

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Woodcot Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Michaela Beetlestone
Pupil premium lead	Michaela Beetlestone
Governor / Trustee lead	Lisa Rhodes

## Pupil Overview

This strategy seeks to diminish the barriers for pupils in the following demographic groups:

- Pupils currently eligible for FSM
- Pupils who have been eligible for FSM at any time in the past six years
- Pupils currently in the care of a local authority
- Pupils who have been adopted from care or are under a special guardianship or child arrangements order
- Pupils that have been registered as a 'service child' on the January school census at any point since 2016

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,670 (53 Pupils)
Service pupil premium funding allocation this academic year	£3400 (10 Pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£80,070</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Woodcot, we target the use of pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to be as well prepared for the next stage of their education as their non-disadvantaged peers. We recognise that our disadvantaged children can face a wide range of barriers which may impact on their learning.

Through the use of our pupil premium funding we aim to:

- **Remove barriers to learning** arising from socio-economic disadvantage, family circumstances, or limited access to resources and opportunities.
- **Narrow the attainment gaps** between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- **Ensure all pupils achieve fluency in reading, writing and maths**, with strong comprehension skills, enabling full access to an ambitious and broad curriculum.
- **Empower pupils to communicate confidently and effectively**, equipping them with essential oracy and language skills for academic success and life beyond school.
- **Support pupils in nurturing their social and emotional wellbeing**, developing resilience and independence to overcome challenges and achieve personal growth.
- **Enable disadvantaged pupils to access a range of opportunities** to develop their knowledge and understanding of the world

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approaches are inclusive and designed to meet the diverse needs of all pupils, ensuring that no child is left behind regardless of their starting point. 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 and raise expectations of what they can achieve

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes
- targeted academic support - additional support is provided through targeted provision
- whole school strategies - we believe that there is no single strategy or intervention which provides a complete solution.

# Challenges

We have identified the most common barriers faced by our disadvantaged pupils and grouped these into **external** and **internal** categories to clearly differentiate between challenges that arise from factors **beyond the school's direct control** and those that are more directly related to individual pupil needs and behaviours.

## External Barriers & Challenges

These barriers include factors that originate outside the school environment and are often linked to family, socio-economic, or community circumstances. These barriers may influence pupils' readiness for learning and their ability to fully engage with school life.

Challenge Number	Detail of Challenge	% of chn with barrier 24-25	% of chn with barrier 25-26	% of chn with barrier 26-27
1	Emotional wellbeing / mental health	30%		
2	Low aspirations	19%		
3	Limited life experiences	14%		
4	Poor attendance / health	32%		
5	Low self esteem / confidence	32%		
6	Financial hardship	83%		
7	Parental engagement	3%		

### This means that...

- **Many pupils** are finding it difficult to **regulate their emotions**, leading to increased anxiety, reduced focus, and challenges in forming positive relationships. These difficulties are negatively affecting their behaviour and ability to engage fully in learning.
- **Many pupils** are **missing critical teaching and learning opportunities** due to irregular attendance. This is leading to significant gaps in their knowledge and skills, making it harder for them to keep up with their peers.
- **Many pupils** are **reluctant to take risks in their learning**, such as contributing in discussions or tackling challenging tasks. This is leading to underachievement and missed opportunities to build resilience and independence.
- **Almost all pupils** are **unable to access the basic essentials for school**, such as uniform, breakfast, or internet access. This is affecting their ability to engage in learning, complete homework, and feel included in the school community.

## Internal Barriers & Challenges

These are factors intrinsic to the pupils themselves that directly affect their academic progress, behaviour, and engagement. These are often linked to individual learning needs or personal development.

Challenge number	Detail of challenge	% of chn with barrier 24-25	% of chn with barrier 25-26	% of chn with barrier 26-27
8	Memory / recall	27%		
9	Narrow vocabulary	22%		
10	Oracy / articulation	24%		
11	Relationship with peers	22%		
12	Organisational skills	24%		
13	Specific difficulties in maths	37%		
14	Specific difficulties in phonics / reading fluency	30%		
15	Specific difficulties in spelling / writing transcription	40%		

### This means that...

- **Many pupils** find it difficult to keep up with **the foundational mathematical** concepts taught in their lessons and retain these over time. This impacts their confidence and progress in maths, as well as in other STEM subjects.
- **Many pupils** are **struggling to decode words or read fluently**, which affects their ability to access the wider curriculum. This impacts their comprehension, limits their enjoyment of reading, and slows progress in literacy.
- **Almost half of pupils** are finding it difficult to **write clearly and accurately**, often due to challenges with spelling or handwriting. This affects the quality of their written work and can lead to frustration or avoidance of writing tasks.

## 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
<p><b>Emotional Regulation</b> Pupils develop the skills to regulate their emotions, reducing anxiety and improving focus and relationships.</p>	<ul style="list-style-type: none"> <li>• Pupils identified with emotional wellbeing barriers show improvement in resilience and regulation based on <b>termly Boxall Profiles</b> and <b>annual Pupil Profiles</b>.</li> <li>• Reduction in behaviour incidents related to emotional dysregulation by <b>50% compared to 2024 baseline</b>.</li> <li>• <b>90% of staff report improvement</b> in emotional resilience during lesson observations.</li> <li>• Annual safeguarding survey shows an increase in children feeling safe and happy in school compared to the 2024 baseline.</li> </ul>
<p><b>Attendance</b> Pupils attend regularly to maximise learning time and progress.</p>	<ul style="list-style-type: none"> <li>• Termly monitoring shows sustained improvements in attendance rates.</li> <li>• Attendance for disadvantaged pupils improves to <b>at least 96%</b>.</li> <li>• Persistent absenteeism for disadvantaged pupils reduces to <b>below 10%</b>.</li> </ul>
<p><b>Resilience</b> Disadvantaged pupils develop resilience and independence, enabling them to engage actively in learning and overcome challenges.</p>	<ul style="list-style-type: none"> <li>• <b>75% of disadvantaged pupils</b> show increased engagement in challenging tasks as observed in lesson monitoring.</li> <li>• Lesson monitoring shows that <b>disadvantaged pupils complete independent tasks</b> (more readily) without adult support.</li> <li>• <b>90% of pupils</b> report feeling more confident to tackle challenges in annual pupil voice surveys.</li> </ul>
<p><b>Cultural Capital and Aspirations</b> Disadvantaged pupils access a wide range of enrichment opportunities, raising aspirations and extending cultural capital.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils participate in <b>at least three</b> enrichment activities or trips annually by 2027.</li> <li>• Attendance in extracurricular clubs by disadvantaged pupils increases to <b>75% by 2027</b>.</li> </ul>
<p><b>Fluency (Phonics)</b> Every child is able to decode using phonics by the end of Year 1, enabling full access to the curriculum.</p>	<ul style="list-style-type: none"> <li>• Year 1 <b>phonics screening</b> check results <b>exceed</b> the national average by 2027</li> <li>• <b>100% of disadvantaged pupils receiving phonics intervention</b> show progress in regular half-termly assessments.</li> <li>• 90% of targeted pupil premium pupils <b>achieve expected fluency benchmarks</b> by the end of Year 1.</li> </ul>
<p><b>Comprehension (Reading)</b> Every child is able to read fluently and with comprehension appropriate for their age, enabling curriculum access.</p>	<ul style="list-style-type: none"> <li>• By 2027, <b>75% of disadvantaged pupils achieve expected or above standards</b> in KS2 reading SATs.</li> <li>• 85% of pupils receiving reading interventions show <b>measurable progress in comprehension</b> and fluency within two terms.</li> </ul>
<p><b>Writing</b> Every child can write coherently and fluently, demonstrating understanding across subjects through clear written communication.</p>	<ul style="list-style-type: none"> <li>• By 2027, <b>75% of disadvantaged pupils</b> achieve expected standards in <b>KS2 writing SATs</b>.</li> <li>• Termly moderation shows <b>improvement in writing coherence, fluency, and accuracy</b> for 85% of disadvantaged pupils.</li> <li>• <b>Spelling accuracy improves</b> by 20% for pupils identified with barriers in transcription.</li> </ul>
<p><b>Mathematics</b> Every child is able to calculate fluently, solve problems, and reason effectively, using maths confidently in everyday life.</p>	<ul style="list-style-type: none"> <li>• <b>75% of disadvantaged pupils</b> achieve expected standards in <b>KS2 maths SATs</b> by 2027.</li> <li>• Termly assessments show <b>85% of pupils with specific maths difficulties make measurable progress</b> in fluency and reasoning tasks.</li> <li>• <b>90% of pupils report feeling confident</b> solving real-world maths problems by the end of Year 6.</li> </ul>

## 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 (e.g., CPD, Recruitment, and Retention)

**Budgeted Cost:** £9671.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teaching Walkthrus (£1,559.12):</b> Evidence-based guides for instructional coaching to improve teaching techniques.	EEF highlights effective professional development as having a significant impact on pupil outcomes.  <a href="#">Effective Professional Development   EEF</a>	All
<b>RWI Resources (£595.72):</b> Resources to support Read Write Inc phonics teaching.	Ensures consistent and effective delivery of phonics lessons, leading to better literacy outcomes.	14
<b>RWI Support Package (£3,510):</b> Intensive support, including development days, 1:1 tutoring for staff, and assessment tools.	Supports high-quality teaching and targeted interventions for struggling readers (EEF).	14
<b>The Write Stuff Training (£1,928.12):</b> Training to improve writing composition and address basic skills errors.	Explicit instruction in writing strategies improves overall writing proficiency (EEF).	15
<b>Vocabulary Ninja Subscription (£79):</b> A structured programme for vocabulary building across all year groups.	Enhances pupils' language skills, supporting comprehension and writing tasks (EEF).	9
<b>Cornerstones Curriculum Programme (£2,000):</b> Ensures coherent progression of knowledge and skills across subjects.	A carefully sequenced curriculum builds cumulative learning and improves pupil outcomes (EEF).	All
<b>Maths Hub (Free):</b> Targeted CPD for improving maths teaching.	Supports fluency and reasoning, addressing specific difficulties in maths (EEF).	13

## Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6154

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 and Small Group Tutoring for Maths (£682):</b> Focused support to address gaps in fluency and reasoning.	Small-group tuition has a significant impact on closing attainment gaps (EEF).	13, 12
<b>Targeted Reading Interventions (£1365):</b> Structured sessions to improve reading fluency and comprehension.	Improves reading outcomes for disadvantaged pupils who struggle with decoding and comprehension.	14, 9, 12
<b>Spelling and Writing Booster Groups (£682):</b> Support for spelling accuracy and transcription.	Explicit instruction improves basic writing skills and confidence (EEF).	15, 12
<b>Speech and Language Interventions (£697):</b> Programmes to develop oracy and articulation skills.	Strong oral language skills are linked to better engagement and comprehension across the curriculum (EEF).	10
<b>KS1 T&amp;L Rapid Intervention (£2728):</b> Additional teaching and intervention for pupils in KS1.	Accelerates progress for pupils with foundational gaps in phonics and reading ensuring readiness for future learning.	14

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64991

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>ELSA Programme (£19,671)</b>	EEF evidence shows that social and emotional learning improves behaviour, wellbeing, and academic outcomes.	<b>1 &amp; 5</b>
<b>Family Support Coordinator (£20,844)</b>	Parental engagement and support improve attendance and pupil outcomes.	<b>4, 6 &amp; 7</b>
<b>Attendance Initiatives (£780)</b>	Attendance improvement strategies have a direct impact on reducing absenteeism and increasing learning time.	<b>4</b>
<b>Cultural Capital Residentials, Trips and Subsidies (£2192)</b>	Providing opportunities for disadvantaged pupils to participate in cultural and enrichment activities broadens horizons and builds aspirations.	<b>3</b>
<b>Breakfast Club (£3,266)</b>	EEF Magic Breakfast findings suggest that providing a nutritious start to the day boosts attainment, particularly in reading and maths.	<b>6</b>
<b>Learning Mentors (£17238)</b>	EEF findings suggest that improving behaviour, metacognition and self-regulated learning, when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.	<b>1, 2 &amp; 5</b>
<b>Contingency fund for acute issues (£1000)</b>	Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. uniform, trips, bedding, food etc	<b>4 &amp; 6</b>

**Total budgeted cost: £80816.69**

# 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 academic years 2023 to 2024.

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Strategy Outcomes</b>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Assessments and observations indicate that disadvantaged pupils have demonstrated some improved oral language skills and vocabulary. This progress is most evident when we look at evidence, such as pupil voice, and contributions to debates and discussions. It is becoming more evident in children's learning. Pupils now foster improved confidence and an ability to articulate ideas clearly. However, this has not had the impact that we would have wanted and, therefore, remains a priority.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.	We were beginning to see improvements in outcomes for disadvantaged pupils (2022 & 2023 compared to 2019). However, there was a dip in outcomes (2023 SATS). Therefore, this remains a priority to ensure maximum impact and close the attainment gaps (KS2 outcomes 2025)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.	
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>	The impact of our initiatives is seen in the way we have developed the wellbeing for pupils from disadvantaged backgrounds. Pupil voice and learning walks show that wellbeing of pupils has improved, and children are now more readily accessing learning independently. However, we still need to embed this and it remains a school priority.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>the percentage of all pupils who are persistently absent being below 3.5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>	Overall absence rates show improvement for all pupils with the attendance gap between disadvantaged pupils and their non-disadvantaged peers improving as of Summer 2024. Overall attendance rates are slightly below national average  Pupils who are persistently absent are higher than we would want but are below the national average. Disadvantaged pupils, who are persistently absent, have shown signs of improvement since Autumn 2024 (with an increase in September 2024). This remains higher than we would want but below the national average.  Attendance remains a school priority.

## Externally Provided Programmes

Programme	Provider
Wellcomm	
Concept Cat	
Word Aware	
Vocabulary Ninja	
The Write Stuff	
Read, Write Inc	
White Rose Maths	
Cornerstones	
Walkthrus	

## Service Pupil Premium Funding (optional)

Measure	Details
<b>Little Troopers Group</b> 5% of ELSA salary (included above)	Our ELSA and Family Support Coordinator support the emotional wellbeing and academic achievement of service children. Activities to stay connected to deployed parents are undertaken.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.