

Pupil Premium Strategy Statement

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
School name	Woodhill Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Martha Holder, Interim Headteacher
Pupil premium lead	Sunita Vyas, Deputy Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,080
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	£327,080

Part A: Pupil premium strategy plan

Statement of intent:

At Woodhill Primary, our commitment to high-quality education and holistic support underpins our Pupil Premium strategy. We believe every child deserves the opportunity to succeed academically and grow as a confident, resilient learner. Pupil Premium funding helps us reduce barriers faced by disadvantaged pupils, fostering both academic excellence and emotional well-being.

We aim for all Pupil Premium pupils to meet or exceed national expectations, value their education, and engage fully in school life. Through quality-first teaching, bespoke interventions, and robust family support, we empower pupils to achieve their best. Our curriculum enables them to explore local and global issues, develop critical thinking, and prepare for the next phase of education.

We prioritise reading proficiency through a systematic phonics programme, cultivating a lifelong love of reading and strong communication skills in a language-rich environment. At Woodhill, well-being is at the heart of everything we do. We ensure our pupils feel safe, supported, and motivated while accessing enriching cultural, creative, and sporting opportunities.

By identifying and addressing barriers to learning, we strive to give every pupil the tools to succeed, fulfil their potential, and transition confidently to the next phase of their education.

Challenges:

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

Challenge number	Detail of challenge
1	Core Subject Attainment: While progress across year groups is generally positive, attainment at GDS in reading, writing, and maths for Pupil Premium pupils continues to lag behind non-disadvantaged peers. Specific gaps exist across year groups, requiring focused intervention and support.
2	Communication and Language Development, and Oracy: Many Pupil Premium pupils enter the school with delayed language and communication skills, impacting their literacy foundations and limiting their ability to engage fully with the curriculum. This is particularly evident in EYFS and KS1, where language barriers hinder phonics and reading progress. Developing oracy skills is a priority

	to ensure pupils can articulate their learning effectively, participate in discussions, and build confidence in using language across different contexts.
3	Social, Emotional and SEND Needs: A significant proportion of Pupil Premium pupils have additional developmental and learning needs (SEND), alongside social and emotional challenges that affect behaviour, engagement, and academic progress. Addressing these needs is critical to creating a stable, supportive learning environment that promotes both personal and academic growth. Tailored support is required to ensure pupils with SEND can access learning effectively and develop the skills needed for success.
4	Attendance and Persistent Absence: Despite improvements, attendance remains a challenge, with persistent absence rates among Pupil Premium pupils above national averages. Reducing these rates is essential for ensuring continuity in learning and access to support.
5	Access to Enrichment Opportunities: Limited participation in extracurricular activities restricts Pupil Premium pupils' exposure to broader life experiences, potentially limiting their aspirations and personal growth.

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
Increased attainment in core subjects, in particular GDS	By 2027, the percentage of Pupil Premium pupils achieving expected standards in reading, writing, and maths at KS2 will exceed national benchmarks.
Improved language, communication and oracy skills	All children, other than those with significant SEND needs, will meet phonics expectations by the end of Year 1, with a marked improvement in language assessments for EYFS pupils. Oracy skills will be developed across all year groups, enabling pupils to articulate their learning clearly and confidently in a range of contexts and for different purposes.
Enhanced social, emotional, SEND well-being	Through SEL (social and emotional learning) programmes, Pupil Premium pupils will show measurable growth in emotional regulation, resilience, and positive behaviour as evidenced by assessments and behaviour logs. Early identification of SEND will ensure tailored interventions and support are in place, enabling pupils to access learning effectively and make consistent progress.
Improved Attendance and Reduced Persistent Absence	Whole-school attendance will exceed 96%, reflecting strong engagement across all pupils.

	<p>The gap in attendance rates between Pupil Premium pupils and their peers will be lower than the national average, demonstrating equity in attendance and access to education.</p> <p>Pupil Premium attendance will reach or exceed national, with persistent absence rates reduced to align with or fall below national averages.</p> <p>Persistent absence among Pupil Premium pupils will be reduced significantly, bringing it below national averages for disadvantaged pupils.</p>
Broader Participation in Enrichment Activities	<p>The majority of Pupil Premium pupils will engage in one or more extracurricular activities annually, broadening their exposure to enrichment opportunities and building aspirations.</p>

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)

Budgeted cost: £163,540 (50% of total funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing PD for teachers focused on effective adaptive teaching, language development, and trauma-informed approaches to support disadvantaged pupils.	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF Guide to the Pupil Premium, 2024). Effective PD helps to ensure that all teachers can meet diverse needs.	1, 2, 3
Continue to implement <i>Little Wandle</i> phonics programme across EYFS and KS1, extending support to KS2 for identified pupils.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF Teaching and Learning Toolkit, Phonics).	1, 2
Utilise assessment data to identify gaps and provide targeted instruction in reading, writing, and maths through structured support in classrooms.	Using data effectively to monitor and inform decisions is key to understanding the needs of disadvantaged pupils and ensuring progress (EEF Guide to the Pupil Premium, 2024).	1, 3
Implement a mentoring programme for ECTs with a focus	Supporting early career teachers through mentoring and coaching can significantly	1, 3

on strategies for supporting disadvantaged pupils.	improve teacher retention and skill, particularly in supporting pupils with additional needs (EEF Guide to the Pupil Premium, 2024).	
Facilitate peer observations focused on sharing effective strategies for PP support, followed by debrief sessions.	Peer observation and professional collaboration help to share best practices, which is especially effective in improving teaching quality school-wide (EEF School's Guide to Implementation).	1, 3

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

Budgeted cost: £98,120 (30% of total funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group tutoring in reading, writing, and maths, with sessions tailored to address specific skill deficits identified through assessments.	Evidence shows that small-group tuition can be effective in supporting students who are falling behind (EEF Teaching and Learning Toolkit, Small Group Tuition).	1, 2
Use <i>Speech Link</i> and <i>Language Link</i> interventions in EYFS and KS1 to address language needs, with support extending into KS2 for ongoing development.	Oral language interventions, including targeted small-group and one-to-one sessions, can have a positive impact on reading skills and overall communication (EEF Teaching and Learning Toolkit, Oral Language Interventions).	2
Implement specific catch-up programmes in KS2 for Pupil Premium pupils lagging behind age-related expectations, using structured resources and trained teaching assistants.	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024).	1

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

Budgeted cost: £65,420 (20% of total funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build upon the existing work of the dedicated attendance officer by	Addressing attendance and punctuality issues is critical to ensure	4

introducing additional family engagement initiatives, such as targeted home visits and parent workshops focused on the importance of regular attendance and strategies for overcoming attendance barriers.	that pupils benefit from the educational experiences on offer (EEF Guide to the Pupil Premium, 2024).	
Host workshops on supporting literacy and well-being at home, and provide resources to parents, particularly for EYFS and KS1 families.	Parental engagement is consistently associated with improved academic outcomes" (EEF Teaching and Learning Toolkit, Parental Engagement).	2, 4
Subsidise access to after-school clubs, sports, arts, and cultural trips, ensuring no Pupil Premium pupils miss out due to financial constraints.	There is evidence that enrichment activities improve both educational outcomes and wellbeing" (EEF Guide to the Pupil Premium, 2024).	5
Collaborate with external agencies to provide mental health support, such as counselling sessions and well-being workshops for Pupil Premium pupils.	Well-being initiatives contribute to improved pupil engagement and resilience, supporting overall academic progress (EEF Teaching and Learning Toolkit, Social and Emotional Learning).	3, 4

Total budgeted cost: £327,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023–2024 academic year, drawing on national assessment data, internal summative and formative assessments, and school-level data on attendance, behaviour, and well-being. This review also considers the long-term impact of Covid-19 disruptions on learning, particularly for cohorts in KS2, and its uneven effects on individual pupils.

Statutory assessment data revealed the following:

- **KS2 Outcomes:** 70% of Year 6 disadvantaged pupils achieved the expected standard in reading, writing, and maths (RWM). This is above the national average for all pupils and reflects consistent improvement across the three years of the strategy. However, 0% achieved Greater Depth Standards (GDS) in RWM, highlighting the need for further targeted challenge.
- **Phonics:** In Year 1, 79% of disadvantaged pupils passed the phonics screening check, meeting national expectations. This demonstrates incremental improvement but highlights the need to further close the gap between disadvantaged and non-disadvantaged pupils.
- **EYFS:** 76% of disadvantaged pupils in EYFS achieved the communication and language Early Learning Goal, reflecting progress in early language development but with some gaps remaining.

Wider Issues Impacting Performance

School data and observations identified the following wider issues influencing disadvantaged pupils' outcomes:

- **Attendance:** Whole-school attendance for 2024-24 was 93.8%, with Pupil Premium attendance reaching. Persistent absence among disadvantaged pupils remains a challenge and, above the national average.
- **Behaviour and Well-Being:** Staff observations and pupil feedback indicate improvements in emotional regulation and resilience, though some pupils with complex SEND continue to require targeted support.

Evaluation of Strategy Effectiveness

Based on this analysis, the performance of our disadvantaged pupils met expectations in some areas, while others remain areas for development. We are partially on course to achieve the outcomes outlined in the 2022–2024 strategy.

Key Strengths:

- **Language and Phonics Development:** The implementation of the *Little Wandle* phonics programme and a language-rich environment in EYFS and KS1 contributed to improved communication and reading outcomes. This progress highlights the effectiveness of targeted, evidence-based interventions.

- **Social and Emotional Learning (SEL):** Embedding SEL programmes, such as *Zones of Regulation*, has improved pupils' emotional well-being and engagement. Behaviour incidents involving disadvantaged pupils have declined, and staff report increased resilience and confidence among these pupils.
- **Attendance:** Focused family support and the work of the attendance officer narrowed the attendance gap between disadvantaged and non-disadvantaged pupils, though persistent absence remains a key challenge.

Areas for Improvement:

- **Greater Depth Standards (GDS):** Disadvantaged pupils' outcomes at GDS remain a concern, particularly in KS2, where no disadvantaged pupils achieved GDS in RWM. More rigorous challenge and targeted support are needed for higher-achieving pupils.
- **Persistent Absence:** While attendance improved overall, the persistent absence rate among disadvantaged pupils is still above national averages. Continued efforts are needed to address this issue through personalised interventions.
- **Writing Outcomes:** Progress in writing lags behind other core subjects, particularly in KS1 and KS2. Enhanced writing interventions and embedding oracy as a precursor to writing development will be key to improvement.

Conclusion

The 2021/22–2023/24 Pupil Premium strategy successfully addressed several key priorities, including improving language and phonics outcomes, embedding SEL programmes, and narrowing attendance gaps. However, achieving GDS outcomes, reducing persistent absence, and improving writing progress require continued focus in the 2024/25–2026/27 strategy.

We have reviewed our strategy plan and will adjust our approach in the following areas for the next academic year:

1. Increased focus on interventions for high-achieving disadvantaged pupils to improve GDS outcomes.
2. Enhanced attendance initiatives targeting persistent absentees, including personalised action plans and increased family engagement.
3. Continued embedding of oracy initiatives to strengthen language development and support improvements in writing.

These adjustments will ensure we remain on track to achieve the outcomes outlined in our long-term strategy.

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
CAMHS MHST allocations to children who are in need of extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further supports them support their children	Children and Adolescents Mental Health Team
Educational Psychologist targeted support for pupils with SEND, behaviour and mental health needs. Impact is that children seen are now accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.	Ed Psychs Ltd
Sports coaching for afterschool clubs to provide a range of sports experiences (gymnastics, Irish dancing, football and multi sports)	Joe O'Regan
Little Wandle Phonics and Fluency	Little Wandle
Century AI-powered personalised teaching and learning	Century Tech
SpeechLink - speech, language and communication needs (SLCN) programme	SpeechLink

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?	<p>Dedicated SEMH Support:</p> <ul style="list-style-type: none"> Regular sessions with a trained pastoral support worker to provide a safe space for pupils to express their feelings and build resilience. Small-group activities centred on emotional regulation and peer bonding, using frameworks such as <i>Zones of Regulation</i>. <p>Transition Support:</p> <ul style="list-style-type: none"> Tailored transition programmes for new service pupils joining the school to help them integrate smoothly into the school environment. Buddy systems pairing service pupils with peers to foster friendships and reduce feelings of isolation.
What was the impact of that spending on service pupil	<p>Improved Emotional Regulation:</p> <ul style="list-style-type: none"> Pupils demonstrated greater confidence in managing transitions and expressing their emotions, as evidenced by behaviour logs and staff observations.

premium eligible pupils?	<p>Increased Sense of Belonging:</p> <ul style="list-style-type: none"> Pupil feedback highlighted a stronger feeling of being valued and included in the school community. Many expressed pride in their service family backgrounds, and parents reported that their children felt more settled. <p>Stronger Peer Relationships:</p> <ul style="list-style-type: none"> The buddy system and group activities fostered new friendships, reducing feelings of isolation and helping pupils integrate effectively into their peer groups.
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Further information (optional):

Review of academic year 2024/2025

The strategy's success is measured against the core challenges identified (Enrichment, Attendance, Oracy/Communication, SEND and SEMH Needs) and the overarching goal of closing attainment gaps. The following review outlines the impact of spending within the three key pillars: Quality of Teaching, Targeted Academic Support, and Wider Strategies. Overall, the data demonstrates a highly effective use of Pupil Premium (PP) funding, particularly in driving attainment across Key Stage 2. Key challenges related to well-being were also successfully mitigated, though attendance and persistent absence remain focus areas.

Key outcomes from 2024/25 (from data dashboard)

Disadvantaged outcomes 2025 at KS2:

R - 73% (18%), W - 76% (21%), M - 73% (9%), G - 73% (18%)

RWM - 62% (4%) (London all 78% (36%))

Attainment at the expected standard

- In key stage 2, the attainment of disadvantaged pupils at Woodhill Primary school is significantly above national in reading, writing, maths and combined.
- Combined outcomes for RWM need to remain a focus and area of work in the next academic year
- The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths should remain a key area of focus in the next academic year

Attendance and persistent absence

- Attendance showed a relative improvement in school vs national trend, with school attendance figures at 94%.
- FSM6 attendance was above national, at 93.1% compared to 92.4% showing impact of actions implemented to mitigate challenge 4.
- Although the school persistent absence was above the national average, the percentage of disadvantaged pupils who were persistently absent was lower than the national average (21.9% compared to 24.5%).

- Further attention should be given to SEN attendance to ensure the year on year increase continues, in order to bring the attendance of SEN pupil in line with the national average.

Oracy & communication

- 81% of pupils in Year 1 passed the phonics check, largely in line with the national average.
- In the Year 1 phonics check, 76% of disadvantaged pupils passed the check, compared with 67% nationally, indicating a strong impact from the Little Wandle Phonics programme and the Oracy framework.