

Pupil premium strategy statement – Woodlands 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	The governing board
Pupil premium lead	Mark Bennett
Governor lead	Oliver Wright / Janet Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£383,100

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Primary School our vision is to be an outstanding school that provides the highest possible quality of education and personal development for our children. We want all children to leave us well-prepared for the next stage of their learning journey, and developed as responsible, resilient, well-rounded citizens.

This underpins our Pupil Premium strategy and intent. The areas broken down below support our children in receipt of Pupil Premium to achieve what is set out in the paragraph above.

The money is used with the intention of reducing the gap between Pupil Premium children and those who are not. Our intention is to advantage the disadvantaged.

The details below share the challenges, aims and how the money will be spent over the next 3 years.

It is our belief that any child can succeed, and we are relentlessly focused on enabling children to achieve academically, as well as celebrating personal success.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils continues to be an area of focus.
2	An increasing number of children in school who are disadvantaged also have additional needs, including social and emotional gaps.
3	The interruption of education because of the COVID pandemic had a significant impact on the attainment of disadvantaged pupils. This continues to exist. This is a national picture .
4	Sometimes, disadvantaged children have limited wider experiences as a result we have to work harder to ensure the knowledge of the world is built into everything we do.
5	Children's mental health has been challenged significantly since the pandemic. This can cause some children to be dysregulated, become emotional and struggle to meet demands in school

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
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Pupil Premium children to achieve at least national expectations for phonics and multiplication checks and Key Stage 2 statutory assessments	<ul style="list-style-type: none"> - Pass phonics check - Fluent readers - Attainment gap closed - The number of children achieving the national standard increases year on year.
Pupil Premium children to achieve in line with non pupil premium children based on internal data	<ul style="list-style-type: none"> - Attainment gap closed or narrowed in all years groups for reading, writing and maths - Based on standardised scores, pupils to be achieving in line with national age related expectations.
Responsible and well rounded children	<ul style="list-style-type: none"> - Emotional and social needs met through the curriculum - Additional support provided for those that need bespoke support - Behaviour logs show a decrease in behaviour incidents - Attendance is in line with non Pupil premium - Reduction in suspensions and Permanent exclusions
Children who make a positive contribution to society	<ul style="list-style-type: none"> - Strong pupil voice around Personal Development - High participation in clubs - A wide range of cultural experiences for our children

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

Budgeted cost: £ 151,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA2 capacity with a clear focus on enhancing Quality First Teaching through supporting staggered teaching inputs in class	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2.3

<p>Embedding of Read Write Inc to secure stronger phonics teaching for all pupils.</p> <p>We will fund further support from our RWI consultant to coach our reader leader and all staff delivering the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Identify the foundational and core knowledge within the Maths Curriculum, to ensure pupils learn the most important information first, and the weakest learners overlearn such knowledge.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2,3
<p>Mathematical fluency</p> <p>Develop fluency teaching so the number facts in which pupils should be ‘automatic’ within each year group through the mastering number programme</p> <p>Identify the foundational and core knowledge within the Maths Curriculum, to ensure pupils learn the most important information first, and the weakest learners overlearn such knowledge.</p>	<p>Education Endowment EEF mathematics guidance</p>	2,3
<p>Peer tutoring and reciprocal reading training</p>	<p>Education Endowment Foundation: Peer tutoring approaches have a strong evidence base that indicates a positive impact, particularly for disadvantaged pupils</p>	2,3
<p>Forest School - 1 x week fully qualified teacher and and 1 x TA3</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2,3,4,5
<p>Power Maths - The Mastery Approach</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2,3

Music lessons Provide opportunity for all Year 3 and 5 pupils to learn an instrument	Arts participation	4
Jigsaw programme A whole school focus on developing each child's emotional literacy, social skills, well being and uniqueness	https://jigsawpshe.com/hubfs/Bookshelf/How-Does-Jigsaw-PSHE-3-11-Support-Schools-in-Evidencing-Intent-Implementation-and-Impact.pdf	4, 5
Early Writing Develop early writing an language using talk through stories and a systematic approach to writing teaching.	https://www.talkthroughstories.com/Improving-literacy-at-Key-Stage-One	2,3

Targeted academic support

Budgeted cost: £ 60,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group SEN support and provisions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2,3
1:3 tutoring	Making a difference with Tutoring	1,3
Number sense maths fluency	Number sense	3
RWI 1:1 and group interventions including fresh start	Intervention and catch up programmes	3

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

Budgeted cost: £ 170,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team Increase size of attendance team	https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf	1,4

Behaviour lead Continue to fund the behaviour lead to lead the culture of positive and relational behaviour in school	Creating a culture – how leaders can optimise behaviour	1,2,5
Increase the range of clubs available to children in school	The unequal playing field	4
Magic breakfast Ensure every child has breakfast every day	The magic breakfast impact	1,2,5
Nurture Fund a full time nurture worker to provide nurture groups and outreach in classrooms plus an SEMH specialist .	Nurture and the EEF report	1,5

Total budgeted cost: £ 383, 100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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
Read Write Inc	Ruth Miskin
Talk Through stories	Ruth Miskin
Jigsaw	Jigsaw Education
TT Rockstars	Maths circle
Number Sense	Number sense
Power Maths	Pearson Schools and Colleges