

Woden Primary School Pupil Premium Strategy Statement 2025-2026

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
School name	Woden Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	57%
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
Statement authorised by	S Walmsley
Pupil premium lead	L Godfrey
Governor / Trustee lead	D Selkirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,240
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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	£327,240

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the pupil premium strategy is underpinned by the moral purpose to change lives for the better. This is reflected in our high expectations throughout the school for all pupils, including those eligible for pupil premium funding.

We strongly believe that all children should receive equally high-quality teaching which impacts effectively upon their learning. We recognise that high quality teaching approaches should be embedded for all pupils regardless of whether they are disadvantaged or not. Our aim is to ensure an increasing number of disadvantaged children are working in line with age-related expectations and above.

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our key area of focus are: Provision of high quality teaching, targeted support, and utilising wider strategies to meet the needs of our pupils and school community.

We aim to:

- ✓ To improve and/or consolidate attainment outcomes between disadvantaged and other pupils
- ✓ To improve and/or consolidate the rate of progress for disadvantaged children
- ✓ To provide a high ratio of teaching and additional staff to ensure all children receive Quality First Teaching
- ✓ Establish high quality interventions for disadvantaged or any pupils
- ✓ Increase access to enrichment opportunities such as before/after school clubs, trips and residential visits
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ✓ Ensuring that quality first teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for all pupils
- ✓ Providing quality time to allow for staff to plan, monitor and review
- ✓ Providing high quality professional development through National College
- ✓ Providing high quality interventions
- ✓ Provision of a Safeguarding and Attendance Lead / Attendance Champion to support families with attendance, well-being and additional needs

The range of provision the Governors consider making for this group will include:

- ✓ Ensuring all children receive quality first teaching differentiated for individual needs to maximise attainment and progress
- ✓ High staffing levels including additional teachers, HLTAs and support staff in every year group to ensure effective teaching and learning, provision for small group work, 1:1 and focussed interventions to raise attainment and accelerate progress
- ✓ An additional intervention support staff member
- ✓ Increasing number of children at or above age-related expectations.
- ✓ Support payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Working closely with parents & families, Social Care, LA and outside services

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are outperformed by their non-disadvantaged peers in statutory assessments - EYFS GLD, Y1 Phonics, Y4 MTC and R/W/M at KS2. The number of PP pupils achieving combined reading / writing / maths ARE at the end of KS2 is below that of non-PP pupils. Internal data also shows a mixed picture of gaps between PP and non-PP pupils across school.
2	Limited parental engagement, particularly those facing most challenges, and limited understanding of how to help children with their learning
3	Oral & speaking skills – increasing numbers of pupils are joining school with communication, speech and language difficulties, particularly in EYFS.
4	Children to have the highest aspirations for themselves and to understand their part in developing learning behaviours
5	Children receive limited opportunities outside of the school environment that will enhance their wider understanding and cultural capital.
6	Digital poverty – limited access to devices or lack of online provision to access any additional learning opportunities at home.
7	Attendance and punctuality are not always seen as high priority. As a result of this, attendance of disadvantaged children is lower than that of non-disadvantaged pupils. The percentage of unauthorised absence is also higher for disadvantaged pupils and the persistent absence for PP children is higher than that of non-PP children. This negatively impacts upon disadvantaged pupils' progress.
8	An increasing number of pupils require additional social, emotional and behavioural support. This is evident from school behavioural logs, observations, number of pupils with Emotional, and/or Behavioural Support Plans. School supports an increasing number of families through Early Help. We are also making increasing referrals to 'Reflexions', CAMHS and Base 25 to support pupil mental health and wellbeing.

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
Improve the oral language skills and vocabulary among disadvantaged pupils.	Increased % of PP pupils achieve ARE in CLL by end of Reception. The % of PP pupils pass phonic screening is in line with national averages. Completion of Speech & Language plans. Use of WellComm is well established and identifies barriers to CLL which then provide effective targets for children requiring additional support
Improved reading attainment for disadvantaged pupils by the end of EYFS and KS2.	Increased % of disadvantaged pupils achieve ARE. Gap between PP and Non-PP decreases. RWI phonics programme well established and well-resourced across school to improve early reading attainment. PP pupils pass phonic screening in line with national averages. Standardised reading tests show PP pupils improve their reading ages in line with their peers.
Accelerate progress for disadvantaged pupils in writing.	Increased % of disadvantaged pupils make accelerated progress in writing. Increased % of disadvantaged pupils achieve ARE in writing. Gap between PP and Non-PP pupils decreases. Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.
Improved attainment for disadvantaged pupils in maths by the end of EYFS & KS2	Increased % of disadvantaged pupils make accelerated progress in mathematics. Increased % of disadvantaged pupils achieve ARE in mathematics. Gap between PP and Non-PP pupils decreases. Increased % of disadvantaged pupils achieve well at Y4 MTC. Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.
Increase provision for pupils to access support for social / emotional / behavioural needs.	Increased number of pupils receive intervention for social / emotional / behavioural needs. Decreased number of behavioural incidents involving PP pupils. Pupil speak confidently about their mental health & wellbeing. Pupil voice & parent surveys shows pupils feel safe in school environment. Parents are effectively supported through Early Support plans.
Other	Improve attendance of disadvantaged pupils to be in line or above NA Bespoke approach to provide families with individualised support through Early Support where needed Provision of parent workshops to support home learning Increase in disadvantaged pupil participation in clubs and visits

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 (for example, CPD, recruitment and retention)

Budgeted cost: £160,826.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year groups have additional staff to maximise teaching and learning	•EEF/Sutton Trust Teaching & Learning Toolkit – Reducing class sizes (+2) / Small Group Tuition (+3) / Teaching Assistant Interventions (+3) •Blatchford & Hattie (2020) Rethinking Class Sizes: ‘At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes’	2, 3, 7, 8
National College CPD programme	Education Policy Institute, London (2020). Key findings: • High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. • quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015) • 7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.	1,3, 4, 5
When The Adult Changes programme - designed to support pupils, particularly those who may be disadvantaged or exhibit challenging behaviours, such as those with ADHD or attachment issues	EEF - Improving Behaviour in Schools Key recommendations: - Know and understand pupils and their influences - Teaching learning behaviours alongside managing misbehaviour - Use classroom strategies to support good classroom behaviour - schools use simple approaches as part of their regular routine - Use targeted approaches to meet the needs to individuals in school	1, 3, 4, 8

	National Child Traumatic Stress Network (NCTSN) highlights that trauma-informed practises, which this programme encourages staff to adopt, can lead to improved academic and behavioural outcomes by fostering a safe and supportive environment (NCTSN, 2013). This aligns with the programme's goal of equipping adults with the skills to respond effectively to pupils' needs. Pianta et al. (2008) conducted a meta-analysis showing that positive teacher-student relationships are associated with better academic outcomes, social skills, and emotional well-being. The programme aligns with this finding by training educators to develop and maintain supportive relationships with their pupils.	
Pupil Premium Champions (Pupils / Data Analysis) Half termly monitoring of PP pupils: • Attainment • Progress • Analysis compared to National	EEF Pupil premium guidance outline the importance of 'monitoring and evaluating the PP strategy' to ensure it is effective. EEF Pupil Premium Guidance	1, 2, 3, 4, 5, 6
Subject leader release time Opportunities for leaders to plan, monitor & lead curriculum subjects	The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See 'Schools guide to implementation' EEF School's Guide to Implementation	1, 5
Phase Leader release time Phase leaders monitor the effective teaching and learning across school and support curriculum delivery.	The EEF identify in 'Deliver' to use peer to peer collaboration with coaching and mentoring to ensure effective implementation. EEF Effective Guide to Implementation	1, 2, 4, 5, 6, 8
Training & resources for Forest School Accredited training for allocated staff leads. Purchasing of appropriate resources to enable pupils to access regular Forest School sessions	'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. LoTC Summary of Evidence	3, 4, 5, 8

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

Budgeted cost: £142,680.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to Interventions (Raising Attainment Plans)	Provision of QFT and effective, targeted challenge for children identified as needing additional support – see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF ‘Using Pupil Premium Effectively’: Diagnose, use evidence, implement, monitor & evaluate. The Pupil Premium, Ofsted 2012, www.ofsted.gov.uk/resources/120197 10 Top ‘Gap Busters’: Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis. John Dunford (ASCL, 2015) 10 point plan for maximum impact for Pupil Premium students	1, 3, 4
Teaching Assistants (proportion funded by pupil premium funding)	EEF + 5 months for TAs delivering small group interventions & support. EEF TA Interventions	2, 3, 7, 8
Employment of SaLT HLTA Support to implement Speech & Language interventions including use of WellComm assessments to baseline & measure impact	EEF + 6 months Oral language interventions EEF Oral Language Intervention EEF ‘Using Pupil Premium Effectively’ https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘using the pupil premium effectively: an evidence-based approach to closing the gap’.	1, 3
Loan of devices (laptop or tablet) for targeted groups to access Century software at home.	EEF ‘Digital Technology Guidance Report’ https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf ‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.’	4, 6
Wolves Foundation / PSCO Support Mentoring programme to support PP pupils	Establish mentoring schemes where...staff members provide guidance and support to younger pupils, helping them to set and achieve personal goals. This can improve aspirations and self-worth. Durrington Research School	1, 5, 8

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

Budgeted cost: £ 66,013.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing access to Before/After school clubs, trips and residential visits to enhance their wider understanding and cultural capital.	EEF - Provision of a range of initiatives to extend children's experiences Gov.uk: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	1, 5, 8
Safeguarding & Attendance Lead to support families with attendance, well-being and additional needs	Gov.uk: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism The Pupil Premium, Ofsted Feb 2013, www.ofsted.gov.uk/resources/120197 Effective schools: "...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning"	1, 2, 4, 5, 7, 8
Workshops / Information sessions for parents/carers to be provided information to support home learning / behaviour and any other identified issues	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	1, 2, 4, 7, 8

Total budgeted cost: £369,520.64

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 the 2024 to 2025 academic year.

Aims	Outcomes
Outcomes in reading, writing, and maths. (NA = National average)	Outcomes (in-school) compared to non-disadvantaged peers: EYFS GLD (PP/non-PP): R 61.8% / 69.2%, W 61.8% / 69.2%, M 61.8% / 69.2% Phonics results – PP 80.6% / non-PP 73.9% MTC results showed that non-PP pupils achieved higher than PP at 25/25 – 29.7% PP and 63.6% non-PP. Interventions will be targeting PP children this academic year to ensure this gap is closed. At KS2, the gap between PP and non-PP in school data was Reading -3%, Writing -16% and Maths -10%. Maths will continue to be a focus for interventions going forward to ensure gaps do not persist, however improving trend from 2023-24 data (Maths gap was -19%). Writing outcomes were impacted by a high level of SEN pupils in this cohort with identified need as MLD specifically related to language.
Outcomes in KS1 Phonics Screening Check	80.6% (NA for PP 67%) of disadvantaged children passed the Year 1 phonic screening check
Outcomes in reading, writing, and maths for disadvantaged pupils compared to disadvantaged national data. (NA = National average) <i>EYFS National data 2024-25 due Nov 25: https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile</i>	When analysing results comparing pupil premium pupils with the same group nationally: At EYFS, outcomes for disadvantaged pupils at GLD in school for 24/25 was 58.8% compared to 51.3% nationally. Reading 61.8% (PP NA 60.2%), Writing 61.8% (PP NA 54.7%), Maths 72% (PP NA 64.7%) 29.7% (NA 27%) of disadvantaged pupils achieved

	25/25 and 66% 20-25/25 in the MTC (NA 20+ 56%) At KS2, outcomes for disadvantaged pupils were above disadvantaged pupil national averages: Reading 69% (NA 63%), Writing 67% (NA 59%), Maths 61.9% (NA 61%)
Engagement in enrichment activities	Curriculum enrichment activities and events are partially funded by 70% to reduce cost to parents and ensure all pupils can participate.
Parental engagement in workshops / events	There was a total of 24 workshops run across the year 24/25 where approximately 47% PP parents attended including phonics, first aid, financial support, SEN and Statutory assessments.
Outcomes in attendance	Attendance rates for disadvantaged was above, and non-disadvantaged pupils broadly in line with national averages. Disadvantaged attendance 93.3% (NA 89.4%) Non- disadvantaged attendance 94.3% (NA (94.6%))

Targeted interventions have shown to be most effective for the pupils at Woden and will continue with the support of high quality CPD and increased staff to pupil ratio. The impact has been further mitigated by our resolution to maintain a high-quality curriculum, and wherever possible to provide a wide range of enrichment opportunities and educational visits for all children.

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

The EEF's implementation guidance supported development of our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to continue to secure better outcomes for pupils.

National Data Source: <https://explore-education-statistics.service.gov.uk/find-statistics>

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
Read, Write, Inc	Oxford University Press
Century	
National College	
Discovery Education	
Sumdog	
Testbase	
Ten Town	
Letter Join	Handwriting
Widget Online	