



Pupil premium strategy statement – Woodfield Primary and Nursery 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	185
Proportion (%) of pupil premium eligible pupils	51%
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Kowalski
Pupil premium lead	Jo Mallin
Governor / Trustee lead	Sian Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,153
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>	£133,153

Part A: Pupil premium strategy plan

Statement of intent

At Woodfield Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the school.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. However, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE), especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or intervention; the ultimate outcome of which will be that pupils will achieve their academic and personal potential. Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison or development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low entry points – Oral Language and Vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery, where children are often starting with no or very limited language through to KS2 who, in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Early Reading and Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Low entry points – Mathematics: Internal and external (where available) assessments indicate that mathematic attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p>
4	<p>Attendance: Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>95.7% - National 2022/23</p> <p>93.5% - Whole School</p> <p>91.73% - Pupil Premium</p>
5	<p>Social, Emotional, Mental Health:</p>

	<p>Our pastoral team have identified social and emotional issues for many pupils and their families. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support for SEMH, for children has increased in recent years. We are also seeing that their families are also needing higher levels of support. The impact on parental mental health on the children has also been evident.</p>
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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
High quality teaching and learning	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including NPQs, enabling the acceleration of progress towards ARE (Reading, including phonics, Writing, Maths and Oral Language)</p> <p>Measure:</p> <p>Staff and pupil voice, evidence of CPD strategy and internal QA records</p> <p>Termly progress and attainment data, RWI data</p> <p>End of Key Stage performance data</p>
High quality in-school support and intervention	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Reading including phonics, Writing, Maths.</p> <p>Measure:</p> <p>Impact evidence from HLTA and TAs</p> <p>Termly progress and attainment data, RWI Data</p> <p>End of Key Stage performance data</p>
To achieve high attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5% (95% average attendance)

	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being no more than 17%
High quality pastoral support to support children to regulate	Ensuring that all children are taught a range of strategies to help them to understand themselves and support them to regulate. Staff are confident, through high quality CPD to support the children's needs.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc (RWI) manager is an experienced UPS teacher who has a secure understanding of early reading and phonics acquisition. She offers training, coaching and guidance to all staff leading RWI to ensure that the programme is delivered consistently and effectively.	RWI is a government-recommended SSP programme which is evidenced based, includes regular assessments of phonics acquisition, word reading and fluency. Phonics: EEF (EEF - Phonics)	
School Oracy Lead is an experienced UPS teacher leads on the development of oracy based approaches across the school by supporting training to ensure high quality wave one provision.	Discussion and structured opportunities to talk within lessons to improve comprehension and writing. Oral language interventions: EEF (EEF - Oral Language Interventions)	
Upper Pay Scale teacher (PSHEE lead) pastoral lead working collaboratively to develop	Social and Emotional Learning: EEF (EEF - Social and Emotional Learning)	

a clear relationship-based approach linking PSHEE curriculum, Emotional Logic, Values Based Curriculum and A trauma informed approach.	Metacognition and self-regulation: EEF (EEF - Metacognition and self-regulation)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 66,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support	Targeted and academic support Additional staff target pupil's misconceptions in English and maths (1:1/ Small groups) Small groups: EEF (EEF - Small group tuition)	1, 2, 3, 4, 5
Oral language and Vocabulary	S&L screening: EYFS (early identification and immediate action) Target Speech and Language support (Livewell) Key workers plan interventions to adapt personalised plans using the Speech and Language therapist's expertise	1, 2
Phonics sessions are delivered using Read, Write, Inc, keeping group sizes small to ensure that all pupils are working at their assessed level. In addition, targeted RWI interventions are also delivered on a small group and 1:1 basis to address gaps in learning and delays in progress.	EEF - Phonics	2
Evidence-based speech and language programmes are used as targeted interventions within Early Years and KS1 (BLAST, Chatter	EEF - Oral Language Interventions	1

Bugs, Colourful Semantics)		
White Rose targeted maths interventions three times a week with children who are just below ARE. This is led by trained TAs throughout KS2.	EEF - Improving Mathematics in Key Stages 2 and 3	3
Higher level School Library Service purchased to ensure high quality text for whole class reading, English and home-reading texts	EEF - Reading comprehension strategies	2

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

Budgeted cost: £36,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Leader to ensure high quality CP strategies	Keeping Children Safe in Education High proportion of families deemed as deprived	4, 5
Pastoral Coordinator	Keeping Children Safe in Education High proportion of families deemed as deprived	4, 5
Educational Psychologist or other MAST specialist services	Keeping Children Safe in Education High proportion of families deemed as deprived	4, 5
Residential and enrichment experiences	Ensuring that all children have equal access to social and cultural capital opportunities	1, 2, 4, 5
Children and Families Support Worker	Keeping Children Safe in Education High proportion of families deemed as deprived	4, 5
Wrap around care	EEF - Extending school time	4, 5
CPI Safety Intervention Training for senior staff and specific TAs	EEF - Behaviour interventions	5
Emotional literacy support assistant – 1	EEF - Metacognition and self-regulation	5

full time, plus additional class TAs		
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Total budgeted cost: £133,153

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in 2024-2025 academic year

Foundation Stage – Good Level of Development

	<i>All</i>	50%
	<i>Disadvantaged</i>	54%

Year 1 – Phonics Screening Check - Outcomes

	<i>All</i>	88%
	<i>Disadvantaged</i>	81%

Year 2 – Phonics Screening Check Resits - Outcomes

	<i>All</i>	90%
	<i>Disadvantaged</i>	91%

Year 4 – Multiplication Times Table Check - Outcomes

	<i>All</i>	14%
	<i>Disadvantaged</i>	13%

End of Key Stage 2 Assessments – Outcomes

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	38	47%	46%	Close to average (non-sig)	68%	-20	Not applicable	Not applicable
2025	10	50%	47%	Close to average (non-sig)	69%	-19	Widening	High - SEN
2024	16	50%	46%	Close to average (non-sig)	67%	-17	Narrowing	High - FSM
2023	12	42%	44%	Close to average (non-sig)	66%	-25	Not available	High - FSM, High - SEN

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
White Rose	Nuffield