

# Pupil Premium Strategy Statement

## Woodloes Primary 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Mrs S Byrne
Pupil premium lead	Mrs S Byrne
Governor / Trustee lead	Mrs E Appleyard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,638.09
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>	£155,638.09

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium was introduced to help reduce the inequalities between children eligible for free school meals and their peers. Funding is allocated to schools to support pupils who have been eligible for free school meals at any point in the last six years.

Our decisions on how best to use the Pupil Premium are guided by high-quality research, including the EEF Pupil Premium Guide. This evidence base informs our priorities and ensures that our funding is used in the most effective and impactful way.

Our aim is that every pupil—regardless of background or individual challenges—makes strong progress and achieves highly across all subjects. Our strategy therefore focuses on supporting disadvantaged pupils to reach this goal, while also ensuring that those who are already high attainers continue to thrive.

We also recognise the challenges faced by vulnerable groups, including children with a social worker and young carers. The actions set out in this statement are designed to meet their needs, whether or not they are formally classed as disadvantaged.

High-quality teaching is central to our approach. By focusing on the areas where disadvantaged pupils need the most support, we can have the greatest impact on closing attainment gaps. At the same time, this benefits all pupils in our school. Our intention is that outcomes for non-disadvantaged pupils are sustained and improved alongside the progress of their disadvantaged peers.

Our approach is rooted in robust diagnostic assessment, responding to pupils' actual needs rather than assumptions about disadvantage. To ensure effectiveness, we will:

- Provide challenge for disadvantaged pupils in all aspects of their work.
- Intervene at the earliest possible stage when needs are identified.
- Embed a whole-school culture where every member of staff takes responsibility for disadvantaged pupils' outcomes and raises expectations of what they can achieve.

We believe that:

- All children should benefit from the teaching and learning opportunities funded through the Pupil Premium.
- Provision must be made for all pupils belonging to vulnerable groups, including those facing social and economic disadvantage.
- Funding should be allocated following a clear needs analysis, with priority given to pupils at risk of not making rapid enough progress.
- Pupils in receipt of free school meals are not automatically socially disadvantaged, nor are they necessarily making inadequate progress.

- Pupil Premium should be used creatively and flexibly to meet the wide range of interests and needs of our pupils.
- Spending decisions must follow best value principles and be guided by research into what has the greatest impact.
- While some actions will bring immediate benefits, a longer-term perspective is essential to prevent gaps in achievement from widening. Some objectives will take more than one academic year to realise.

This report sets out how Pupil Premium Funding will be deployed through a three-tiered approach:

- High-quality teaching
- Targeted academic support
- Wider strategies

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social, Emotional, Mental Health (SEMH) and Behavioural Needs</b> Many vulnerable learners face challenges with emotional regulation, resilience, and confidence. These unmet social and emotional needs can affect behaviour, leading to difficulties with engagement in lessons and positive relationships with peers and staff. As a result, learning can be disrupted both for the individual pupil and for others, limiting progress and attainment.
2	<b>Writing</b> Assessments, observations, and pupil discussions indicate that disadvantaged pupils often experience greater challenges with writing compared to their peers, which hinders their overall development as writers.
3	<b>Maths</b> Internal and external assessments show that disadvantaged pupils attain significantly lower outcomes in Maths compared to their non-disadvantaged peers.
4	<b>Social Deprivation and Home Learning Environment</b> Pupils affected by social deprivation often face barriers such as limited early learning experiences, fewer language-rich opportunities, and a lack of resources at home. Low parental engagement and irregular routines can further slow progress, reduce independence, and affect long-term attainment.
5	<b>External Vulnerabilities and Well-Being</b> External factors such as family instability, mental health challenges, and financial hardship can affect attendance, behaviour, and engagement, reducing resilience, confidence, and overall academic 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
Disadvantaged pupils develop stronger phonics knowledge, oral language skills, and vocabulary, enabling them to become more confident and fluent readers.	<ul style="list-style-type: none"> <li>85%+ of disadvantaged pupils pass the Phonics Screening Check.</li> <li>Standardised reading assessments show accelerated progress in vocabulary and comprehension.</li> <li>75% of disadvantaged pupils achieve age-related expectations in reading by the end of the year.</li> <li>Pupils' reading and fluency skills will improve due to increased phonological knowledge.</li> <li>Pupil voice and teacher observations evidence increased confidence and engagement in reading.</li> </ul>
Disadvantaged pupils develop stronger emotional regulation, resilience, and confidence, leading to improved engagement and relationships.	<ul style="list-style-type: none"> <li>Behaviour incidents reduced by 20% year-on-year.</li> <li>Fixed-term exclusions for disadvantaged pupils reduced by 50% per year.</li> <li>80% of pupil's report improved confidence and relationships in surveys (myHappymind).</li> <li>Progress and attainment improve in line with national benchmarks.</li> <li>75%+ of pupil's report feeling more resilient and supported in surveys.</li> </ul>
Disadvantaged pupils make accelerated progress in writing, narrowing the gap with peers.	<ul style="list-style-type: none"> <li>50% of disadvantaged pupils achieve ARE in writing.</li> <li>5% increase in pupils achieving Greater Depth compared to baseline.</li> <li>Work scrutiny evidences improved quality in 75% of disadvantaged pupils' writing.</li> <li>70% of pupils report greater confidence and enjoyment in writing.</li> </ul>
Disadvantaged pupils improve fluency, reasoning, and problem-solving, closing the attainment gap.	<ul style="list-style-type: none"> <li>50% of disadvantaged pupils achieve ARE achieve ARE in Maths.</li> <li>Attainment gap with peers reduced by at least 20%.</li> <li>60% of pupils show progress in reasoning/problem-solving in books.</li> <li>70% of pupils report improved confidence in Maths.</li> </ul>
Disadvantaged pupils achieve and sustain improved attendance, reducing gaps with their peers and ensuring consistent access to learning.	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils improves to 90%+.</li> <li>Persistent absence among disadvantaged pupils reduces to below 8%.</li> <li>Attendance gaps between disadvantaged and non-disadvantaged pupils narrow year on year.</li> <li>Monitoring shows improved punctuality and fewer lost learning minutes.</li> </ul>

Pupils from socially deprived backgrounds gain improved access to resources and develop greater independence in learning.	<ul style="list-style-type: none"> <li>• Parental engagement in workshops/events increases by 30%.</li> <li>• 100% of disadvantaged pupils provided with access to reading and digital resources.</li> <li>• 80% of pupils demonstrate improved independence in class.</li> <li>• Attainment gaps linked to home learning reduced by at least 10%.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Professional Development in Emotional Literacy:</b> Training for teachers in emotional literacy, restorative practices, and trauma-informed strategies to build supportive classrooms that promote well-being and learning.	Research supports that well-trained teachers can significantly improve the classroom environment by understanding and addressing the emotional needs of students, leading to better engagement and reduced disruptions (Education Endowment Foundation).  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1 4 5
<b>Curriculum Development and Resources:</b> Enhance the English curriculum by integrating a systematic approach to writing instruction that includes explicit teaching of vocabulary, sentence structure, and writing strategies.	Investing in evidence-based literacy resources can help improve the quality of instruction and pupil outcomes in writing.  <a href="#">Improving Literacy in Key Stage 1   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a>  <a href="#">Writing practice review   EEF</a>  <a href="#">Writing Roots - trial   EEF</a>	2
<b>Professional Development in Mastery-based Teaching Approaches:</b> Train teachers in Mastery-based strategies for Maths,	Studies, including those from the Education Endowment Foundation, show that mastery	3

<p>which ensure that all pupils gain a deep understanding of mathematical concepts before moving on.</p> <p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>learning can significantly lift achievement levels in Maths.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Early years and Key Stage 1 mathematics teaching   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">New EEF podcast: Why do manipulatives matter in maths?   EEF</a></p> <p><a href="#">Struggling year 2 pupils benefit from teaching assistant led...   EEF</a></p>	
<p><b>Professional Development in Early Language Acquisition</b></p> <p>Invest in training staff through validated programmes that enhance skills in promoting early language skills.</p>	<p>Research indicates that early language development is critical for later learning and by focusing on this area, teachers can significantly influence pupil outcomes.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Nuffield Early Language Intervention (NELI) - Reception   EEF</a></p>	<p>2</p> <p>4</p> <p>5</p>
<p><b>Curriculum Development Focused on Experiential Learning</b></p> <p>Develop and enrich the curriculum to include more experiential learning opportunities that engage pupils from deprived backgrounds, compensating for fewer experiences outside school.</p>	<p>This aligns with findings that a broad, balanced curriculum supports deeper engagement and learning retention.</p> <p><a href="#">Broaden and balance the primary curriculum to foster children's creativity and love of learning   UCL Institute of Education</a></p> <p><a href="#">To what extent has curriculum quality changed in schools since the introduction of the education inspection framework? - GOV.UK</a></p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Teaching is continually adapted through effective AFL from teachers and LSAs, ensuring lessons meet pupils' needs, with technology used to personalise learning and close gaps for pupils needing extra support.</p>	<p><a href="#">Early career framework - GOV.UK</a></p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p><a href="#">Metacognition and Self-regulated Learning   EEF</a></p>	<p>1</p> <p>2</p> <p>3</p>

<b>Embedding Social-Emotional Learning in Curriculum</b> Incorporate social-emotional learning programs into daily teaching practices to enhance pupils' resilience, empathy, and interpersonal skills, crucial for pupils facing external vulnerabilities.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  <a href="#">myHappyMind - Empowering Children's Mental Health &amp; Wellbeing</a>	1  4  5
<b>Monitoring and Supportive Feedback Mechanisms</b> Implementation of robust systems for monitoring pupil progress and providing timely, constructive feedback, boosting pupil motivation and engagement, essentials that are often affected by external stressors.	<a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>	1  2  3

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

Budgeted cost: £ 65,138.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Structured Social Skills Interventions:</b> Implement small group or one-to-one interventions focusing on social skills development, self-regulation, and emotional coping strategies.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1
<b>One-to-One Tuition:</b> Use targeted intervention to address individual learning gaps in writing. These sessions should focus on key writing skills such as syntax, grammar, and text structure, which are critical for developing proficient writers among disadvantaged pupils.	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">The writing framework</a>  <a href="#">Improving Literacy in Key Stage 1   EEF</a>	2



	<a href="#">Writing Roots - trial   EEF</a>  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Teaching phonics: information for schools - GOV.UK</a>  <a href="#">Teaching Assistant Interventions   EEF</a>	
<b>Maths Intervention Groups:</b> Tailored support for small groups focusing on key mathematical concepts where disadvantaged pupils typically struggle, such as fractions or problem-solving skills. These should be led by specialists who can adapt approaches based on pupil needs.	<a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Early years and Key Stage 1 mathematics teaching   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3
Specific interventions designed to boost foundational skills in reading and phonics vital for children who lack early educational support due to their home environments.  Provide dedicated time for pupils to practise and apply phonics skills, strengthening fluency and closing early literacy gaps.	<a href="#">Improving Literacy in Key Stage 1   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a>  <a href="#">The reading framework - GOV.UK</a>  <a href="#">The Reading House   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Teaching phonics: information for schools - GOV.UK</a>	2  3



Strategic use of teaching assistants to provide in-class support or to run structured interventions can be effective, particularly in improving outcomes for disadvantaged pupils, as evidence suggests they benefit from additional adult input and interaction within the educational setting.	<a href="#">Teaching Assistant Interventions   EEF</a>	1
	<a href="#">Deployment of Teaching Assistants   EEF</a>	2
	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	3
	<a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	6

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extra in-class support for children with behaviour and/or emotional needs.	<a href="#">Improving Behaviour in Schools   EEF</a>  <a href="#">Making Best Use of Teaching Assistants Campaign   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Deployment of Teaching Assistants   EEF</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1  5
<b>Maths Competitions:</b> Create extracurricular opportunities such as Maths inter-school competitions to stimulate interest and enjoyment in Maths. These activities provide a non-threatening environment for pupils to practice and enhance their mathematical thinking and skills.	<a href="#">Physical activity   EEF</a>  <a href="#">The EEF Guide to the Pupil Premium   EEF</a>	3
<b>Extra-curricular Activities:</b> Investment in sports, arts, and cultural activities that help in developing soft skills, confidence, and resilience, promoting a holistic educational	<a href="#">Physical activity   EEF</a>  <a href="#">The EEF Guide to the Pupil Premium   EEF</a>	1  4  5

experience that supports mental and emotional well-being.		
<b>Parental Engagement Programmes</b> Setting up workshops and training sessions for parents to improve their understanding of how to support their children's education at home, fostering a more collaborative approach to education between school and home.	<a href="#">Working with Parents to Support Children's Learning   EEF</a>  <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Early years and Key Stage 1 mathematics teaching   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	4  5
<b>Attendance Support Strategies</b> Implement measures from the 'Working Together to Improve School Attendance' guidance, focusing on stabilising the school attendance of vulnerable pupils.  To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence so it is broadly in-line with National).	<a href="#">Attendance interventions rapid evidence assessment   EEF</a>  <a href="#">Working together to improve school attendance - GOV.UK</a>  <a href="#">Attendance is everyone's business   Children's Commissioner for England</a>	1  4  5
Providing a stable start to the day with nutritional support that can alleviate some of the pressures from external vulnerabilities.	<a href="#">The EEF Guide to the Pupil Premium   EEF</a>	4  5
Enhancing family support services aimed at addressing the wider issues of instability and economic difficulties, offering a holistic approach to student support.	<a href="#">Parental engagement   EEF</a>  <a href="#">Working with Parents to Support Children's Learning   EEF</a>	4  5
Raising Attainment with Wellbeing helps teaching professionals create an inclusive learning environment that supports emotional wellbeing, building social and emotional resilience and	<a href="#">Raising Attainment with Wellbeing</a>	1  4  5

meeting the needs of neurodiverse learners.		
Specialist Support for Mental Health Integration of specialist support services to address mental health issues that hinder pupil engagement and performance, ensuring support is tailored and accessible.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1 4 5
Behavioural Interventions Targeted support programs that address specific behavioural challenges, which can often stem from external pressures and vulnerabilities, improving school engagement and academic success.	<a href="#">Improving Behaviour in Schools   EEF</a>	1

**Total budgeted cost: £ 155,638.09**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS & OTHER STATUTORY OUTCOMES				
	GLD	Phonics	MTC	
	% meeting GLD	% passing check	Mean	% achieving 25/25
All pupils	68	80	21	29
Boys	63	75	22	40
Girls	74	89	19	17
Pupil Premium	57	75	16	8
Not Pupil Premium	71	80	23	8
EAL	67	91	24	43
Not EAL	70	76	23	31
No SEN	0	86	22	34
SEN Support	0	62	16	77
EHC Plan	N/A	50	15	0

	Reading		EGPS		Writing		Maths		Combined	
	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above
All Pupils	68	25	63	30	61	9	56	14	49	5
Boys	59	30	52	33	52	11	63	30	48	7
Girls	77	20	73	27	70	7	50	0	50	0
Pupil Premium	53	16	37	16	42	5	32	11	26	0
Not Pupil Premium	76	26	76	37	71	11	68	16	61	5
EAL	69	25	69	53	69	13	69	19	63	6
Not EAL	68	24	61	21	59	7	51	12	44	5
No SEN	79	31	79	38	79	10	72	15	67	5
SEN Support	57	14	36	14	29	7	29	14	14	7
EHC Plan	0	0	0	0	0	0	0	0	0	0

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance
Phonics	Supersonic Phonics
Foundation Subject delivery and assessments	Cornerstones Maestro
Spanish	Language Angels
P.E.	P.E Complete
Writing	Literacy Tree
Maths	White Rose
Maths	Origin Maths Hub
Maths	NCETM Mastering Number

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

This Pupil Premium strategy is designed for the academic year following a change in Headteacher and Pupil Premium Lead. In September 2024, Ofsted highlighted that the previous statement was not robust enough, necessitating further data comparisons to ensure effectiveness and accountability. This year's strategy focuses on targeted interventions, enhanced tracking of pupil progress, and the engagement of families to support learners from disadvantaged backgrounds. We are committed to creating an inclusive environment that fosters achievement and personal growth, ensuring that all pupils, regardless of their socioeconomic status, can thrive academically and socially.