

Pupil premium strategy statement

Woodlands Community 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	232 Nov 2025
Proportion (%) of pupil premium eligible pupils	24.14% (56) Nov 2025
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026/2027/2028
Statement authorised by	J Baker
Pupil premium lead	C Read
Trustee lead	A Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,351.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 73,351.25

Part A: Pupil premium strategy plan

Statement of intent

At The Woodlands, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- *Remove barriers to learning created by poverty, family circumstance and background.*
- *Close the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- *Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.*
- *Develop confidence in their ability to learn independently and communicate effectively in a wide range of contexts.*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities and experiences to develop their knowledge and understanding of the world.*
- *Ensure the ALL pupils have a high attendance level, enabling them to benefit from the full and balanced curriculum.*
- *Effectively implement the RADY pathway, adhering to the RADY Pledge.*

Our context:

IDACI Decile 2 indicates the School is located in the lowest 50% of deprivation however, postcodes of our intake children show that the majority live in the highest 10% level of deprivation.

Academic year 22-23 saw 19.9% of pupils eligible for Pupil Premium Funding in comparison to 20.8% national. Pupil Premium funding is now based on 56 children for 25-26 (24.13%).

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.*
- *Prioritise the emotional health and well-being of all pupils and deliver appropriate nurture support to enable pupils to access learning within and beyond the classroom.*
- *Provide targeted intervention and support to quickly address identified gaps in learning.*
- *Continue to adopt a whole school approach, supported by RADY, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- *Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.*

- *Proactively provide opportunities for all pupils to participate in enrichment activities including sport and music so that proportional representation on PP children is evident in extra-curricular activities.*

RADY Pledge

At Woodlands we are committed to improve the educational outcomes for disadvantaged students, based on the principles of the **Raising the Attainment of Disadvantaged Youngsters (RADY)** program. Key components of our pledge include: providing an "uplift" of support for these students, making RADY a central "golden thread" in the school's development plans, and ensuring proportional representation in school life. This pledge will help us to create a more equitable environment and close the attainment gap between disadvantaged and non-disadvantaged students.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through regular assessment specific intervention and support for individual pupils which will be reviewed at half-termly focusing on PP engagement, progress and attainment. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate lower levels of academic attainment and progress of some identified disadvantaged children in phonics, reading, writing and maths, particularly identified disadvantaged boys.
2	Assessments, observations and discussions with pupils have found that low levels of Speech and Language development exist for a large proportion of disadvantaged children on entry and in key stage 1, which can impact on children's understanding of vocabulary.
3	Low cultural capital - lack of a breadth of experiences that enable disadvantaged children to contextualise their learning. Discussion with pupils and internal analysis of our curriculum has identified that there is room for development with regard to the cultural experiences / opportunities experienced by some disadvantaged children that may result in lower levels of expected achievement and self –resilience.

4	Resources for disadvantaged pupils to access (e.g. technology, books etc) Pupil voice and questionnaires show that some of our disadvantaged pupils do not have access to books to read at home, they also do not attend the library to access books. Some of our disadvantaged pupils do not have computers to access learning at home.
5	Attendance data for our Pupil Premium children shows that certain children are persistently absent or late; this is having an impact on their learning.
6	Additional needs – A number of our disadvantaged children (23%) also have SEND needs. These children show difficulties with basic concepts and require additional support/provision/services in order to maintain progress and achieve.
7	Parental engagement and parenting skills experienced by disadvantaged pupils create additional barriers to learning and engagement that may not be faced by non-disadvantaged pupils.

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
Challenge 1: The attainment and progress of children in phonics, reading, writing and maths. PP Challenge 1: Attainment in Core Subjects SIP:	<ul style="list-style-type: none"> Formal monitoring and assessment will identify gaps in learning for all PP children through strategic assessment points in the year and acted upon through pupil progress meetings enabling the identification of any PP children requiring further support or intervention to aid their academic progress. The gap will be closed between PP children's attainment in phonics, reading, writing and maths when compared to non-PP children over time. The progress outcomes of PP children term on term will match the previous term's at least or be better and ultimately be in line with national.
Challenge 2: Levels of language acquisition / speech and language communication needs PP Challenge 2: SLCN Acquisition and Development	<ul style="list-style-type: none"> Levels of language acquisition will be improved through formal diagnostic assessment; additional SCLN checklists and formal SALT Speech and Language assessments for identified pupils. Formal monitoring and assessment will identify gaps in learning for all PP children through regular planned assessment points enabling the identification of PP children requiring further support or intervention to aid their speech and language acquisition. The gap will be closed between PP child's starting points and expected levels of acquisition for Early Years Oracy skills will be developed across the whole school in order to support and develop all children's speaking, listening and communication skills.
Challenge 3: Additional cultural & life experiences PP Challenge 3: Cultural and Life Experiences	<ul style="list-style-type: none"> All PP children will attend educational visits, visitors and experiences that enhance the curriculum. PP children will be proactively encouraged to access the range of extra-curricular clubs on offer. Proportional representation of PP children at all clubs and extra-curricular clubs. At least 25% of children attending clubs etc will be PP children which is line with the school %.
Challenge 4: Resources provided for PP where needed	<ul style="list-style-type: none"> Pupils will have access to resources that will support learning and development at home and life in school in order to support greater engagement.

<p>to access learning and development at home.</p> <p>PP Challenge 4: Appropriate resources in place</p>	<ul style="list-style-type: none"> • All PP children will have access to online resources such as Google Classrooms, Lexia and Nessy at home. • Where online access is not available at home, children will have accessibility within the school timetable.
<p>Challenge 5: Improve attendance of identified vulnerable children.</p> <p>PP Challenge 5 Attendance</p>	<p>Sustained / Improved levels of attendance demonstrated by:</p> <ul style="list-style-type: none"> • rigorous tracking and monitoring of attendance and reasons for absences. • Continuing to identify, obtain and record reasons given for all absences and act upon those which are not appropriate reasons for absence. • Ensuring where possible that all children achieve more than 96% attendance using the DFE hub and Trust advice and guidance. • Continuous praise and reward of success through the school's celebration systems. • Continued signposting of parents and children to support services to support any underlying causes / reasons for absence that cannot be addressed within school. • Clear systems and procedures in school – termly letters to parents • Emotional health and well-being of pupils will be assessed regularly and highly skilled staff will identify emotional and mental health needs and provide a wide range of support to aid attendance.
<p>Challenge 6: Ensure needs of disadvantaged children with additional barriers to their learning are addressed.</p> <p>PP Challenge 6 PP with SEND needs.</p>	<ul style="list-style-type: none"> • Effective use of the APDR process overseen by SENDco. • Timely assessments conducted by trained staff so that specific needs are identified. • Evidence-based interventions provided to address gaps and ensure expected progress from starting points. • Whole-school provision mapping will ensure that teaching and learning meets individual needs. • Mental health check-ins will identify priority children to receive targeted specific support. • Staff training, classroom practise and whole school initiatives will demonstrate improvement in children's mental health
<p>Challenge 7: Parental Engagement</p> <p>PP Challenge 7: Parental Engagement</p>	<ul style="list-style-type: none"> • There will be higher levels of PP parental engagement through a range of meetings, workshops, events, support opportunities and community-based experiences that involve parents in their child's learning journey. • There will be technology access for parents/carers within school should parents/carers be unable to access online information relating to school information. • Improved communication systems with parents through an up-to-date website, 2-weekly newsletter and easily accessible communication.

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: £ 11679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching ensures all children are challenged and reach their potential. White Rose Maths curriculum purchased. Quality resources (including manipulatives in maths) are used to support quality first teaching / small group interventions.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	1,4,6
All children to be taught in pure year group maths by qualified teacher or HLTA.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	1,3,6
Teaching staff CPD for AFL including HT/DHT release for 1:1 development meetings.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	1,7,3
Precision teaching and direct instruction for identified pupils 1:1 with class teacher or TA	6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches	1,2,3,6
Development of Whole school Writing <ul style="list-style-type: none"> • High quality teaching of a structured, progressively planned writing approach using purchased Grammarsaurus. • Implementation of strategies for the explicit teaching of spelling – whole school spelling scheme and agreed methodology for teaching and rehearsing – purchase Grammarsaurus Spelling • Further development of Writing moderation, writing progression across the curriculum and use of live marking to develop teacher awareness and pupil awareness of outcomes through assessed writing. 	EEF Improving literacy in KS1 EEF Improving Literacy in KS2	1,2,6
PSHE / RSE – purchase of SCARF programme.	EEF Toolkit Social and Emotional Learning + 2 months EEF Social and Emotional Learning in Primary Schools	3, 7
Restorative Practice – Staff CPD embedding of Behaviour and Restorative Relationship Policy and restorative questions to develop positive restoration and pupil involvement.	EEF Toolkit Behaviour Interventions + 4 months	

Trained ELSA in school	EEF Social and Emotional Learning +4 months EEF Behaviour interventions + 4 months	3,7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and spelling teaching across KS1 and KS2, including additional staff providing keep up sessions. Reading materials that support these to be accessible at home for parents to read with the children. Year 1 / EYFS additional staffing to ensure small phonics groupings & target teaching.	+5 – Phonics - EEF Teaching and Learning Toolkit +4 – Early Literacy approaches - EEF Teaching and Learning Toolkit NFER 4 – Meeting individual learners’ needs. NFER 5 – Deploying staff effectively.	1,2,6
To provide nurture and positive play small group provision for targeted pupils. Treehouse and Treetops provision in mornings afternoons.	+7 Metacognition and self-regulation– EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place +4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.	2,3,5
SAL support in Reception Targeted SCLN Communication support – Welcom Programme NELi / Welcome used for learning and targeted in EYFS 1:1 SPLT programme training and delivery for individual children. TA deployment to support the delivery of SPLT Programmes	+6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches EEF Toolkit One to One tuition + 5 months; EEF Toolkit Within Class Attainment grouping + 2 months EEF Toolkit small group tuition + 4 months EEF Teaching Assistant Interventions + 4 months	2,3
Precision teaching and direct instruction for identified pupils 1:1 with class teacher or TA	6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches	3,1,2,6

Number Sacks - Teaching Assistants to use Number Stacks support the coverage of any objectives that show gaps in prior learning.	+4 – Teaching assistant interventions – EEF Teaching and Learning Toolkit	1,6
Y6 Revision Guides To support children with their understanding of the curriculum and support their revision and test preparation process independently. Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	+3 – EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place 4 – Teaching assistant interventions – EEF Teaching and Learning Toolkit	1,7
<u>Supporting Parents and carers.</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning. Stationary packs and/or laptops provided for those who don't have access to these resources at home. Lexia, Nessy, Bug Club, EdCity, ESchools	+4 – Parental Engagement – EEF Teaching and Learning Toolkit	7

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

Budgeted cost: £ 51859.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
The foundation curriculum will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Cornerstones Curriculum Maestro.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	3
To provide proportional subsidised – Residential visits Music lessons Educational visits Sports clubs PP children to be proportionally represented at after school clubs (currently 25% 7.12.25).	+3 – Arts participation - EEF Teaching and Learning Toolkit +1 – Physical activity – EEF Teaching and Learning Toolkit NFER 2 – providing financial, plus social and emotional support for families	3,7,5

Termly reading workshops and initiatives to engage and promote reading with whole family (EYFS).	+6 – Reading comprehension strategies - EEF Teaching and Learning Toolkit +6 – Oral language interventions – EEF Teaching and Learning Toolkit +4 – small group tuition – EEF Teaching and Learning Toolkit	2,3,7
Home School Link to work with identified families to provide social, emotional and behaviour support. HSL to arrange TAF meetings/early support covering issues such as engagement, attendance, wellbeing, behaviour.	+4 – Parental Engagement – EEF Teaching and Learning Toolkit	3,7
HSL/SENDco hours increased to provide additional support for social and emotional needs for identified pupils. All classes to complete weekly wellbeing reflection and daily opportunity to use the chatterbox so that any worries / anxieties can be addressed quickly and flagged up with the appropriate staff if further support is needed.	+4 – Social and emotional learning - EEF Learning Toolkit	3,6,7
Mental Health Worker referrals and scheduled appointments to provide additional SEMH support for identified pupils.	+4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.	5,6,7
Additional hours for support staff to assist with wellbeing and behaviour needs of pupils.	+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership	5,6,7
To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities. All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their peers. Breakfast Club	+4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place. +4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership +4 – Parental Engagement – EEF Teaching and Learning Toolkit	3, 5, 7
Subsidised Music tuition to broaden pupils' cultural experiences through learning to play a musical instrument The opportunity to learn	NFER Number 4 – meeting individual learning needs	3,4

to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	NFER 7 – Clear, responsive leadership	
Commando Joe's To allow all pupils, but in particular those in receipt of PP funding, opportunities for character education, to build resilience and other key attributes required in learning and in life. Access to the Commando Joe's RESPECT values/attributes as a whole-school approach will help our most vulnerable pupils to develop the skills to succeed, impacting on progress and attainment as well as improved wellbeing.	+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership	3
Effort and behaviour for learning initiatives (i.e. Accumulator) providing incentives and rewards for children.	NFER 2 – addressing behaviour – effective behaviour strategies are in place	3,5
To provide children with wider experiences that would not be provided within the family.	Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015	3,7
Drawing and Talking Therapy Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially. After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.	EEF Metacognition and self-regulation +7 months EEF Behaviour interventions + 4 months	3,5,7
LEGO therapy. LEGO® Therapy has been proven to be an effective way to support children in developing their communication and social skills, improving their social interaction and social competence, whilst giving them skills to sustain lasting friendships and reach their full potential.	EEF Metacognition and self-regulation +7 months EEF Behaviour interventions + 4 months	3,5,7
Animal therapy - School pets and supplies The interaction with animals, decreases distress and improves mood. The effects of animal therapy are measurable, as seen by an	EEF Metacognition and self-regulation +7 months	3,5

increase in the release of endorphins in the person interacting with the animal. Endorphins are brain chemicals that are released and make you feel good.	EEF Behaviour interventions + 4 months	
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Total budgeted cost: £ 73351.25

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

Service pupil premium funding (optional)

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

Further information (optional)

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