotional wellbeing needs can be helped to manage their emotions and develop strategies for self-regulation.	3
Uniform items	Having appropriate uniform gives a sense of belonging and contributes to children's confidence and self-esteem.	4
Nurture CPD	Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. Impact evidence can be found here https://www.nurtureuk.org/research-evidence/impact-and-evidence	3
Nurture costs		3
Subsidised Music Lessons	Being able to play a musical instrument raises confidence and self-esteem as well as giving children a lifelong mindful, self-calming strategy. Removing financial barriers allows all children equal access to the extracurricular opportunities on offer.	3,4
Mental Health and Wellbeing CPD: <i>Positive Play</i> <i>Lego Therapy</i> <i>Sensory Processing</i>	Ensuring that children's mental health and wellbeing needs are met will enable them to thrive and learn effectively: <ul style="list-style-type: none"> Improving staff knowledge and confidence in providing universal mental health support and knowing when and how to refer to targeted interventions. Training individuals to provide targeted intervention. 	3

Total budgeted cost: £157,925

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.

Writing and EGPS attainment at KS2 are steadily increasing and are closer to the National Average than in the last two years. This has been a SIP priority for the last three years.
Overall Absence and Persistent absence have steadily reduced for disadvantaged children over the past three years and SEND absence is in line with National Averages.
SEND outcomes are on an improving trajectory and SEND children achieved in line with the National Average in Combined RWM, Writing and EGPS.
We have moved up a quintile band in attainment for disadvantaged children in all measures

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
Third Space Learning	Third Space Learning