



Woodbridge Junior School

Pupil premium strategy statement 2021-22

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	Woodbridge Junior School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Hanson
Pupil premium lead	Emma Hanson
Governor / Trustee lead	Hannah Jowett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,875
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,605

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.

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. Gaps widened due to Covid closure, especially in Writing and Maths.
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. Including 2020 and 2021 lockdowns due to Covid-19.
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 situation worsened further during Covid. Physiological and safety needs must be met to enable children to learn.

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.	<p>Where children are in receipt of support and intervention Boxall profiles show an improving profile over the academic year.</p> <p>All children are offered breakfast each morning and the vast majority of children eat some breakfast at school.</p> <p>Families report being supported well and identified barriers being overcome (Microsoft Forms survey.)</p> <p>Internal assessment data shows good or better progress for children whose families have accessed our family support offer.</p>
Children's mental health, self-esteem and emotional wellbeing needs are met so that they are able to thrive and learn.	<p>Monthly pupil wellbeing surveys show an increasing percentage of positive scores by the end of the academic year.</p> <p>Staff report confidence in identifying and supporting children with emotional wellbeing needs.</p> <p>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.	Internal data and KS2 Statutory assessments show that disadvantaged children have achieved close to the national average for all children
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.	Progress scores for disadvantaged children in Reading, Writing and Maths are close to the national average at the end of Year 6.

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: £ £3,815

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	1,2
Phonics CPD for teachers and TAs.	Writing attainment has been worst hit by the Covid lockdowns across the school. Missing Phonic knowledge is a factor.	1
National College CPD for subject leaders.	A bank of quality CPD available for staff-targeted to need.	1
Rainbow Grammar CPD for teachers and TAs.	Grammar, punctuation and spelling CPD will impact on children's writing achievement. Evidence of impact in local schools.	1
Writing CPD- Story Recipe Training.	An approach from a trusted local CPD provider to develop children's narrative writing and love of story.	1,2
Drama CPD for teachers.	The use of drama in English will support underlying language need as well as developing narrative writing skills.	2
<i>Mastery Maths CPD - Maths No Problem training (new staff)</i>	The Mastery Maths approach has much evidence of impact and MNP has already been used to raise attainment at Woodbridge.	1

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

Budgeted cost: £23,488 + School Led Tutoring £3,380 + NTP £2,646 =£29,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half a day Maths intervention by Maths Lead	The EEF states that evidence shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1
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.	1,2,3
Times Tables Rockstars	Regular practice leads to increased fluency and confidence.	1
Tutoring 25% of School-led tutoring costs. (£3,380) 30% of Tutoring Partners costs (£2,646)	Provided by the DfE to support children to catch-up following lockdowns. For evidence see DfE website.	1

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

Budgeted cost: £80,639

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
Restorative Justice Parents' Workshop	The impact of RJ on school behaviour and children's emotional wellbeing will improve if families understand and reinforce the initiative.	2,3
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	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: £113,968

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.

During the academic year 2020-21 there was a lockdown between January and March and this has had an impact on our children's progress, especially as there had been one between March and July the previous year.

Despite this, most of our disadvantaged children made progress that was only slightly less (around 3 weeks) than the children classed as not disadvantaged in all year groups and subjects. The exceptions to this were in Year 4 Reading and Year 5 in all subjects.

We were provided with 52 laptops for home learning by the DfE during lockdown and after distributing these to disadvantaged pupils, 96% of the 54 responses to our parental survey about home learning during lockdown reported having enough digital equipment.

The majority of children classed as disadvantaged, attended in school provision during lockdown. Our Pastoral Team remained in touch with the children who did not attend.

Our survey showed that of the parents who accessed pastoral and wellbeing support during lockdown, 97% were pleased with the support they received.

We continued to provide FareShare during lockdown and this was well used by families. We ordered packets of bagels and cereal for our families to take away in addition to continuing to provide bagels each morning for those children who were in school.

Overall our support for families and home learning during lockdown was rated at 4.5 out of 5 in our online parental survey.

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