

# Pupil premium strategy statement

## Hethersett Woodside Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	493 (including Nursery) 419 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	12.37%
Academic year/years that our current pupil premium strategy plan covers	2022/23 and 2023/24
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Louise Mainwaring, Headteacher
Pupil premium lead	Sam Carter Samantha Easey
Governor / Trustee lead	Raheel Syed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90,900

# Part A: Pupil premium strategy plan

## Statement of intent

### ***“Growing Life Long Learners who care, share and shine!”***

As a school community, we are committed to ensuring that every child is valued, cared for and given every opportunity to reach their full potential.

Our aim is to ensure that children eligible for the Pupil Premium Grant make accelerated progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged children and therefore aim to offer an education that is meaningful, purposeful and relevant, which develops enquiring minds and essential skills for life. We will have succeeded if our children show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

We know that the landscape of education for disadvantaged children has changed significantly over the last few years. We know that we must put all of our energy into ensuring that disadvantaged children receive excellent teaching, which allows them to make strong progress across the curriculum.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all of our students. Details of how we do this using a tiered approach can be found in this Pupil Premium Strategy. Setting priorities is key to maximising the use of the PP funding which include:

- Ensuring all students have access to High Quality Teaching and Learning in every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Ensuring that the Pupil Premium Funding reaches the students who need it most.

- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extracurricular activities.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Phonics and Reading:</u></p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Although the overall percentage of children in Year 1 who passed the phonics screening in 2024 was 73.7% (similar to the previous year), only 40% of children receiving PP funding passed.</p> <p>Whilst the Read Write Inc scheme has been up and running for many years in the school, learning walks, data analysis and discussions with staff show that there is a need for consistency and fidelity to the programme with clear resourcing. Due to staff turnover over the last couple of years, we need a rigorous training programme to ensure that the programme is embedded effectively.</p> <p>At the end of EYFS in 2023-2024, 81% met the Word Reading standard, compared to 75% of those receiving PP funding.</p> <p>Our Key Stage 1 data from 2023-2024 shows that whilst 52.2% of our children met the expected standard in Reading, only 42.9% of children receiving PP funding met it.</p> <p>Our Key Stage 2 data data from 2023-2024 shows that whilst 71.9% of our children met the expected standard in Reading (an increase on the year 2022-2023), only 30% of children receiving PP funding met it.</p> <p>Internal assessments from 2023-2024 indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with gaps of -38% in Year 1, -28% in Year 4 and -36% in Year 5. However in Year 3, the gap was closed by +3.4%.</p> <p>These assessments, alongside lesson drop-ins and conversations with staff and children have also shown us that there is a need for greater consistency in the teaching and assessment of reading.</p>

Challenge number	Detail of challenge
2	<p><u>Writing:</u></p> <p>Assessments and observations suggest that many disadvantaged pupils have been impacted by the historic partial school closures to a greater extent than for other pupils. These findings are in line with what has happened at a national level.</p> <p>At Hethersett Woodside, this has resulted in knowledge gaps leading to pupils falling behind age-related expectations.</p> <p>At the end of EYFS in 2023-2024, 77% met the Writing standard, compared to 75% of those receiving PP funding passed.</p> <p>Our end of Key Stage 1 data from 2023-2024 shows that whilst 37.7% of our children met the expected standard in Writing, only 14.3% of children receiving PP funding met it.</p> <p>Our Key Stage 2 data from 2023-2024 shows that whilst 35.1% of our children met the expected standard in Writing, no children receiving PP funding met it.</p> <p>Internal assessments from 2023-2024 indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with gaps of -18.9% in Year 1, -15% in Year 4 and -8.3% in Year 5 which is an improvement on the previous year. However, we managed to close the gap in Year 3 by 5.5%.</p> <p>Lesson drop-ins, book scrutiny and conversations with staff and children have also shown us that there is a need for greater consistency in the teaching and assessment of writing.</p> <p>From book scrutinies and lesson observations, it is clear that some pupils' handwriting is a specific difficulty when writing.</p>

Challenge number	Detail of challenge
3	<p><u>Mathematics:</u></p> <p><i>At the end of EYFS data from 2023-2024, 81% met the Numerical Patterns strand and 79.3% met the Number standard. This compared to 75% for both strands for those receiving PP funding passed.</i></p> <p>Our end of Key Stage 1 data from 2023-2024 shows that 57.4% of our children met the expected standard in Maths, 57.1% of children receiving PP funding met it. For this cohort we have managed to just about close the gap.</p> <p>Our Key Stage 2 data from 2023-2024 shows that whilst 56.1% of our children met the expected standard in maths, only 20% of children receiving PP funding met it.</p> <p>Internal assessments from 2023-2024 indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with gaps of -13% in Year 1, -6.7% in Year 4 and -41.6% in Year 5 - this is a reduction in each year group on the previous year. However, the gap has closed in Year 3, with disadvantaged pupils achieving slightly better than non-disadvantaged pupils. The gap between them is +4.4% which is also an increase.</p> <p>Lesson drop-ins, book scrutiny and conversations with children have also shown us that there is a need for greater consistency in the teaching and assessment of Maths.</p>
4	<p><u>Training and Development:</u></p> <p>EEF research tiered approach and our own observations show that the most important lever for academic outcomes for disadvantaged children is excellent teaching.</p> <p>An ongoing challenge that Hethersett Woodside faces has been its growth into a full primary. A number of new staff have joined the school over the last couple of years, whilst others have moved into new year groups. This means that our training and development of high- quality teaching and learning is of the utmost importance to ensure that disadvantaged children make strong progress across the curriculum.</p> <p>Ensuring that <b>all</b> staff in class are aware of the PP learners and how to accelerate their progress is paramount moving forwards.</p>

Challenge number	Detail of challenge
5	<p><u>Attendance:</u></p> <p>Our previous analysis of data indicated that the punctuality and attendance was below the national average, particularly those of disadvantaged pupils. However, whilst our average attendance was above the National in 2022/2023 (92.5%), our school data shows there is still a gap (2.03%) between our disadvantaged children compared to our non-disadvantaged children. We need to try and close this gap as this absence impacts upon their access to the curriculum and necessary interventions. Furthermore, 17.9% of our disadvantaged children are persistently absent compared to 7.7% of our non-disadvantaged children last year.</p> <p>A team approach to leading Attendance is fundamental.</p>
6	<p><u>Social, Emotional and Mental Health:</u></p> <p>Our observations indicate that the mental wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and higher levels of absence, to a greater extent than for other pupils. These findings are supported by national studies. Our school community is brand new, which also has impacted wellbeing.</p> <p>For our youngest children (Nursery and Reception) we continue to see difficulties with attachment for children new to school and the community, as well as children's emotional wellbeing.</p>
7	<p><u>Learning Beyond the Classroom: <i>extra-curricular activities and residential</i></u></p> <p>Some children have had limited cultural and extra-curricular experiences. This can impact on their vocabulary acquisition and ability to access a knowledge-based curriculum. Our analysis has shown that without funding support, some disadvantaged children do not get the opportunity to partake in extra-curricular activities and residential.</p>
8	<p><u>Cost of Living Crisis: <i>packages</i></u></p> <p>In the current National cost of living crisis, we believe that there will be a need to have a contingency fund to allow disadvantaged families the access to funding to cover things such as uniforms and resources to ensure that children are ready to learn.</p>

## 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><u>1. Phonics and Reading:</u></p> <p>Improved phonics attainment for our disadvantaged children as a result of making rapid progress.</p> <p>Improved reading attainment for our disadvantaged children as a result of making rapid progress.</p>	<p><u>Phonics:</u></p> <p>For the teaching of Read Write Inc. to show consistency and fidelity to the programme throughout the school.</p> <p>Year 1 Phonics results in 2025 to be in line with national average or above.</p> <p>For those resitting the Phonics Screening in Year 2, their Phonics results in 2025 to be in line with national average or above</p> <p><u>Reading:</u></p> <p>For there to be a continued consistent approach throughout the school to support the teaching of reading in Key Stage 1 and 2.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Reading, with disadvantaged children making rapid progress as a result of high quality teaching.</p> <p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>● Year 6 SATs Reading results.</li> </ul>
<p><u>2. Writing:</u></p> <p>Improved writing attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>The writing books for every disadvantaged child shows children make rapid progress as a result of high quality teaching.</p> <p>Internal data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally.</p> <p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>● Year 6 SATs Writing results.</li> </ul>

Intended outcome	Success criteria
<p><u>3. Mathematics:</u></p> <p>Improved mathematics attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>For there to be a consistent approach throughout the school to support the teaching of Mathematics in Key Stage 1 and 2.</p> <p>The impact of high quality teaching is visible in lessons during learning walks and lesson drop-ins as children become able to talk fluently about Mathematics, articulating their Mathematical understanding and ability to reason using manipulatives, pictorial representations and abstract recording. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics.</p> <p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>● Year 6 SATs Mathematics results.</li> </ul>
<p><u>4. Training and Staff Development:</u></p> <p>All children received consistent high-quality teaching and intervention across the curriculum.</p>	<p>Monitoring of assessment data and pupil progress meetings show that more disadvantaged children are at the expected standard or higher in all three subjects at the end of the year compared with the beginning of the year.</p> <p>Records of Intervention show that disadvantaged children make good progress in interventions.</p>
<p><u>5. Attendance:</u></p> <p>Disadvantaged children's attendance is in line with the whole school target of 96%.</p>	<p>Attendance data for disadvantaged pupils will be in line with non-disadvantaged, and meet the whole-school target of 96.5%.</p> <p>Early intervention plans (1:1 meetings, review meetings, Fast Track, TSM LA meetings) will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.</p>



Intended outcome	Success criteria
<p><u>6. Social, Emotional and Mental Health</u></p> <p>Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.</p> <p>Know children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they can achieve their academic potential.</p> <p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments (including Boxall &amp; 7C's) and observations indicate improved behaviour among disadvantaged pupils with social and emotional and/or behavioural needs. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>There will be a reduction in the number of behavioural incidents logged on CPOMs compared to the previous academic year.</p> <p>These pupils will make progress in their learning.</p>
<p><u>7. Learning Beyond the Classroom:</u> <i>extra-curricular activities and residential</i></p> <p>Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.</p>	<p>Disadvantaged pupils will be able to attend after school clubs, and participate on school trips and residential.</p> <p>Class floor books, children's writing and Pupil Voice will evidence the impact of trips and experiences on outcomes for children.</p>
<p><u>8. Cost of Living Crisis: packages</u></p> <p>All children will have the resources they need to be 'ready for learning'.</p> <p>Children receiving Pupil Premium Funding will have access to a range of packages to support with uniform costs or to follow a curriculum interest.</p>	<p>Every child receiving Pupil Premium Funding will receive a £50 package to support with uniform or provide them with resources to follow a curriculum interest.</p> <p>CPOMs log evidence of additional support for families.</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
<p><u><a href="#">Read, Write Inc.</a></u>            Embed the Read, Write Inc. programme as our systematic approach to synthetic phonics through a rigorous approach to training, investment in resources, development of staff and a forensic approach to assessment and intervention.</p>	<p><u><a href="#">Phonics   EEF</a></u>            Potential Impact: <b>+5 months</b>            The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Their key findings state:</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> </ol> <p><u><a href="#">Choosing a Phonics Teaching Programme   DfE</a></u>  <u><a href="#">The Reading Framework   DfE</a></u>  <u><a href="#">Education Inspection Framework   OFSTED</a></u></p> <p>We are continuing to use the Read, Write, Inc programme recommended by the DfE and meeting the Ofsted Framework: “At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge” (Ofsted Framework, updated July 2022)</p> <p>SIDP Link: 2 &amp; 4</p>	<p>1, 4</p>

<p><u>Destination Reader</u></p> <p>Continue to embed Destination Reader as our approach to the teaching of reading, through a rigorous approach to training and development of staff and a forensic approach to assessment and intervention.</p>	<p><a href="#">Reading Comprehension Strategies   EEF</a></p> <p>Potential Impact: <b>+6 months</b></p> <p>The EEF has found extensive evidence that shows the explicit teaching of reading comprehension strategies can have a very high impact on children’s reading. Their key findings state:</p> <ol style="list-style-type: none"> <li>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</li> <li>3. Effective diagnosis of reading difficulties is important identifying possible solutions, particularly for older struggling readers.</li> <li>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</li> <li>6. <i>DR links with different texts that correspond to foundation subjects</i></li> </ol> <p><a href="#">The Reading Framework   DfE</a>  <a href="#">Education Inspection Framework   OFSTED</a></p> <p>We have chosen to implement Destination Reader as it is a pedagogical based approach to teaching reading through engaging daily, structured sessions that support children to read with greater understanding, enjoyment and purpose. This meets the Ofsted Framework: “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” (Ofsted Framework, updated July 2022)</p>	<p>2 , 4</p>
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<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
	SIDP Link: 1, 2, 4	

<p><u>Mathematics Curriculum</u></p> <p>Embed our bespoke Woodside Mathematics curriculum which focuses on developing pupils who are confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem.</p> <p>Embed a mastery pedagogical approach to the teaching and learning of Mathematics.</p> <p>Staff will be provided with CPD on how to plan a sequence of learning building on prior knowledge.</p> <p>Mathematics lead to work with VNET Community to further strengthen their knowledge of the subject and disseminate to the staff.</p> <p>Staff will be provided with CPD on the CPA approach and how these manipulatives can be used throughout primary as the children transgress through their manipulative journey.</p> <p>This will link to an updated calculation policy including 'how to videos' for children/parents/carers to access on our school website.</p>	<p><a href="#"><u>EEF Improving Mathematics in the Early Years &amp; Key Stage 1</u></a></p> <p>The EEF has used the best available evidence to provide some recommendations that will impact the development of maths skills of 3-7 year olds.</p> <ul style="list-style-type: none"> <li>● Recommendation 1: develop practitioners' understanding of how children learn mathematics.</li> <li>● Recommendation 2: dedicate time for children to learn mathematics and integrate mathematics throughout the day.</li> <li>● Recommendation 3: use manipulatives and representations to develop understanding.</li> <li>● Recommendation 4: ensure that teaching builds on what children already know.</li> <li>● Recommendation 5: use high quality targeted support to help all children learn mathematics.</li> </ul> <p><a href="#"><u>EEF Improving Mathematics in Key Stage 2 and 3</u></a></p> <p>Furthermore, the EEF has made recommendations for Key Stage 2 where there are research findings that can be used to make a significant difference in pupils' learning.</p> <ul style="list-style-type: none"> <li>● Recommendation 1: use assessment to build upon pupils' existing knowledge and understanding.</li> <li>● Recommendation 2: use manipulative and representations.</li> <li>● Recommendation 3: teach strategies for solving problems.</li> <li>● Recommendation 4: enable pupils to develop a rich network of mathematical vocabulary.</li> <li>● Recommendation 5: develop pupils' independence and motivation.</li> <li>● Recommendation 6: use tasks and resources to challenge and support pupils' mathematics.</li> </ul>	<p>3, 4</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>● Recommendation 7: use structured interventions to provide additional support.</li> </ul> <p><a href="#">Mastery Learning   EEF</a></p> <p>Potential Impact: <b>+5 months</b></p> <p>The EEF has found mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p><i>Barmby et al (Primary Mathematic: Teaching for Understanding, 2009)</i> highlight's how the structures of different representations often emphasise distinct aspects of the concept. Therefore, by using a range of representations, each with its own inherent structure, a developing understanding of a mathematical concept takes place.</p> <p>SIDP Link: 2</p>	

<p><u>Training and Staff Development</u></p> <p>Provide training opportunities (external CPD, internal CPD / INSET, staff meetings and TA meetings], ECT support, coaching) which develops the knowledge and understanding of:</p> <p>phonics, reading and maths, so that all children are provided with high quality teaching.</p> <p>SEN and inclusion so that SEN is identified early and children have the best access to evidence informed teaching.</p> <p>vocabulary acquisition and oracy so all children have the knowledge of words to be able to access the curriculum.</p> <p>science of learning with a focus on cognitive load, retrieval practice and working memory so that staff are clear on how to deliver high quality teaching and learning. This will ensure that children have the attention to access key learning with minimal barriers and the opportunities to recall, revisit and practice the identified core knowledge and skills.</p>	<p><u><a href="#">Effective Professional Development   EEF</a></u></p> <p>The EEF states it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. They quote Rauch and Coe who explain “it is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.”</p> <p>The EEF has used the best available evidence to make three recommendations for implementing effective CPD based around the mechanisms:</p> <ul style="list-style-type: none"> <li>● Building knowledge</li> <li>● Motivating teachers</li> <li>● Developing teaching technique</li> <li>● Embedding practice</li> </ul> <p><u><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></u></p> <p>Within our school a number of disadvantaged pupils have SEND. The EEF has offered five evidence-based recommendations to support pupils with SEND.</p> <ol style="list-style-type: none"> <li>1. Create a positive and supportive environment for all pupils without exception.</li> <li>2. Build an ongoing, holistic understanding of your pupils and their needs.</li> <li>3. Ensure all pupils have access to high quality teaching.</li> <li>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.</li> <li>5. Work effectively with teaching assistants.</li> </ol>	<p>1, 2, 3, 4, 6</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>fine motor skills and handwriting progression so that children receive higher quality provision so that children can write joined up, legibly, fluently and with speed.</p>	<p>“Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p> <p>SIDP Link: Key Priority 1, 2, 3 &amp; 4</p>	
<p><u>Continuous Provision</u> Embed purposeful, challenging and enabling continuous provision within Year 1 to address the needs of all children who have gaps in their learning.</p> <p>Year 1 Teachers and Lower Phase Lead completing training with Early Excellence and VNET to improve their understanding and planning of continuous provision.</p>	<p><a href="#">Taking Continuous Provision beyond the EYFS - Maximising Learning in KS1   Early Excellence</a></p> <p>Early Excellence has used research on child development to highlight the benefits of continuing continuous provision into Key Stage 1, ‘not just an add-on, not just another thing to fit alongside the curriculum’ but as the curriculum.</p> <p><a href="#">Play-based Learning   EEF</a></p> <p>Potential Impact: <b>+5 months</b></p> <p>EEF have found the evidence base for play-based learning indicates a positive relationship between play and early learning outcomes, including vocabulary, reasoning and early numeracy.</p> <p><a href="#">Collaborative Learning Approaches   EEF</a></p> <p>Potential Impact: <b>+5 months</b></p> <p>EEF has found that collaborative learning approaches have a positive impact, but pupils need support and practice to work together. They highlight the importance to ensure that all pupils talk and articulate their thinking to ensure they benefit fully.</p> <p>SIDP Link: Key Priorities 1, 3, 4 &amp; 5</p>	<p>1, 2, 3, 4, 6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention</u> High quality evidence based intervention delivered by class teachers and TAs (PiXL, RWI Tutoring, Mastering Number Programme).</p> <p>Rising Standards Lead with Phase Leaders to oversee the timetabling of staff and rooms, and necessary CPD.</p>	<p><a href="#">Teaching Assistant Intervention   EEF</a> Potential Impact: <b>+4 months</b> There is evidence that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Target deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="#">Feedback   EEF</a> Potential Impact: <b>+6 months</b> The EEF rates high quality feedback as one of the most effective interventions: “Feedback studies tend to show very high effects on learning. +6 months” PiXL provides a forensic approach to formative and summative assessment to ensure that support is targeted specifically. Enabling small group PiXL interventions led by the class teacher or TA provides frequent opportunities for high quality feedback.</p> <p><a href="#">Small Group Tuition   EEF</a> Potential Impact: <b>+4 months</b> There is moderate evidence to show targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The PiXL approach enables teachers to be forensic in their small group tuition. SIDP Link: Key Priority 3, 4.</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Learning Beyond the Classroom:</u> Funding to be used to ensure equal opportunities for children, helping them to access the broad and balanced curriculum (trips, residential, clubs)</p>	<p>Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.</p>	<p>5, 7</p>
<p><u>Levelling the Playing Field Fund:</u> Funding to be used to support families by providing children with packages of resources that enable them to follow a curriculum passion, or to support the cost of uniforms.</p>	<p>Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.</p>	<p>7, 8</p>

<p><u>Social, Emotional and Mental Health: Pastoral Team</u></p> <p>Pupil Premium Funding will enable a Pastoral team to be employed, who can devote time to develop and support children’s emotional, social and behavioural needs and to support the pupils through difficult times, e.g. transition or family difficulties. (Extend Pastoral team in 2024)</p>	<p><a href="#">Social and Emotional Learning   EEF</a></p> <p>Potential Impact: <b>+4 months</b></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils.</p> <p><a href="#">Self-regulation Strategies   EEF</a></p> <p>Potential Impact: <b>+5 months</b></p> <p>There are some indications that my embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p><a href="#">Metacognition and Self-Regulation   EEF</a></p> <p>Potential Impact: <b>+7 months</b></p> <p>There is extensive evidence However, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognition and self-regulatory strategies without being explicitly taught these strategies.</p>	<p>6 with impact for 1, 2, 3, 4 &amp; 5 as pupils will be ready to learn</p>
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**Total budgeted cost: £90,900**

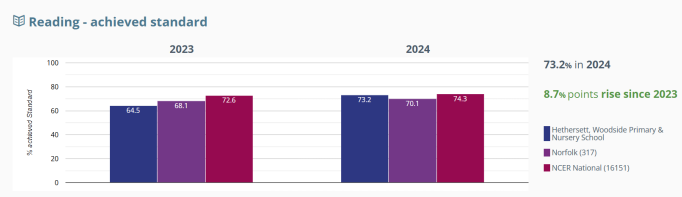
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Target	Date	Outcome	Next Steps
<u>Speech and Language/ Vocabulary Acquisition:</u> Improved oral language skills and vocabulary among disadvantaged pupils.	NELI assessments and observations indicate significantly improved oral language among disadvantaged pupils within EYFS.	July 2024	Due to changes in need of the children and staffing restraints, NELI was not undertaken in EYFS.	Further develop the work done by Subject Leads around vocabulary progression, and transfer this to the teaching and learning taking place.  Continued development of knowledge organisers across all subjects.
	The impact of our vocabulary teaching is visible across the curriculum during learning walks and lesson drop-ins as children become able to talk fluently about their subjects, articulating the key concepts on the knowledge organisers using the vocabulary taught. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	July 2024	Vocabulary is playing more of an important role across the curriculum, with those delivering best practice in school highlighting core words at the start of every lesson.  Subject Leads are continuing to develop vocabulary progression lists - core and specific.	

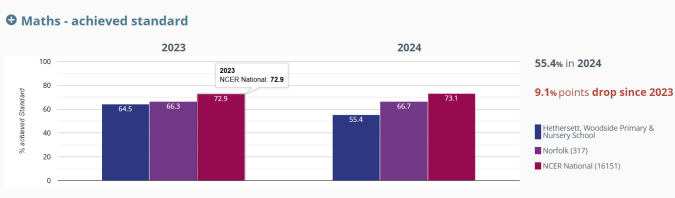
<p><u>Phonics and Reading:</u></p> <p>Improved phonics attainment for our disadvantaged children as a result of making rapid progress.</p> <p>Improved reading attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>For the teaching of Read Write Inc. to show consistency and fidelity to the programme throughout the school.</p>	<p>July 2024</p>	<p><i>Internal data showed that all children made progress, moving up the RWInc Book Levels during 2023-2024. The level of progress varied.</i></p>	<p>Our Reading Lead is responsible for phonics and has designated time each week to monitor, check consistency of teaching and coach staff. As part of their role, they will specifically track PP children's progress and focus time and resources on closing the gap.</p> <p>Teaching Assistants in each year group will be trained to carry out Fast Track 1-to-1 interventions.</p> <p>Phase Leads to work with SLT and Class Teacher to identify key children in each class to target interventions</p>
	<p>Internal data shows a closing of the gap between PP and non-PP pupils as disadvantaged children make expected or better progress in Phonics.</p>	<p>July 2024</p>	<p><u>Year 1 Phonics Screening Check - Comparison Data (School, Norfolk, National)</u></p> <p>Our Year 1 results in Phonics at the end of 2023-2024 were below national figures, both for all children and our disadvantaged children. The gap between disadvantaged and non-disadvantaged has grown from last academic year.</p>	
	<p>Year 1 Phonics results in 2024 to be in line with national average or above.</p>	<p>July 2024</p>	<p><u>Year 2 Phonics Screening Check - Comparison Data (School, Norfolk, National)</u></p> <p>The Year 2 phonics results at the end of 2023-2024 were above national.</p>	
	<p>For those resitting the Phonics Screening in Year 2, their Phonics results in 2024 to be in line with national average or above</p>	<p>July 2024</p>	<p>During learning walks, SLT, ELT, Reading Lead and external education visitors saw more consistent approaches to teaching, in particular through the use of Destination Reader in KS2.</p>	
	<p>For there to be a consistent approach throughout the school to support the teaching of reading in Key Stage 1 and 2.</p>	<p>July 2024</p>		

	<p>Internal data shows a closing of the gap between PP and non-PP pupils in Reading, with disadvantaged children making rapid progress as a result of high quality teaching.</p>	<p>July 2024</p>	<p>Our internal assessments and data from 2023-2024 indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils (except in Year 3 +3.4%), with gaps of -38% in Year 1, -28% in Year 4 and -36% in Year 5. Year 3 was +5.5%. However, this gap has closed by 44.7% in Year 5 from their previous assessments in 2023. It is worth acknowledging the Year 3 disadvantaged pupils have made significant progress as in Year 2, they did not outperform non-disadvantaged pupils.</p>	<p>delivered by support staff.</p>												
	<p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>• Year 2 SATs Reading results (in house)</li> <li>• Year 6 SATs Reading results.</li> </ul>	<p>July 2024</p>	<p>Our Key Stage 1 data from 2023-2024 shows 53.7% of our non-disadvantaged children met the expected standard in Reading compared to 42.9% of children receiving PP funding met it. This gap has closed for these children by 17.9% when analysing their Year 1 results in 2023.</p> <p><u>KS2 Reading - Comparison Data (School, Norfolk, National)</u></p>  <table border="1"> <caption>Reading - achieved standard</caption> <thead> <tr> <th>Year</th> <th>Hethersett, Woodside Primary &amp; Nursery School</th> <th>Norfolk (317)</th> <th>NCER National (16151)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>64.5</td> <td>68.1</td> <td>72.0</td> </tr> <tr> <td>2024</td> <td>73.2</td> <td>70.1</td> <td>74.3</td> </tr> </tbody> </table> <p>Our Key Stage 2 data data from 2023-2024 shows that whilst 73.2% of our children met the expected standard in Reading, only 30% of children receiving PP funding met it.</p>	Year	Hethersett, Woodside Primary & Nursery School	Norfolk (317)	NCER National (16151)	2023	64.5	68.1	72.0	2024	73.2	70.1	74.3	<p>delivered by support staff.</p>
Year	Hethersett, Woodside Primary & Nursery School	Norfolk (317)	NCER National (16151)													
2023	64.5	68.1	72.0													
2024	73.2	70.1	74.3													

<p><u>Writing:</u></p> <p>Improved writing attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>The writing books for every disadvantaged child shows children make rapid progress as a result of high quality teaching.</p>	<p>July 2024</p>	<p>Writing books are varied but some currently show rapid progress.</p>	<p>Continue to develop writing across the school - this is a key priority on the School Development Plan for 2024-2025.</p> <p>Class teachers to identify PP children who need extra work to achieve the expected standard and greater depth standard.</p> <p>Class teachers to work with the Writing Lead and Phase Leads to put specific interventions/writing conferencing in place to raise the level of attainment.</p>										
	<p>Internal data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, particularly in Years 1, 2, 3, 4 and 6.</p>	<p>July 2024</p>	<p>Internal assessments from 2023-2024 indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with gaps of -21% in Year 1, -13.8%, in Year 4 and -10.5% in Year 5. In contrast, Year 3 disadvantaged pupils outperformed non-disadvantaged by +6.7%. When looking back a year, the gap has closed by 17.5% for Year 5 disadvantaged pupils on their assessments in 2023.</p>											
	<p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>Year 2 SATs Writing results (in house).</li> <li>Year 6 SATs Writing results.</li> </ul>	<p>July 2024</p>	<p>Our end of Key Stage 1 data from 2023-2024 shows that whilst 37.7% of our children met the expected standard in Writing, only 14.3% of children receiving PP funding met it.</p> <p><u>KS2 Writing - Comparison Data (School, Norfolk, National)</u></p> <table border="1"> <caption>KS2 Writing - Comparison Data (School, Norfolk, National)</caption> <thead> <tr> <th>Year</th> <th>Hethersett, Woodside Primary &amp; Nursery School</th> <th>Norfolk (217)</th> <th>NCEP National (16151)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>43.3</td> <td>63.3</td> <td>71.5</td> </tr> <tr> <td>2024</td> <td>35.7</td> <td>62.9</td> <td>71.8</td> </tr> </tbody> </table> <p>Our Key Stage 2 data data from 2023-2024 shows that whilst 35.7% of our children met the expected standard in Writing whilst no one receiving PP money did.</p>		Year	Hethersett, Woodside Primary & Nursery School	Norfolk (217)	NCEP National (16151)	2023	43.3	63.3	71.5	2024	35.7
Year	Hethersett, Woodside Primary & Nursery School	Norfolk (217)	NCEP National (16151)											
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2024	35.7	62.9	71.8											



<p><u>Mathematics:</u></p> <p>Improved mathematics attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>For there to be a consistent approach throughout the school to support the teaching of Mathematics in Key Stage 1 and 2.</p>	<p>July 2024</p>	<p>Learning Walks has shown a more consistent approach to the teaching of Mathematics. Work is still needed to embed this across the school, making sure that there are high expectations in all classrooms, with children thinking like Mathematicians.</p>	<p>Continue to embed the new curriculum</p> <p>SL to work with VNET professional on maths</p>
	<p>The impact of high quality teaching is visible in lessons during learning walks and lesson drop-ins as children become able to talk fluently about Mathematics, articulating their Mathematical understanding and ability to reason using manipulatives, pictorial representations and abstract recording. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>July 2024</p>	<p>Pupil Voice has shown that our children are happier with the way in which they are taught Maths. They are enjoying lessons more, and where practice is best, children are taking a more active role in their learning.</p>	<p>SL to develop calculation policy and 'how to' videos for school website</p> <p>Maths cafes to take place for parents/carers with a specific target on PP families.</p> <p>Class teachers to identify PP children who need extra work to achieve the expected standard and greater depth standard.</p>
	<p>Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics.</p>	<p>July 2024</p>	<p>Internal assessments from 202-2024 indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with gaps of -14.4% in Year 1, -8% in Year 4 and -19.8% in Year 5 (which is less than their gap in 2023). However, the gap has closed in Year 3, with disadvantaged pupils achieving better than non-disadvantaged pupils. The gap between them is +5.3%.</p>	<p>Class teachers to work with the</p>

	<p>External data shows a closing of the gap between Hethersett Woodsides PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> <li>• Year 2 SATs Mathematics results (in house).</li> <li>• Year 6 SATs Mathematics results.</li> </ul>	<p>July 2024</p>	<p>Our end of Key Stage 1 data from 2023-2024 shows that whilst 57.4% of our children met the expected standard in Maths, 57.1% of children receiving PP funding met it. For this cohort we have nearly managed to close the gap (in 2023, this year group had a gap of 4%).</p> <p><u>KS2 Maths - Comparison Data (School, Norfolk, National)</u></p>  <table border="1"> <caption>Maths - achieved standard</caption> <thead> <tr> <th>Year</th> <th>Hethersett, Woodside Primary &amp; Nursery School</th> <th>Norfolk (317)</th> <th>NCEP National (16151)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>64.5%</td> <td>66.3%</td> <td>72.9%</td> </tr> <tr> <td>2024</td> <td>55.4%</td> <td>66.7%</td> <td>73.1%</td> </tr> </tbody> </table> <p>Our Key Stage 2 data from 2023-2024 shows that whilst 55.4% of our children met the expected standard in maths, only 20% of children receiving PP funding met it.</p>	Year	Hethersett, Woodside Primary & Nursery School	Norfolk (317)	NCEP National (16151)	2023	64.5%	66.3%	72.9%	2024	55.4%	66.7%	73.1%	<p>Writing Lead and Phase Leads to put specific interventions/writing conferencing in place to raise the level of attainment.</p>
Year	Hethersett, Woodside Primary & Nursery School	Norfolk (317)	NCEP National (16151)													
2023	64.5%	66.3%	72.9%													
2024	55.4%	66.7%	73.1%													
<p><u>5. Training and Staff Development:</u></p> <p>All children received consistent high-quality teaching and intervention across the curriculum.</p>	<p>Monitoring of assessment data and pupil progress meetings show that more disadvantaged children are at the expected standard or higher in all three subjects at the end of the year compared with the beginning of the year.</p>	<p>July 2024</p>	<p>Internal data has shown that whilst our disadvantaged children have made progress during 2023-2024, they have not made accelerated progress.</p>	<p>Continue to develop our offer of interventions. Change of pupil progress meetings to include support staff, be held during the day and led by the HT.</p>												

	Records of Intervention show that disadvantaged children make good progress in interventions.	July 2022																																						
<p><u>Attendance:</u></p> <p>Disadvantaged children's attendance is in line with the whole school target of 96.5%.</p>	Attendance data for disadvantaged pupils will be in line with non-disadvantage, and meet the whole-school target of 96.5%.	July 2024	<p>Our previous analysis of data indicated that the punctuality and attendance was below the national average, particularly those of disadvantaged pupils. However, whilst our average attendance was above the National in 2022 (92.5%), our school data shows there is still a significant gap between our disadvantaged children compared to our non-disadvantaged children.</p> <p><u>2023-2024 Data:</u> Whole School (95.71%) compared to Disadvantaged/PP Children (93.68%) and non disadvantaged/PP children (96.05%).</p> <table border="1"> <thead> <tr> <th>Total</th> <th>Sessions possible</th> <th>Attended</th> <th>Auth</th> <th>Unauth</th> <th>Auth+Unauth</th> <th>Mins Late</th> <th>Avg late</th> <th>Persistent</th> </tr> </thead> <tbody> <tr> <td>Totals (420 pupils)</td> <td>136,244</td> <td>95.71%</td> <td>3.3%</td> <td>0.99%</td> <td>4.29%</td> <td>611</td> <td>13</td> <td>38 (9%)</td> </tr> <tr> <td>Totals (56 pupils)</td> <td>19,679</td> <td>93.68%</td> <td>4.34%</td> <td>1.97%</td> <td>6.32%</td> <td>131</td> <td>14.6</td> <td>10 (17.9%)</td> </tr> <tr> <td>Totals (364 pupils)</td> <td>116,565</td> <td>96.05%</td> <td>3.13%</td> <td>0.83%</td> <td>3.95%</td> <td>480</td> <td>12.6</td> <td>28 (7.7%)</td> </tr> </tbody> </table> <p>Letters were sent home to parents when attendance had dropped below 90% and meetings arranged with the attendance team.</p>	Total	Sessions possible	Attended	Auth	Unauth	Auth+Unauth	Mins Late	Avg late	Persistent	Totals (420 pupils)	136,244	95.71%	3.3%	0.99%	4.29%	611	13	38 (9%)	Totals (56 pupils)	19,679	93.68%	4.34%	1.97%	6.32%	131	14.6	10 (17.9%)	Totals (364 pupils)	116,565	96.05%	3.13%	0.83%	3.95%	480	12.6	28 (7.7%)	<p>Continue to embed the new Attendance Policy. Mrs. L. Mainwaring (Head) to lead on Attendance with Mrs J. Adcock's support. Fixed Penalty Notices to be used alongside Early Intervention Plans to support persistent absentees.</p>
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Early intervention plans will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.	July 2024																																							
<u>Social, Emotional and Mental Health</u>	Assessments and observations indicate improved behaviour among	July 2024	Behaviour continues to be an area in need of work, putting into place support for children with SEMH difficulties. The Pastoral Team now have a wider range of interventions available to them	Continue to develop the Pastoral team and what they are able																																				

<p>Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.</p> <p>Know children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they can achieve their academic potential.</p> <p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>disadvantaged pupils with social and emotional and/or behavioural needs. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>		<p>- for example: Desty, Drawing and Talking and access to the Pets as Therapy Dog.</p> <p>Children are able to access resources from classroom Sensory boxes, supporting them to stay in class.</p> <p>Sensory Circuit has been used successfully in Reception and KS1 to support children with settling in and getting ready for the day ahead.</p>	<p>to offer in terms of identification.</p> <p>Invest in Boxall profiling to help assess needs. Train pastoral staff to deliver.</p>
	<p>There will be a reduction in the number of behavioural incidents logged on CPOMs compared to the previous academic year.</p>	<p>July 2024</p>	<p>There has been a significant reduction in high level behavioural incidents as the year has progressed.</p>	<p>Review our Behaviour and Relationships Policy and implement changes needed</p>
	<p>These pupils will make progress in their learning.</p>	<p>July 2024</p>	<p>The school has utilised the Schools and Community Team to work with specific children and targeted groups.</p>	<p>Explore the opportunities the Schools and Community can offer.</p>
<p><u>Learning Beyond the Classroom</u>: <i>extra-curricular activities and residential</i></p> <p>Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.</p>	<p>Disadvantaged pupils will be able to attend after school clubs, and participate on school trips and residential.</p>	<p>July 2024</p>	<p>Disadvantaged children were able to join their peers on school trips and for overnight residential in Year 2, 4, 5 and 6.</p>	<p>Continue to offer financial support with clubs, trips and residential.</p> <p>Develop the use of floor books to evidence trips and residential.</p>
	<p>Class floor books, children's writing and Pupil Voice will evidence the impact of trips and experiences on outcomes for children.</p>	<p>July 2024</p>		

<p><u>Cost of Living Crisis: packages</u></p> <p>All children will have the resources they need to be 'ready for learning'.</p> <p>Children receiving Pupil Premium Funding will have access to a range of packages to support with uniform costs or to follow a curriculum interest.</p>	<p>Every child receiving Pupil Premium Funding will receive a £50 package to support with uniform or provide them with resources to follow a curriculum interest.</p>	<p>July 2024</p>	<p>Disadvantaged children and families were happy to receive their packages and expressed the benefit it would be to the children and family.</p>	<p>Continue to offer the packages scheme for PP children.</p> <p>Explore thoughts of PP families on gaps not covered and what could be offered.</p>
	<p>CPOMs log evidence of additional support for families.</p>	<p>July 2024</p>		

## 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
Tackling Tables	Tackling Tables
White Rose Maths	White Rose Maths

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services Children's Group.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children were able to identify specific adults in school who they could turn to for support.</p> <p>Children felt like someone else understood the situation they find themselves in. They could identify that they were not alone.</p> <p>Families understood that there were other Services families within our School Community.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*