



Pupil Premium Report

Ready, Respectful, Safe

Policy Owner	Headteacher
Date	2023 24

This statement details our school's use of pupil premium (and recovery 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
School name	Woodlands Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	23.8%, 98 No.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	Annually
Statement authorised by	Rachel Dean
Pupil premium lead	Rachel Dean
Governor / Trustee lead	Harrison Gorst

Funding overview

Detail	Amount
HCSS Pupil premium funding allocation this academic year	£142,590
Recovery premium funding allocation this academic year	£16,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,648

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the best chance of success at Woodlands Primary School than if they went to any other school. The focus of our pupil premium strategy is to support disadvantaged pupils to attend school regularly, have positive attitudes to school, and achieve at least in line with their peers particularly in the key skills of Reading , writing and Maths and are able to access a broad and balanced curriculum.

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.

We follow the Education Endowment Foundation's tried model and menu of approaches. High-quality teaching is recognised as the most significant factor, using a common language that underpins our pedagogical approach used across the school to enable all pupils to learn. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for long term education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes through removing barriers to learning and participations, and raising expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence is also higher amongst disadvantaged pupils compared with their peers</p> <p>Our assessments and observations indicate that absenteeism and poor punctuality is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by Covid to a greater extent than for other pupils. Pupils in KS1 who did not have opportunities to play and socialise during lockdowns are particularly impacted. Incidents of fixed term suspensions and other behaviour incidents mean negatively impacting disadvantaged pupils' progress.</p>
3	<p>Internal assessments indicate that disadvantaged pupils have greater difficulties acquiring phonics than their peers. This negatively impacts their fluency as readers, and access to a broad and balanced curriculum.</p> <p>This has been further exacerbated by the pandemic .</p>
4	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by the pandemic.</p> <p>This has resulted in gaps in learning in writing</p>
5	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by the pandemic.</p> <p>This has resulted in gaps in learning in maths including times tables and number facts, as well as lack of experience in using manipulatives to support their understanding of key concepts.</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	Baseline Data	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The rate of overall absence for disadvantaged pupils is higher than all children.	<p>Sustained improved attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is eliminated. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</p>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	A high proportion of fixed term suspensions are for disadvantaged children	Data and observations indicate a reduction in disruptive incidents indicated by fixed term exclusions and internal reflections. This is further evidenced through our quality assurance processes such as work scrutiny and engagement in lessons.
Improved phonics and Reading attainment for disadvantaged pupils at key data points	<p>Y1 Phonics outcomes show a gap in achievement between PP and all children</p> <p>KS2 outcomes in Reading shows a gap in achievement between PP and all children. This is reflected in both the local and national data.</p>	Y1 Phonic Screening, Y2 Phonic Retake, KS1 and KS2 Reading outcomes in 2025/26 show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced
Improved maths attainment for disadvantaged pupils at key data points.	KS2 outcomes in Maths show a gap in achievement between PP and all children. This is reflected in both the local and national data	KS1 and KS2 Maths outcomes in 2025/26 show that the gap between disadvantaged pupils and their peers who meet the

		expected standard is reduced
Improved writing attainment for disadvantaged pupils at key data points.	KS2 outcomes in Writing show a gap in achievement between PP and all children. This is reflected in local authority comparative data	KS1 and KS2 Writing outcomes in 2025/26 show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced

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

Budgeted cost: £ 43,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club: DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Improve the quality of social and emotional (SEL) learning. SEL approaches such as Emotion coaching will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	5

<p>Ensure pupils have access to a broad and balanced curriculum</p> <p>We will fund teacher release time to ensure the Million Dreams curriculum is implemented across the school</p>	<p>A knowledge-rich curriculum places powerful knowledge at the heart of the curriculum. The knowledge content is carefully chosen and organised in a coherent way, ensuring it builds from year to year. In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.</p> <p>Teaching a broad and balanced curriculum for education recovery</p>	1, 2
<p>Resources and training to support implementing 'Common language' pedagogical approach: a universal offer across the school</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2
<p>Enhancement of our teaching of Writing and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access high quality writing CPD provide by Integra</p>	<p>Using high quality instruction, including formative assessment to support pupils learning</p> <p>Providing marking that moves learning forward addressing gaps</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	4

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

Budgeted cost: £59,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at KS1 and 2 disadvantaged pupils who require further phonics support through Bug Club Rapid Phonics and additional books	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Small group tuition through in Maths	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	3, 4, 5
Nurture provision: Self-regulation strategies both through Nurture group and outreach nurture support	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies	2.

	<p>suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers.</p> <p>As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Nurture: OFSTED report</p>	
Elevate mentoring	<p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p>	1. & 2.

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

Budgeted cost: £ 55,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of adults to provide daily emotional and physical support through regular intervention and targeted support	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions EEF	2.
Parental engagement support to assist entry/exit into and out of school and for families to support emotional and mental health and with cost of living crisis	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental Engagement EEF	1.
Additional financial support to attend extracurricular sports clubs	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.	1.
Access to financial support for trips	Increased engagement, enhanced relationships and assisted resilience and mindfulness. https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article	1.
Access to financial support for school uniform	There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to	1.

	<p>better learning, though it may be an important precondition.</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p>	
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Total budgeted cost: £ 158,648

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 2022 to 2023 academic year.

Challenge 1: Attendance

Targeted approaches and structured processes have shown some positive impact and there is an improvement on 2021-2 data. However this remains a challenge. This is a long term strategy and is a high priority of the school with all stakeholders. Whole School Attendance 2022/3: 93.4%; Persistent absence: 17.3%
PP Attendance 2021/2: 90.7%; Persistent Absence: 25.5%.
This is comparable with trust schools.

Challenge 2: Phonics

There is still a gap between PP and non PP pupils and this is reflected in local authority data. (2023 Woodlands: All 78%, PP 58% and Local Authority: All 82% and PP 64%)
This academic year we continue to strengthen our pedagogical approach across the school with our DFE approved scheme: Bug Club. We continue to use the Bug Club intervention programme to ensure children keep up. We will continue to invest in resources and staff training.

Challenge 3: Fixed term suspensions and other behaviour incidents

During the year, we have provided training for staff including Team Teach de escalation training to develop our universal offer available to all children and targeted approaches such as ELSA, Circle of Friends and Zones of Regulation. Fixed term suspension for this group is high (260 incidents involving PP pupils compared to 532 All)

Challenge 4: Writing

In writing overall children achieved above national, but the gap between PP and all is still a concern. This is reflected both nationally and locally.
KS2 Writing results: ALL 80% ARE, PP: 62% ARE

Challenge 5: Maths

In maths overall children achieved above national, but there is a gap between PP and all. This is reflected both nationally and locally.
Maths attainment: 76% ARE, PP: 46% ARE (National 56%)

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
Elevate Mentoring	Bristol Sport

